COLLEGE OF ARTS AND SCIENCES

INCLUSIVE EXCELLENCE ACTION PLAN 2022-2027

LAST UPDATED: APRIL 2023

Introduction

Following the University Diversity Council's call for each unit to create an Inclusive Excellence Plan, a committee comprised of 19 faculty, staff, students, and alumni from the College of Arts and Sciences (sometimes referred to as "CAS") drafted the preliminary version of the College's plan.

Although some efforts and initiatives must be stewarded by specific individuals or groups, the committee sought to use "us" and "we" whenever possible to reflect the community-wide commitment that the full plan requires. "Us" refers to the CAS community and "we" represents everyone who is a part of it. All CAS staff, faculty, students, and alumni have an affiliation with the College that positions them to represent its mission, vision, and values.

About Us

The College of Arts and Sciences seeks to be a welcoming community that fully embraces the University of Vermont's values as stated in Our Common Ground. Understanding that longstanding inequities and our collective experiences with/participation in manifestations of oppression have historically weakened the extent to which they are experienced across our community, we commit to the following objectives to reflect our values more fully and consistently.

In addition to the University's Common Ground Values (Respect, Integrity, Innovation, Openness, Justice, and Responsibility), our students, staff, faculty, and alumni aim to protect the rights of marginalized groups and aspire to live up to the following tenets/pillars:

Achievement

- All community members – regardless of their background, social identities, and prior experiences – are inspired and able to live up to their full capacity. Those with accessibility needs are never made to feel marginalized or excluded by our polices, practices, or other community members. Acknowledging that achievement means different things for different people and requires different things of different people, we offer and encourage multiple pathways to and measurements of success.

Belonging

- All community members experience a sense of belonging in our College and across the University. Everyone feels welcome and heard; And everyone is empowered to speak up when community members' welcome is challenged. Relatedly, any one person should feel confident that threats to their belonging will be considered as threats to the entire community and addressed accordingly.

Accountability

- All community members show up with intentionality, remain present, and follow through on the consequences of their actions. We seek accountability as a community, helping one another be more conscientious, socially responsible, and answerable to the successes and shortcomings of what we do.

We will pursue this plan (implemented once integrated into the College's larger strategic plan) with a commitment to remain thoughtful, compassionate, and empathetic in our work. We know that while words matter, action must follow. Our actions must be measurable, consistent, and fully integrated across the College. As such, we offer the following definitions to support our work:

- Diversity: the presence of difference; in the context of working with people/communities, diversity may be present across personal and social identities, thoughts, and opinions, learning needs, or other factors related to a person's life experience. Importantly, diversity does not guarantee inclusion, belonging, equity, or justice.
- Equity: fairness; prioritizing individual/group needs over uniformity. To be reliable and sustainable, equity must be reflected in policies, practices, and whole institutions.
- Inclusion: providing and honoring space (access, opportunities, voice, power, etc.) for everyone.

Inclusive Excellence Committee – Fall 2022 Membership

Name	Title	Department/Unit
Jamie Abaied	Associate Professor	Psychological Science
Aya Cheaito	Graduate Student	
William Falls	Dean of the College of Arts and Sciences	CAS Dean's Office
Kellie Fleury	Lane Series Communication	School of the Arts – Lane Series
Sarah Helmer	Assistant Dean for Student Services	CAS Student Services
Paula Gil Higa	Assistant Professor	School of the Arts – Theater & Dance
Linden Higgins	Lecturer	Biology
Amy Hoeltge	Lecturer	Chemistry
Heidi Kiesler	CAS Advisory Board Member	Alumni
Erika Lala	Assistant Dean for Strategic Equity Initiatives	CAS Dean's Office
Brent Lockwood	Associate Professor	Biology
Alanis Papoulias	Undergraduate Student	
Cameron Provorny	Undergraduate Student	
Sierra Sabec	Undergraduate Student	
Alice Schermerhorn	Associate Professor	Psychological Science
David Spector	CAS Advisory Board Member	Alumni
Katie Tyler	Student Services Coordinator	CAS Student Services
John Waldron	Associate Professor	Romance Languages - Spanish
Landon York	Undergraduate Student	

Unit(s) within College, Division, Department or Unit

- CAS Dean, Associate Deans, Assistant Deans, and Office Staff
- CAS Finance and Administration
- CAS Student Services
- CAS Information Technology & Support Services
- CAS Departments and Programs
    - Anthropology Department
    - Asian Languages & Literatures Department
    - Biology Department
    - Chemistry Department
    - Classics Department
    - Critical Race and Ethnic Studies Program
    - Economics Department
    - English Department
    - Film & Television Studies Program
    - Geography and Geosciences Department
    - Gender, Sexuality and Women's Studies Program
    - Global and Regional Studies Program
    - German and Russian Department
    - Health and Society Program
    - History Department
    - Historic Preservation Program
    - Holocaust Studies Program
    - Linguistics Program
    - Philosophy Department
    - Political Science Department
    - Psychological Science Department
    - Religion Department

- Romance Languages and Cultures Department
- School of the Arts
  - Lane Series
  - Art & Art History
  - Music Program
  - Theater & Dance
- Sociology Department

- All other CAS Centers, Institutes, and Initiatives
  - Center for Research on Vermont
  - Center for Community News
  - Humanities Center
  - Justice Research Initiative (JRI)
  - Medieval Studies
  - Miller Center for Holocaust Studies

Part 1 – Integrative Learning: Academic Success Goals and/or Co-Curricular Learning

Overall Objectives:

1. To create environments in our classrooms that facilitate learning and open discussion of DEI topics
    a. We appreciate that these discussions are sometimes difficult and require trust amongst the faculty and students
2. To research, distribute, and continuously keep up-to-date with national standards of equitable teaching
3. To identify and support (via faculty time + department/College resources) opportunities for students to build/expand upon the teachings and learnings from D1 courses throughout their time in CAS
    a. Learning opportunities that provide these reinforcements should offer substantive engagement, expect deep understanding, and be as frequent, varied, and rich as possible
4. To encourage meaningful engagement more consistently in DEI work via our co-curricular opportunities (internships)
    a. This should address existing programs/opportunities within the College and be accounted for in any new programs/opportunities
5. To increase engagement with the Greater Burlington Community across CAS offerings (curricular + co-curricular)

SMART Goals by Objective:

Objective	Goal	Owner	Measurements of Success	Actions + Timeline
1	Establish a program for juniors and seniors, on a volunteer basis, to be DEI near-peer mentors using the successful mentoring systems that are in place at the tutoring center and the writing center as models.	AD of Student Success	CAS consistently has [##] peer mentors every semester – and those peer mentors receive standardized training for the role. Mentors are assigned to [##] number of mentees and are expected to provide [xx] support.	
	Establish (particularly in existing spaces such as department meetings,	Assistant Dean for	Relevant trainings are regularly available to faculty members during existing meeting times	Fall 2022: draft and schedule

	retreats, etc.) trainings on classroom management and dealing with contentious/overheated conversations related to DEI.	Strategic Equity Initiatives	Faculty attend these trainings Trainings are on useful topics (ex. classroom management, building trust in addressing difficult topics)	initial series of trainings for Spring 2023 Spring 2023: offer initial series of trainings throughout the semester
2	To research, distribute, and incorporate field-appropriate standards of equitable teaching across the College.	AD of Faculty Affairs, Faculty + Chairs	Every May and August, all faculty receive field-appropriate standards for equitable teaching as a resource for the upcoming year. Faculty who can incorporate (or further incorporate, for those already using some practices) standards for equitable teaching are met with the necessary support and resources to do so.	
	Identify + reduce present demographic imbalances across students receiving D, F, or W grades in CAS courses.	AD of Student Success, Assistant Deans, Faculty + Chairs	Academic advisors, professional advisors, and faculty work together to identify and address challenges/barriers that result in demographic imbalances across students that receive D, F, or W grades. There exists greater, more proactive, and more holistic student outreach and support – particularly among historically	Action needed: to collect/assess whatever data is available (through OIRA, First Gen @ UVM, etc.).

			underrepresented groups in higher education (ex. FGLI students). Annual assessments of D, F, W grades are completed and show reduced imbalances across student demographics over time.	
3	Encourage and support CAS faculty who, via their courses and out-of-class engagements, have the potential to: • More consistently acknowledge issues of race, gender, class, and other social identities present in their discipline(s) • Add content from and perspectives from scholars of historically marginalized identities or more explicitly name why those voices and perspectives are missing from the scholarship	AD of Faculty Affairs, Faculty + Chairs	Faculty with the potential to modify their course content/offerings are met with the time, professional development, and other resources that they need to do so. Students across the College are meaningfully engaging with content that represents diverse perspectives and acknowledges issues of race, gender, and other social identities present in their discipline(s). When relevant and available scholarship presents inherent limitations, there exist conversations about why the reality/landscape of a discipline limits the presence of those perspectives.	
	Create a series of learning opportunities for faculty across all disciplines that would help us learn how to integrate topics relevant to DEI in our courses.	Dean + Chairs	The series includes multiple methods of supporting faculty (presentations, handouts, etc.) Opportunities are a mix of synchronous and asynchronous, 1-on-1 and in groups, etc.	

			Support is available in times that faculty have already set aside (faculty meetings, department meetings, meetings with Chairs)	
4	Introduce, expand, and promote internship listings with a meaningful DEI component	AD for Student Success	All CAS students have access to internships that: • are within their desired field • include meaningful opportunities to engage with DEI issues (through organizational mission, professional development opportunities, reflection questions, etc.)	
5	Increase references to + invitations from the Greater Burlington Community across curricular and co-curricular opportunities	Chairs, Faculty, and Staff	In the classroom, students have [more] opportunities to read about/from local artists, experts, and community members. Outside of the classroom, there are [more] opportunities to engage with those in the Greater Burlington Community (through internships, volunteer opportunities, guest speakers, etc.)	Action needed: this will require consistent and effective communication/ partnership between the Office of Engagement and the academic units.

Part 2 – Recruitment and Retention

Overall Objectives:

1. To increase the recruitment and retention of staff and faculty from historically marginalized groups
2. To support (and follow through on) the 2020 resolution proposed by the UVM Faculty of Color that provides a plan for increasing diversity at the faculty level.
    a. Our work should include leveraging University-wide resources (including salary/remuneration funds) aimed at recruiting faculty of color
3. To increase programming specifically focused on increasing recruitment and retention among undergraduate and graduate students from underrepresented populations at UVM
4. To strengthen the undergraduate and graduate student experience within CAS to include more connections to campus resources, opportunities within the field, etc. explicitly aimed at students from underrepresented populations at UVM
5. To create and sustain a CAS culture that centers inclusivity, connection, and belonging
    a. For students, this should exist for prospective students all the way through to alumni
    b. For staff and faculty, this should exist from recruitment, hiring, and onboarding all the way through their entire employment

SMART Goals by Objective:

Objective	Goal	Owner	Measurements of Success	Actions + Timeline
1	Establish detailed recruitment practices and considerations that are explicitly focused on advancing more inclusive practices across all demographics	AD for Faculty Affairs	There exists a standardized resource for hiring that includes best practices/considerations for outreach, committee composition, review of applications, and rubrics In addition to the general UVM procedures, all units feel well-	

			resourced and empowered to follow these practices/considerations	
	Regularly and proactively connect those we are recruiting to whatever possible financial supports we can (both external and whatever is available from CAS/UVM)	Dean, Business Office	A distinct and regularly followed part of our hiring/recruitment practices is to connect those we are recruiting to whatever financial support is available at the time (ex. Think Vermont's Relocation Program)	
2	Pursue dual career opportunity hires	Dean (Requires Provost Support)	Internal hiring processes include a standardized section to denote whether there is/is not an opportunity for a dual career opportunity hire	Action needed: requires significant and consistent support across all three thirds of the partner hire (faculty receiving unit, original hiring unit, and the Provost)
	Regularize the Henderson/Harris Fellowship program in CAS – both in terms of recruitment and retention	Dean	There are a minimum of 2 Henderson/Harris Fellows every academic year In addition to the routine meetings to discuss their progress, each Henderson/Harris Fellow has at least 1 check-in per semester with their Chair exclusively focused on the fellow's satisfaction/feedback	Action needed: requires consistent funding (including UVM-wide) to ensure that CAS has a consistent stream of opportunities to regularize this program.
	Make the Henderson/Harris Fellowship recruitment process more transparent across the College	Dean	All departments know who is recruiting a Henderson/Harris Fellowship and what financial	

			guarantee each recruitment process has	
	Establish a more robust funding program to support incoming faculty from historically underrepresented groups.	AD for Faculty Affairs + Asst. Dean for Strategic Equity Initiatives	All search committees are made aware of (and, when appropriate, make use of) a defined and well-resourced funding program that they can nominate a candidate for. Candidates are notified of their award in a timely manner (ex. at the time of their offer letter).	Action needed: this will require significantly more funds (ex. a housing support fund/down payment allowance) and campus-wide resources (ex. faculty/staff housing allotments) than are currently at our disposal.
	Encourage/support the Provost's Future Faculty Program	AD for Faculty Affairs	CAS Admin consistently reinforce the value of the Provost's Future Faculty Program (including the sheer value of inviting junior scholars of color, the importance of it being part of our hiring patterns/reputation) in college-wide meetings, when convening a search committee, etc. AD of Faculty Affairs explicitly identifies 1-2 opportunities to utilize the Provost's Future Faculty Program per cycle and check-in with the relevant department/program about it accordingly	

	To recognize and take responsibility for CAS' own role (both positive and negative) in the production of scholars we wish to recruit for faculty positions	Dean, AD for Student Success	CAS regularly and explicitly discusses our role in producing and supporting groups of future faculty (ex. where we experience fields lacking diverse candidate pools, we should be ensuring that our graduate student programs have recruited/supported people from underrepresented backgrounds)	
3	To assess CAS-led undergraduate recruitment efforts (admitted students day presentations, Catamount Experience recruitment, etc.) for opportunities to add programming or policies aimed at increasing representation, attendance, and/or recruitment among students of underrepresented populations at UVM	AD for Student Success	A full assessment is completed – denoting what can and cannot be edited. All sections that can be edited are then given a second review for opportunities to make them more inclusive – and are edited to reflect new plans to increase inclusivity	
	To implement new graduate recruitment procedures aimed at increasing applications + yield from students from underrepresented populations at UVM	AD for Research & Grad Education + Chairs (In collab with Graduate College)	All graduate programs complete and submit to the AD for Research & Graduate Education a full assessment of their graduate recruitment policies + procedures, noting: • any barriers for students from underrepresented populations at UVM/within their field (ex. TOEFL/GRE score thresholds) • any opportunities to build in more intentional recruitment for	Action needed: this will require more significant (and centralized) financial support for recruitment. We should work with the Graduate College and other parties across UVM to invest in this infrastructure.

			students of underrepresented populations at UVM/within their field (ex. fellowship funding) In consultation with the Graduate College, Graduate programs enact policy + practice change to address what is identified above	
	Establish undergraduate and graduate student "ambassador" programs aimed to support recruitment	AD for Student Success (with Admissions) AD for Research & Grad Education (with Graduate College)	There exist [##] ambassadors per undergraduate/graduate program Those ambassadors have regular/standardized training, evaluation, and support	
	Establish more regular and long-term partnerships with existing DEI-related campus offices/organizations	Dean + Assistant Dean for Strategic Equity Initiatives	Individual departments regularly advertise available support/engagement opportunities that include a partnership with existing DEI-related campus offices/organizations (ex. STEM departments promote events/offerings from eSTEM)	

			Academic and professional advisors annually assess + adjust their practices to promote the latest offerings from DEI-related campus offices/organizations	
4	Create our (CAS') own programming aimed at increasing retention among students from underrepresented populations at UVM	AD for Student Success + Chairs	CAS hosts [##] programs for underrepresented students per academic year. They are a mix of social and educational programs and are evaluated by the students who attend via feedback links.	
	Establish/revise CAS-specific orientation and onboarding materials for students, staff, and faculty Each orientation/onboarding process should: • address issues of DEI and include resources related to accessibility and belonging • frame the student, staff, or faculty member's role in the context of our DEI goals, tone/expectation-setting for the community, and culture building	Dean, Associate Deans, Chairs, and Staff Supervisors	The orientation/onboarding process for every CAS student, staff, and faculty member includes at least one session covering DEI issues and expectations within the College This session should also include resources related to accessibility and belonging	
5	Promote the Vice Provost's faculty mentoring program (and establish a staff mentoring program) by encouraging potential participants' involvement as mentors and mentees	AD for Faculty Affairs & Assistant Dean for	All incoming TT/NTT faculty can opt into a mentorship opportunity (via the Provost's office or via CAS)	

		Finance and HR	All incoming staff can opt into a mentorship opportunity with a fellow CAS staff member Mentorship connections should meet at least 1x/semester for a mentee's first 3 semesters.	
	Establish/support faculty and staff affinity groups.	AD for Faculty Affairs & Assistant Dean for Finance and HR & Chairs	CAS-specific affinity groups meet at least once per semester and receive CAS funding for refreshments once a semester.	
	Create spaces on campus that people (staff and faculty) would want to gather in: coffee hours, lounge spaces, study spaces, collaborative spaces	Chairs, Dean + ADs (maybe Provost)	CAS administrators organize and attend at least one informal gathering in a CAS space per semester.	Action needed: under the current IBB system for charging for space, this will require us to work with other units who already have dedicated spaces or have a greater reserve for potential space.

Part 3 – Professional and Faculty Development

Overall Objectives:

1. To develop a pedagogical culture in CAS that encourages instructors to routinely prioritize inclusivity of diverse social and cultural perspectives in their courses. Social and cultural inclusivity is not "extra"; rather, it is "built in" to what we do.
2. To provide ample opportunities and support for training and development of inclusive teaching, broadly defined
3. To equip faculty with tools to more effectively address students of concern + student concerns
4. To increase/regularize participation in DEI initiatives within CAS and across campus
    a. This should include offering opportunities for CAS members to serve as CAS ambassadors at campus-wide events + bring back learnings and other pertinent information to the College

SMART Goals by Objective:

Objective	Goal	Owner	Measurements of Success	Actions + Timeline
1	To make space in annual evaluations for faculty and staff to share and reflect on their engagement in DEI efforts in CAS, at UVM, and/or beyond.	AD for Faculty Affairs, Chairs, Faculty, Staff, and Staff Supervisors	There exist: • a culture within CAS for faculty and staff to participate in DEI efforts AND • an opportunity for that time/effort to be formally recognized by College leadership.	Timeline: this will be an ongoing process that is deeply connected to (and reliant on) individual departments revising their AEGs as scheduled.
	Establish (and clearly/routinely advertise) a practice/reserve for offering time and/or monetary resources for faculty participation in professional development activities in support of DEI.	Dean, AD for Faculty Affairs	All faculty are clearly and routinely invited to join a competitive program to apply for resources (PD funds, CEs, etc.) in order to pursue DEI	

			activities. These activities may be by department (ex. our antiracist curriculum initiatives) or pursued individually.	
	Establish a venue for faculty to share back with their colleagues what they have learned from their DEI professional development activities	Dean	Faculty participation and attendance at these events.	
2	Follow and continuously seek out national + international efforts related to inclusive teaching	AD for Curricular and Enrollment Management, AD for Faculty Affairs, and Asst. Dean for Strategic Equity Initiatives	More faculty are connected to national/international efforts related to inclusive teaching (through AACU membership or similar organizations)	
	Develop a shared resource/repository for inclusive teaching and mentoring materials (could include research articles, commentaries, notes/recordings of workshops, example syllabi and assignments, etc.).	AD for Faculty Affairs	The establishment (and regular maintenance/updating of) a shared resource that is available to all faculty	
	Establish a regular inclusive teaching series covering acute needs, modern pedagogy, design, and larger structural issues	AD for Curricular and Enrollment Management, AD for Faculty Affairs, and Asst. Dean for	The existence of a regular (X frequency) teaching series and faculty are acknowledged for their attendance	

		Strategic Equity Initiatives		
	Continue the anti-racism curriculum project started by ADs Di Dio and McGowan. (This includes both expanding it and assessing it.)	AD for Curricular and Enrollment Management	Establishment of a committee, or subcommittee of the Curriculum Committee, that assesses anti-racist curriculum	
3	Create a decision tree for how to triage complaints/issues/concerns brought forth by students and/or faculty that emerge in advising interactions, classroom settings etc.	AD for Student Success and Assistant Deans	All faculty and staff have access to a decision tree that clearly directs them to appropriate resources.	
4	Establish a calendar of events with expectations for faculty and staff to attend.	Dean (and Provost)	A calendar is easily accessible and regularly maintained.	Action needed: requires the creation of a centralized calendar system.
	Establish a regular faculty + staff DEI professional development series (Ideas include establishing a semester or AY "theme", creating our own workshops/talks, and bringing in external presenters)	Dean + Assistant Dean for Strategic Equity Initiatives	Faculty and staff participation/attendance	
	Establish support for folks to serve as CAS ambassadors for campus-wide programs – bringing back pertinent information to their colleagues	Dean	There are [X] ambassadors per [group] who routinely bring back information to their colleagues. All ambassadors receive [X] support on [X] basis.	

Part 4 – Accessibility

Overall Objectives:

1. To increase awareness and usage of student/campus resources related to accessibility and wellbeing (including mental health supports)
2. To be attune and responsive to the needs of those in our departments, classrooms, offices, and other CAS spaces
    a. Beyond meeting the expectations set up by the University and other agreements (ex. faculty/staff CBA), we are committed to being attentive to what needs students, staff, and faculty present to us – not what we assume of/ project onto them
3. To provide a definition and practical examples of universal design across disciplines
4. To step up as advocates for our community members who report acute + structural issues regarding navigating campus

SMART Goals by Objective:

Objective	Goal	Owner	Measurements of Success	Actions + Timeline
1	Include student and campus resource information on online course pages	Chairs/ Faculty	Campus resources are consistently distributed via a College-wide handout The list of resources is centrally checked/updated every year	
	Post list of student and campus resource information centrally in CAS buildings	Dean & Chairs	All CAS buildings should have an updated list of campus resources – including locations, contact information, and the date the list was last updated	
	Ensure that all faculty and graduate student TAs are familiar with student and campus resources and annually update	Dean & Chairs	Every department chair or program director has a list of campus resources that is updated at least once a year	

	their knowledge about what these resources can offer students.			
	Proactively distribute campus resources to faculty, staff, and students via email	Dean	A semesterly email should go out at 1-2 critical points of the semester reminding CAS community members of: accessibility services + mental health resources This email / resource list should include pictures to encourage use of services (e.g. if it references a person or an office, include that person's staff picture or a picture of the office)	
2	Establish a CAS norm to use PDFs whenever possible (for homework, agendas, etc.) to ensure that documents can be read by digital readers	Faculty	More documents shared within CAS are shared as PDFs	
	Set up and maintain a broadcasted system for folks to submit accessibility concerns	Dean (and Provost)	Every concern submitted should have a non-automated response within X business days. Responses should clearly state our locus of control and connect community members to external resources when appropriate	
3	Spread components of universal design across the college	AD for Curricular and Enrollment Management & Chairs	More students are introduced to the concept/definition of universal design The number of CAS courses that incorporate principles of universal design consistently increases	
	Support faculty interested in incorporating elements of universal design by offering related professional development opportunities.	AD for Curricular and Enrollment	Topics related to implementing universal design are regularly included in inclusive teaching professional development	

		Management & Chairs		
4	Amplify the work of existing offices + programs (ex. SAS and their fellows program) and be proactive in connecting community members to those resources	Dean, Assistant Deans, and Chairs	CAS should host at least once annual trainings with SAS on offerings + how to make referrals	
	To be a leader in addressing campus-wide issues related to access and accessibility (ex. elevator access, all gender bathrooms, food) whenever possible.	Dean, Assistant Dean for Strategic Equity Initiatives	CAS is consistently part of strategy/advocacy efforts related to addressing issues of access and accessibility. CAS regularly contributes time and resources to adding and better disseminating resources to effect change.	

Part 5 – International Inclusion and Global Education

Overall Objectives:

1. To advance equity, inclusion, and belonging among international students, staff, and faculty
2. To amplify the work of CAS international scholars – both locally and beyond
3. To promote global engagement opportunities from within CAS and across the University
4. To be proactive, collaborative, and consistent in how we support international scholars in our community

SMART Goals by Objective:

Objective	Goal	Owner	Measurements of Success	Actions + Timeline
1	To improve potential international students' access to CAS graduate programs whenever possible	AD for Research and Grad Education	Graduate programs regularly assess and evolve admissions practices so that they are more inclusive for international scholars (ex. ensuring standardized test practices are as inclusive as requirements can allow, including information about living/studying in Vermont, etc.)	
	Create or co-sponsor an international student-specific orientation for undergraduate and graduate students	AD for Student Success & AD for Research and Grad Education	We support (by having a CAS representative with an active role) or host our own orientation event for international students – ensuring there are separate sessions for undergraduate and graduate students	
	Assess references, resources, and other content we present for items that may be exclusionary to international students	AD for Student Success & AD for	All departments/programs within CAS complete and submit a full assessment based on a rubric/set of prompts provided to them by the corresponding AD.	

		Research and Grad Education		
	Increase dedicated support for translation services	AD for Research and Grad Education	Additional (compared to Fall 2022) support for translation services is easily and readily accessible to all faculty.	
2	Ensure that international scholars' work is included in CAS promotions	Faculty + Comms	There exists a clearly stated procedure to submit information about international scholars' work. CAS promotions regularly (X frequency) include promotions for international scholars' work.	
	Increase focus in connecting international students to conferences, awards, and other relevant networks	AD for Student Success & AD for Research and Grad Education	All international students are connected to relevant conferences, awards, and other networks in their field during their time at UVM.	
3	Increase awareness of + access to global education experiences (ex. CAS-specific study abroad panel)	AD for Student Success	All CAS students are introduced to opportunities for global education experiences. All CAS students have the option, access, and support to attend one form of global education.	
4	Collaborate with the Office of International Education to ensure that all international students in CAS have access to regular curricular and co-curricular support.	AD for Student Success, Assistant Dean for Strategic	CAS and OIE are in regular contact, have established communication lines/practices for assisting shared students, and collaborate to host programs specifically designed to support international students (ex. international scholar talks).	

		Equity Initiatives		
	To consistently be responsive to the needs of our international students, staff, and faculty when they are directly impacted by crises happening outside of the US	Dean, AD for Student Success, AD for Faculty Affairs, Assistant Dean for Strategic Equity Initiatives	Community members notice and regularly support one another when global crises occur. College leadership offers guidance and assistance in supporting impacted students, staff, and faculty	

Part 6 – Review Schedule

Spring 2023

- DEI Goals Implementation/Review:
  - Begin sharing initial draft with stakeholders to solicit input and feedback on relevant parts of the draft
    - Survey faculty via a feedback forum and faculty meetings
    - Share with staff via a feedback forum and staff meetings
    - Solicit feedback from students via an email and a feedback forum
- Integration with College-wide Strategic Plan:
  - Deliver goals to college-wide strategic plan committee(s) in April, explain goals for integration into one plan
  - Fall 2022 Inclusive Excellence Committee members sitting on college-wide strategic plan committee(s) can use their positions to offer guidance and feedback to support better alignment between the two plans
  - Even in the single integrated plan, DEI goals should be clear, extractable, and measurable

Spring 2024 – Spring 2027

All goals will be implemented and evaluated according to the rubrics + timeline determined in the College's comprehensive strategic plan (to be finalized in Fall 2023). Those on the strategic plan committee will work to maintain that DEI goals are clear, extractable, and measurable on their own.

Part 7 – Process

8/26/2022: 12 staff, faculty, and advisory board members in attendance

- In the meeting: introduced ourselves, the purpose of the committee, and strategic planning
- Resources referenced: Strategic Diversity Leadership (Williams, 2013), CAS Campus Climate Survey
- Homework: review the strategic plan template, send in suggestions for graduate + undergraduate student committee members

9/1/2022: 12 staff, faculty, and advisory board members in attendance

- In the meeting: last call for student names (email to suggested students went out 9/2), reviewed parts 1-3 of template, discussed general direction of the group RE: goal setting (macro vs. micro)
- Resources referenced: CESS 2020-2023 DEI Strategic Plan, CAS 2017 Inclusive Excellence Plan
- Homework: review CAS' commitment to diversity site, review CAS 2017 Inclusive Excellence Plan

9/15/2022: 14 students, staff, faculty, and advisory board members in attendance

- In the meeting: welcomed student members, reviewed parts 4-5 of template, provided some framing + initial engagement in the conversation surrounding the goals and pillars of our plan
- Resources referenced: Chapter 2 of Williams, National Disability Authority's What is Universal Design, AAC&U's Integrative learning VALUE Rubric
- Homework: what mission, vision, and values should be reflected in the action plan? How do we then turn those into pillars and goals?

9/29/2022: 14 students, staff, faculty, and advisory board members in attendance

- In the meeting: discussed the importance of defined terminology, identified key tenets and values of the plan, explored the vision regarding what success would look like from our plan
- Resources referenced: MIT Plan
- Homework: review the September Summary document and begin refining/drafting the pillars as if presenting them to CAS students, staff, faculty for feedback

10/13/2022: 6 students, staff, faculty, and advisory board members in attendance

- In the meeting: narrowed priorities, reflected on what we wish to emulate from other drafts/articles, developed initial skeleton for our action plan document

- Resources referenced: Equity Literacy Institute – Basic Principles for Equity Literacy, Profiles in Diversity Journal – The Four Pillars of our DEI framework
- Homework: review the initial skeleton for the action plan, identify any remaining pillars, continue brainstorming potential objectives

10/27/2022: 14 students, staff, faculty, and advisory board members in attendance

- In the meeting: reviewed the skeleton as a group in order to compile our input, suggested changes, and new ideas
- Resources: Oct17_Draft_CAS_DEI_InclusiveExcellencePlan
- Homework: review updated skeleton (Nov1_Draft_CAS_DEI_InclusiveExcellencePlan), choose at least 2 parts, and identify at least 1 primary objective (or explicit goal) per part – email Erika your ideas by Wednesday November 9

11/10/2022: 11 students, staff, faculty, and advisory board members in attendance

- In the meeting: reviewed drafted objective + goal language to compile feedback, additions, and other comments
- Resources: Nov10_Draft_CAS_DEI_InclusiveExcellencePlan
- Homework: no homework due to shortened time between meetings – next meeting is 11/17 in Waterman 427A

11/17/2022: 7 students, staff, faculty, and advisory board members in attendance

- In the meeting: reviewed drafted goals + initial measurements and discussed plan to close out the semester
- Resources: Nov14_Draft_CAS_DEI_InclusiveExcellencePlan
- Homework: revise + fill in measurements for all goals

12/1/2022: 9 students, staff, faculty, and advisory board members in attendance

- In the meeting: reviewed all feedback, questions, and other comments left from committee members since the last meeting
- Resources: Dec1_Draft_CAS_DEI_InclusiveExcellencePlan
- Homework: bring in final comments/feedback on the Dec5_Draft_CAS_DEI_InclusiveExcellencePlan

12/8/2022: 10 students, staff, faculty, and advisory board members in attendance

- In the meeting: shared final feedback, questions, and other comments and discussed next steps

- Resources: Dec5_Draft_CAS_DEI_InclusiveExcellencePlan

12/20/2022: Asst. Dean for Strategic Equity Initiatives submitted Dec 22_CAS_DEI_InclusiveExcellencePlan to Office of the Vice Provost for DEI via assigned submission folder in University Diversity Council Teams channel

-- Formal Closeout for Fall 2022 Inclusive Excellence Committee –

1/23/2023: AD for Enrollment Management, AD for Faculty Affairs, and Asst. Dean for Strategic Equity Initiatives met with Vice Provost for DEI to discuss faculty hiring strategies – that meeting inspired an additional goal related to faculty recruitment. Updated draft to Jan 2023_CAS_DEI_InclusiveExcellencePlan to reflect those changes.

2/2/2023: Asst. Dean for Strategic Equity Initiatives sent Jan 2023_CAS_DEI_InclusiveExcellencePlan to CAS leadership (Dean, ADs, Assistant Deans, and Chairs) for initial review before it went out to CAS staff + faculty on 2/7.

2/7/2023: Incorporating feedback from CAS leadership, Asst. Dean for Strategic Equity Initiatives sent Feb 2023_CAS_DEI_InclusiveExcllencePlan to CAS staff + faculty with a request that all questions/feedback be sent to Erika Lala by 3/7/2023.

2/28-3/3/2023: Dean and Asst. Dean for Strategic Equity Initiatives co-facilitate two hybrid "DEI + CAS' Inclusive Excellence Plan" workshop/feedback forums for CAS staff and faculty.

3/10/2023: Incorporating staff and faculty feedback, Asst. Dean for Strategic Equity Initiatives sends out the March 2023 version of the document to CAS students, staff, and faculty. Request all student feedback by April 10, 2023.

3/29/2023: Dean and Asst. Dean for Strategic Equity Initiatives co-facilitated a "DEI + CAS' Inclusive Excellence Plan" workshop/feedback forum for CAS students in the Davis Center.

4/10/2023: Student feedback on the Inclusive Excellence Plan was due (via email to erika.lala@uvm.edu) at 12:00noon ET.

4/12/2023: After student feedback collection window closed, Asst. Dean for Strategic Equity Initiatives submitted the final version of the Inclusive Excellence Plan to the UDC/Vice Provost for DEI.