

**DIVISION OF FACULTY AFFAIRS (DOFA)
Inclusive Excellence Action Plan 2023-2028**

Inclusive Excellence Action Plan Development Committee

Name	Title	College/Division/Department/Unit
Wendy Verrei-Berenback	Assistant Director	Center for Teaching & Learning (CTL)
Holly Buckland Parker	Educational Developer	Center for Teaching & Learning (CTL)
Susanmarie Harrington	Director & Division UDC Representative	Center for Teaching & Learning (CTL) & Writing in the Disciplines (WID)
Susan Munkres	Director	Office of Community-Engaged Learning (CELO)
Jane E. Atieno Okech	Vice Provost for Faculty Affairs	Office of Vice Provost for Faculty Affairs
Crispina Pincus	Academic Talent Acquisition & Retention Coordinator	Office of Vice Provost for Faculty Affairs

Inclusive Excellence Action Plan Development Process

- 1) Spring 2022 - Preliminary Division meeting with then-Vice Provost for Faculty Affairs Jim Vigoreaux. DICE Inventory and the Campus Climate Survey questions and preliminary responses discussed.
- 2) Fall 2022 - 9/30/22 - The inaugural Division of Faculty Affairs Annual Retreat, led by Vice Provost Jane Okech (attended by all staff and guest Speaker Paul Yoon)
 - a) Completion of IEAP Division Committee
 - b) Division discussion of the objectives and timeline of development of the Inclusive Excellence Action Plan
 - c) Discussion of DICE completion and implications for DOFA
 - d) Discussion of Climate Survey and implications for DOFA
 - e) Preliminary discussion of core objectives
 - f) Preliminary discussion of assessment procedures
- 3) October 2022 - February 2023: Scheduled bi-weekly Division of Faculty Affairs Inclusive Excellence Planning Committee (Chaired by Jane Okech, and attended by Wendy Berenback, Holly Buckland Parker, Susanmarie Harrington, Susan Munkres, & Crispina Pincus)
- 4) All Division staff got an opportunity to review the Inclusive Excellence Plan at key junctures of its development. The first was in December 2022 after the implementation committee developed a conceptual framework for the plan and a second time in February 2023 after the committee developed a final draft of the Inclusive Excellence Action Plan. The Division wide review processes at both junctures yielded valuable feedback that helped enhance the depth and quality of the document that has been submitted to the Vice Provost for Diversity Equity and Inclusion.
- 5) Division of Faculty Affairs (DOFA) Inclusive Excellence Action Plan Completed and submitted for review on February 21, 2023.
- 6) Division of Faculty Affairs (DOFA) Inclusive Excellence Action Plan Revisions Completed; Appendix A (see page 12) included to illustrate the implementation process

of the plan including a well-defined timeline and specifies the individuals accountable for executing various components of it. The ultimate edition of the plan was duly submitted on June 21, 2023.

Division of Faculty Affairs (DOFA): History

The Division of Faculty Affairs (DOFA) was created on July 1, 2021. The new division united all units at UVM whose primary focus involves faculty recruitment and retention activities, as well as facilitating and responding to faculty professional advancement priorities under the leadership of the Vice Provost for Faculty Affairs (VPFA). DOFA consists of four units.

- Unit 1 - Center for Teaching and Learning (CTL)
 - The seven staff members in this unit consist of a Faculty Director (part-time), an Associate Director, two Educational Developers, one Faculty Development Specialist, an LMS Transition Specialist, and an Administrative Assistant (as of spring 2023, .75 FTE, shared with CELO; in 2021 and 2022 this was a 7 hr/week position). This unit also appoints 2-5 Faculty Associates each year, who work for 10-30 hours per year on special projects and/or unit consultations that support the CTL's reach. It also hires 5-10 undergraduate students per year as part of its student focus group initiative. From 2021-present the Associate Director has served as co-lead of the Brightspace Core Implementation Team.
- Unit 2 - Office of Community-Engaged Learning (CELO)
 - The two full-time staff members in this unit consist of the Director and the Program Coordinator. In AY23, this unit also hosted a Kroepsch-Maurice Faculty Fellow for Community-Engaged Pedagogy, who works on an independent project for the year.
- Unit 3 - Office of Vice Provost for Faculty Affairs
 - The three full-time staff members in this unit consist of the Vice Provost for Faculty Affairs, the Executive Assistant to the Vice Provost for Faculty Affairs and the Academic Talent Acquisition and Retention Coordinator.
- Unit 4 - Writing in the Disciplines (WID)
 - The two full-time staff members in this unit consist of the Director and an Administrative Assistant (shared with the Undergraduate Writing Center).

Division of Faculty Affairs (DOFA): Mission Statement

DOFA units oversee all activities related to faculty recruitment, retention, elevation, evaluation, professional development, and success. DOFA supports faculty* of all ranks throughout their careers at UVM from recruitment and hire to retirement and emeritus status. We promote a dynamic and collaborative culture that supports faculty growth and development in pedagogy as well as leadership, research, scholarship, and creative activity. DOFA centers inclusion and accessibility at every level of its work, in faculty and staff recruitment and retention programs,

* Throughout this plan, the term *faculty* may include full- and part-time faculty of all ranks, as well as graduate student instructors and TAs.

professional and pedagogical development, evaluation, and elevation, to academic community engagement and its own internal workings. DOFA uses equity-centered assessment procedures to inform and enhance its programming and to support progress toward its strategic goals and objectives. DOFA is committed to providing its staff and administrators with opportunities for professional development and support to enhance their ability to advance DOFA's strategic and inclusive excellence action plan goals.

Division of Faculty Affairs (DOFA): Demographic Information

The Division of Faculty Affairs was created on July 1, 2021. The demographic information below reflects staff membership in the units that make up DOFA since Spring 2021. We have not included any reference to the UVM Climate Survey because it did not report on our unit.

Employee Count Trends: 2021-2023

UNIT	SPRING 2021	SPRING 2022	SPRING 2023
CELO	2	2	2
CTL	8	8	7
VPFA's Office	2	2	3
WID	2	2	2
TOTAL	14	14	14

Gender Information for DOFA 2021-2023

SEMESTER	SPRING 2021	SPRING 2022	SPRING 2023
Demographic			
Female	11	10	11
Male	3	4	2
Other			
TOTAL	14	14	14

Race/Ethnicity for DOFA 2021-2023

DEMOGRAPHIC	SPRING 2021	SPRING 2022	SPRING 2023
American Indian/Alaska Native			
Asian			
Black/African American		1	2
Hispanic/Latino	2	2	1
Native Hawaiian or other Pacific Islander			1
Two or more races	1	1	1
White	11	10	9
International			
Unknown			
TOTAL	14	14	14

Academic Success Goals

Retrieved from https://www.uvm.edu/sites/default/files/Office-of-the-Provost/Academic_Success_Goals.5.6.20.pdf

Parentheticals note which DOFA unit(s) were identified as lead or support in the original ASG spreadsheet. Some DOFA units are missing from key areas of engagement in the identified ASGs; they are indicated in *italics* (and will be submitting formal requests for inclusion in the spreadsheet).

1. Priority 1: Teaching & Learning

Academic Success Goal 1.1.C: ensure all students participate in multiple HIPs (VPAASS; *CELO*)

Academic Success Goal 1.4: Increase faculty professional development and mentoring.

- Establish a comprehensive mentoring program for all faculty (VPFA)
- Collaborate with the Office of Diversity and Inclusion to identify key content areas for faculty development in diversity and inclusive excellence (VPFA; *CELO CTL, & WID*)
- Increase faculty participation and engagement in professional development activities (VPFA & CTL; *WID & CELO*)

Academic Success Goal 1.5: Increase the diversity of perspectives, experiences, and thought.

- Establish a strategy for recruiting and retaining diverse faculty including faculty exchanges with Historically Black Colleges and Universities (HBCU) and/or international partners (VPFA)

2. Priority 2: Knowledge Creation

Academic Success Goal 2.1: Enhance the University's research, scholarship, and creative arts profile.

- Increase the external recognition and impact of faculty (VPFA; *CELO*)

Academic Success Goal 2.2: Increase interdisciplinary research in areas of distinctive strengths

- Develop a cluster faculty hiring strategy (VPFA)
- Support mid-career faculty in their efforts to realign their research (VPFA)

3. Priority 3: Engagement

Academic Success Goal 3.2: B: Increase community-engaged learning courses that address community priorities and challenges (VPAASS & CELO)

Key Terms and Assumptions*

DOFA's work, in general, supports faculty in all aspects of their work, at all phases of their careers, from recruitment through retirement. We recognize that faculty and other instructors at UVM are a varied group who work in multiple disciplines and contexts, and we strive to do our

* Our definitions were informed by Cornell University's [Teaching and Learning in the Diverse Classroom](#) MOOC, the [US Department of Housing and Urban Development](#) and the University of Michigan's [Office of Diversity, Equity, and Inclusion](#).

work with sensitivity to that range. We start from the assumption that our whole academic community thrives when every individual on campus has the chance to thrive.

Some definitions of key terms in this document:

Course spaces: The course spaces where learning is directed and coordinated by instructors include in-person classroom meetings, online, hybrid, lab, and out-of-classroom experiential learning opportunities.

Diversity: Diversity is built out of various social identities through which groups have shared—and intersecting—attributes, such as race, ethnicity, citizenship, national origin, language, religion, sexual orientation, (dis)ability, class, and gender.

Equitable learning environments: Equitable learning environments operate in awareness of the ways privilege and oppression affect relationships and interpersonal dynamics; consider and incorporate diverse domestic and global cultural perspectives; and respond to students' needs at different points of their curricular journey.

Equity: Equity promotes justice and fairness, ensuring that individuals have real chances to be successful. Building equitable learning environments requires understanding and actively undoing systematic structures that have promoted inequitable outcomes.

Faculty: The term faculty has multiple meanings in this plan depending on the context in which it is used. Formally, UVM's faculty hold full- and/or part-time positions, in both tenure-line and non-tenure line positions, whose ranks and promotion pathways are laid out in the United Academics' contracts and departmental and school or college guidelines. Most faculty have multiple roles, which may include research, advising, administrative, and university service, as well as teaching. But teaching roles are also held by graduate student instructors, teaching assistants, and staff (who may teach courses regularly or occasionally). When we use the term faculty in this plan, it sometimes encompasses the larger group of people-who-teach; sometimes it is restricted to the full- and part-time employees represented by United Academics full- and part-time collective bargaining agreements. Context should make this clear. The missions of WID, CELO, and CTL explicitly address the needs and responsibilities of everyone with a teaching role on campus, regardless of their rank or status.

Faculty rank progression: faculty rank progression is the pathway between recruitment and retirement that includes, as appropriate, reappointment, promotion, and/or tenure processes; and is characterized by faculty review processes and formal evaluations as laid out in the United Academics' contracts and departmental and school or college guidelines.

Inclusion: Inclusion means that all participants in an educational setting are valued, respected, and supported. Inclusion depends on the culture created through interpersonal interactions, course policies, and curriculum choices.

Privilege: Privilege means the advantages or access granted to individuals because of their social identities. It is often unexamined or invisible to those who have it, and the process of identifying and understanding it leads to understandings of systemic bias and oppression.

Reciprocity: Processes in which faculty recognize, respect, and value the knowledge, perspectives, and resources of community partners, and in which knowledge and resources are mutually shared for community benefit and public purposes. Reciprocity is a central tenet of community-engaged teaching, research, and creative activity.

Universal Design for Learning (UDL): Universal Design for Learning (UDL) is a curricular and pedagogical design framework that supports a diversity of learners through flexible course design focused on clearly articulated learning goals. The clear goals are met by the students completing a variety of options for assignments and engagement. The instructor uses a mix of ways to represent course ideas and content.

Division of Faculty Affairs (DOFA): GOALS

The Division of Faculty Affairs (DOFA) has centered **five** core goals in its inaugural Inclusive Excellence Action Plan:

1. Faculty recruitment and retention
2. Comprehensive faculty mentoring program.
3. Equitable learning environments
4. Comprehensive faculty development program
5. Assessment.

The section below describes each goal in more detail and provides implementation strategies that DOFA intends to utilize to achieve the objectives of this Inclusive Excellence Action Plan.

GOAL 1: Faculty Recruitment and Retention

DOFA is committed to developing and offering an inclusive faculty recruitment and retention program in collaboration with academic units and the Office of the Provost and Senior Vice President.

Implementation Strategies:

1. Develop a DOFA faculty recruitment, retention, and elevation handbook that centers inclusive faculty recruitment and retention guidelines and practices. Disseminate handbook on campus and post on the DOFA website for easy access and consultation.
2. Develop inclusive marketing practices including targeted recruitment practices aimed at underrepresented demographic groups. The Henderson-Harris Fellowship Program aims to recruit faculty members from underrepresented groups in the United States. The program's goal is to transition these faculty members into tenure lines, subject to a performance review at the end of the two-year fellowship.
3. Develop a strategic database of potential applicants from diverse and underrepresented groups for campus-wide faculty recruitment.
4. Conduct a systematic faculty search process review, including a review of unit recruitment plans, evaluation instruments, and criteria, and then recommend practices to ensure alignment with UVM and unit diversity goals in all facets of the search process, from job descriptions to candidate evaluations and recommendations. For example, every

faculty search proposal must include a diversity plan that documents position advertising targets, units' professional demographic data, and candidate evaluation rubrics that examine candidate perspectives on DEI and implications for their faculty role at UVM.

5. Collaborate with the Office of Affirmative Action and Equal Opportunity (AAEO) in preparing faculty for affirmative recruitment processes by developing and offering in-person and remote affirmative recruiting training (with associated certificates of completion) for all faculty and staff involved in the recruitment of full-time faculty members at UVM, targeting recruitment planning and strategies.
6. Support DOFA staff and administrators' professional development related to affirmative recruitment and practices for effective retention of faculty from unrepresented groups.
7. Develop assessment procedures in collaboration with the Office of Institutional Research and Assessment (OIRA) to track and enhance performance in faculty recruitment and retention practices.

GOAL 2: Comprehensive Faculty Mentoring Program

DOFA is committed to developing and supporting an equity-centered and inclusive comprehensive and systematic faculty mentoring program in collaboration with academic units, the Division of Diversity Equity and Inclusion (DDEI), the Office of the Vice-President for Research (OVPR), and the office of the Provost and Senior Vice President.

Implementation Strategies

1. Develop rank-progression support programs centered in diversity and inclusion principles and practices and collaborate with Division of Diversity, Equity and Inclusion (DDEI) and the Office of the Vice-President for Research (OVPR) in programming development (example programs: the First-Year Faculty Experience Program and Mid-Career Faculty Experience Program).
2. Develop a program focused on Demystifying the Reappointment Promotion and/Tenure (RPT) Process Program. Collaborate with academic units and the Faculty Senate's Professional Standards Committee in offering diversity and equity centered programs that support faculty rank progression.
3. Collaborate with senior academic leaders in developing leadership support programs for chairs and associate deans that center diversity considerations in leadership, faculty recruitment, evaluation, and support.
4. Collaborate with academic units in developing a coordinated individual faculty mentoring program at the academic unit level and an overarching centralized support and resourcing program through DOFA (example program: the Henderson-Harris Fellowship).
5. Collaborate with regional organizations such as the New England Board of Higher Education (NEBHE) and national organizations such as the National Center for Faculty Development and Diversity (NCFDD) programming, targeting professional development of faculty from underrepresented backgrounds. In collaboration with academic units, sponsor fellowships in the NEBHE North Star Collective Program and the NCFDD.
6. Collaborate with DDEI to create faculty affinity groups responsive to emerging faculty concerns on campus and supportive of their social and cultural adjustment to UVM and Vermont in general.

7. Support DOFA staff and administrators' professional development related to offering programming centered on enhancing the Division's goal to collaborate with academic units to diversify faculty at UVM.
8. Support DOFA staff and administrators' professional development in developing knowledge, awareness and skills related to inclusive pedagogical practices in DOFA's programming and administrative work.
9. Develop assessment procedures to document faculty participation and performance in the aforementioned programs to enhance faculty mentoring efforts.

GOAL 3: Equitable Learning Environments

DOFA is committed to offering programming that leads instructors to create inclusive and equitable course spaces that support all learners. Aligned with their distinct missions, CELO, CTL and WID will continue to develop programming which supports the growth of instructors' teaching skills and explores attitudes, beliefs, and perspectives about pedagogy. We use inclusive pedagogical approaches and universal design for learning (UDL) as the basis for all our programming.

Implementation Strategies

1. All DOFA units will include inclusive practices in their faculty development offerings.
 - a. All DOFA units will review programming to establish a baseline of how an emerging awareness of social identity, implicit bias, critical reflection, and historic systems of inequality are addressed in our offerings.
 - b. CELO, WID, and CTL resources, programs, and communications will explicitly highlight practices such as:
 - i. identifying ways in which privilege and oppression affect classroom dynamics, curricular practices, and/or instructor-student relationships.
 - ii. using educational technology in ways that enhance accessibility, promote learning, and encourage student engagement.
 - iii. cultivating respect and reciprocity in community-engaged teaching.
 - iv. Using the UDL framework to identify and reduce barriers to success in their courses and programs.
2. DOFA units will partner with the Division of DEI and Office of International Education to provide resources and workshops that enable instructors to explore the ways in which intercultural communication affects teaching, learning, scholarship, and creative activity. During year 1 of our plan, units will develop a timeline (naming steps and appropriate contacts in collaborating units) for creation of programming that will:
 - a. prepare faculty to value and expect linguistic diversity and expression in the classroom.
 - b. prepare or enhance faculty ability to create spaces in which the language experiences and capacities of all instructors and students are welcomed and nurtured.
 - c. support attention to the needs of multilingual instructors and students, as well as to speakers of all varieties of English.
 - d. support attention to the needs of Deaf people and speakers utilizing the American Sign Language.

3. Develop DOFA staff capacity to deliver/facilitate a wide range of programs to faculty. In year 1 of our plan, we will develop a timeline for addressing the following actions:
 - a. Provide training to current staff in advanced facilitation methods, such as dialogic pedagogy, affirming inquiry, and restorative practices.
 - b. Provide training opportunities for staff to expand knowledge of accessible technology features and approaches to using technology inclusively.
 - c. Revise the essential functions in DOFA's vacant educational developer position(s) to include responsibility for developing and facilitating programs that center on inclusive teaching practices and creating equitable learning environments.
 - d. Recruit and hire staff with appropriate experience and commitment to fulfill new programmatic initiatives described in this document.

GOAL 4: Comprehensive Faculty Development Programming

DOFA is committed to offering comprehensive faculty development programming that supports all instructors' personal and professional growth. We will ensure that this programming is available and accessible to faculty of all backgrounds and identities; we will seek to both identify and remedy any gaps in participation by instructors from underrepresented groups.

Implementation Strategies:

1. CELO will offer faculty development programming that supports sustainable community-engaged teaching and scholarship.
 - a. CELO will develop self-service resources and a workshop for faculty on increasing the sustainability of community-engaged teaching, including integration of community-engaged teaching, research/scholarship/creative activity, and service.
 - b. CELO will collaborate with the Research Development Division to support faculty to develop community-engaged strategies to demonstrate broader impacts of research.
2. CTL will continue to expand the scholarship of teaching and learning in a cohesive and consistent professional development program centered on principles of increasing diversity, equity and inclusion.
3. CTL, WID and CELO, consonant with their missions, will develop a portfolio of programs that is responsive to:
 - a) the emerging needs of a wide range of faculty, especially
 - a. faculty with particular social identities (e.g. workshops based on gender identity, racial identity, or sexuality, acknowledging the intersectionality of those identities)
 - b. faculty of different ranks and career points (graduate students, new faculty, mid-career faculty, tenure-track, non-tenure-track, senior faculty, and adjunct faculty)
 - b) institutional priorities (e.g. community engagement, internationalization, inclusion) and strategic goals

GOAL 5: Assessment

DOFA will consistently assess its goals in meaningful ways to ensure progress in meeting its diversity and inclusive excellence goals. The assessment procedures utilized by the unit will include both qualitative and quantitative measures. These measures will be used to collect data

and assess short-term and long-term goals related to the unit's inclusive excellence policies, initiatives and practices, and their outcome.

Implementation Strategies:

1. DOFA will develop an assessment plan and review timelines for its units' programs and its Diversity and Inclusive Excellence Action Plan to assess the effectiveness of its implementation strategies and progression towards meeting its objectives and its efficacy in doing so.
2. All DOFA units will work with OIRA to identify and track over time participant demographics and participation rates in their units' services, programs, and initiatives.
3. All DOFA units will develop assessment procedures to explore any discovered gaps in participation and utilization of faculty development services, and proactively seek to understand any obstacles or barriers for faculty from underrepresented groups. For example, CELO will explore barriers to community-engaged teaching that may be specific to faculty with particular social identities.
4. All DOFA units will audit their publicity and faculty awards criteria, review processes and outcomes for inclusiveness where applicable.
5. All DOFA units will periodically administer faculty surveys to assess their changing needs. For example, CTL and WID will survey the impact of their programs, as will the VPFA Comprehensive Faculty Mentoring Program.
6. All DOFA staff will periodically assess their emerging professional development in terms of DEI competencies and will report progress in their annual performance review. Sample questions to be addressed in annual performance review include—what are your growing edges? and what are your goals for the next year that are aligned with the objectives of DOFA's Inclusive Excellence Action Plan?

DOFA Inclusive Excellence Action Plan: Review Schedule

The DOFA Inclusive Excellence Action Plan will be formally reviewed twice a year:

1. A comprehensive review of implementation strategies and progress towards accomplishing them will occur every year during DOFA's annual fall retreat (see appendix A).
 - a. Each DOFA unit (VPFA's office, CELO, CTL, & WID) will report on their progress in implementing the Action Plan.
 - b. Each unit's report presentation will include a detailed handout which will include programs offered, collaborative efforts, new initiatives, unit wide professional development activities and preliminary outcomes of those efforts.
 - c. Each report will also include samples of assessment instruments developed to be utilized to evaluate the forthcoming year's IEAP activities and preliminary reports on assessment activities conducted since the implementation of the 2023 IEAP.
2. A review of the plan's assessment data will occur every spring during the DOFA's annual spring meeting (see Appendix A):
 - a. Each DOFA unit (VPFA's office, CELO, CTL, & WID) will present data gathered from activities initiated as part of the implementation strategies of our IEAP.
 - b. Each presentation will include quantitative and qualitative data (where applicable), an analysis of the data, and a presentation of implications for the unit's IEAP implementation strategies for the next academic year.

- c. In years when the University conducts the Climate Survey, DOFA will review sections applicable to DOFA units and the faculty it serves, and consider implications for its programming and assessment procedures.
- d. DOFA will use its DICE results as a baseline for reviewing the Division's diversity, equity, and inclusion activities and outcomes in its own self-assessment.

Finally, an ongoing document of recommendations for future iterations of the plan will be maintained. In case a significant omission is identified in the plan, an addendum to the current plan will be developed and implemented during the current cycle of implementation.

APPENDIX A

DIVISION OF FACULTY AFFAIRS DEI PLAN IMPLEMENTATION PROCESS

<u>GOAL 1: Faculty Recruitment and Retention</u>	Unit/People	Timeline/Data
DOFA is committed to developing and offering an inclusive faculty recruitment and retention program in collaboration with academic units and the Office of the Provost and Senior Vice President.	Office of the Vice Provost for Faculty Affairs (VPFA): Jane Okech, Crispina Pincus, & Jennifer Diaz: Jennifer Diaz is responsible for soliciting data from HR and preparing it for review, while Jane Okech and Crispina Pincus review recruitment data, complete annual reports, and share them with the University community.	<p>Rank Progression Data and Time between ranks tracking: Every November, Effective November 1, 2022 (Baseline Data). Data collected includes demographic data and a timeline between ranks.</p> <p>Faculty Recruitment Data: Every August, Effective August 1, 2022 (Baseline Data). Data collected includes demographic data, rank at hire and units hiring.</p> <p>Faculty Recruitment handbook scheduled to be completed by July 1, 2023 and updated annually by July 1.</p>
<u>GOAL 2: Comprehensive Faculty Mentoring Program</u>		
DOFA is committed to developing and supporting an equity-centered and inclusive comprehensive and systematic faculty mentoring program in collaboration with academic units, the Division of Diversity Equity and Inclusion (DDEI), the Office of the Vice-President for Research (OVPR), and the office of the Provost and Senior Vice President.	<p>Office of the Vice Provost for Faculty Affairs (VPFA): Jane Okech & Crispina Pincus Craft surveys, review survey data, and complete annual reports on survey findings.</p> <p>Office of VPFA-Crispina Pincus: Administers evaluation surveys and collaborates with OIRA on data analysis and tracking over time, including rank progression data.</p>	<p>*Program piloted during the 2022/2023AY and scheduled for full implementation during the 2023/2024AY. Baseline program evaluation data collected in May 2023.</p> <p><i>First-Year Faculty Experience Survey:</i> Every May, Effective May 10, 2023; from Fall 2023-May 2028, surveys will be administered after every session. Data collected includes demographic data, number of attendees, and evaluations of sessions.</p> <p><i>Mid-Career Faculty Experience Survey:</i> Every May, Effective May 10, 2023; from Fall 2023 to May 2028, surveys will be administered after every session. Data collected includes demographic data, number of attendees, and evaluations of sessions.</p>

		<p><i>Demystifying RPT Faculty Experience Survey</i>: Every May, Effective May 10, 2023; from Fall 2023 to May 2028, surveys will be administered after every session. Data collected includes demographic data, number of attendees, and evaluations of sessions.</p> <p><i>Chairs and Associate Deans Leadership Series Survey</i>: Every May, Effective May 10, 2023; from Fall 2023 to May 2028, surveys will be administered after every session. Data collected includes demographic data, number of attendees, and evaluations of sessions.</p> <p><i>Inkwell Biennial Writing Retreat Survey</i>: Every 2 Years, Effective August 11, 2023; from Fall 2023-May 2028, surveys will be administered after every session. Data collected includes demographic data, number of attendees, and evaluations of sessions.</p>
GOAL 3: Equitable Learning Environments	People	Timeline/ Data
3.1.a. All DOFA units will review programming to establish a baseline of how an emerging awareness of social identity, implicit bias, critical reflection, and historic systems of inequality are addressed in our offerings	<p>Susanmarie Harrington to draft baseline review of CTL and WID programming; Holly Buckland Parker to review</p> <p>Susan Munkres to draft baseline review of CELO programming.</p>	<p>Spring 23: Initial list compiled for WID and CTL</p> <p>Summer 23 (Susan Marie/Holly/Wendy will review CTL's offerings), Fall 23 (Susanmarie will review WID's offerings)</p> <p>Summer 23</p>
3.1.b CELO, WID, and CTL resources, programs, and communications will explicitly highlight practices such as: <ul style="list-style-type: none"> i. identifying ways in which privilege and oppression affect classroom dynamics, curricular practices, and/or instructor-student relationships. ii. using educational technology in ways that enhance accessibility, promote 	<p>Susanmarie and Wendy Berenback to draft proposed inclusive pedagogical framework; Holly assists/reviews</p> <p>CTL: Revive Advisory Board for further faculty consultation on this point; use WIL Advisory Board for faculty consultation</p>	<p>July 1 2023 – Draft framework written (including disability justice in curriculum)</p> <p>2023-24</p> <p>Sept – recruit members to serve on CTL Advisory Board & hold 1st meeting by end of Fall semester</p> <p>CTL Advisory Board and WIL Advisory Board to review and advice regarding the inclusive pedagogy framework during their fall 23 meeting</p> <p>Assessment Data: review of programming that</p>

<p>learning, and encourage student engagement.</p> <p>iii. cultivating respect and reciprocity in community-engaged teaching.</p> <p>iv. Using the UDL framework to identify and reduce barriers to success in their courses and programs.</p>	<p>CELO: audit resources on website; readings + resources in Faculty Fellows + PowerPoints for power/privilege (i) and reciprocity (iii).</p> <p>CELO: create stand-alone resources addressing inclusion and reciprocity in community-engaged learning</p>	<p>CELO: Summer 2023</p> <p>Fall 2023</p>
<p>3.2. DOFA units will partner with the Division of DEI and Office of International Education to provide resources and workshops that enable instructors to explore the ways in which intercultural communication affects teaching, learning, scholarship, and creative activity. Programming will</p> <p>a. prepare faculty to value and expect linguistic diversity and expression in the classroom.</p> <p>b. prepare or enhance faculty ability to create spaces in which the language experiences and capacities of all instructors and students are welcomed and nurtured.</p> <p>c. support attention to the needs of multilingual instructors and students, as well as to speakers of all varieties of English.</p> <p>d. support attention to the needs of Deaf people and speakers utilizing the American Sign Language.</p>	<p>CTL/WID: Susanmarie and Wendy are co- lead CTL contact; Sherwood Smith lead for DDEI; HBP assists</p>	<p>Summer 2023: Susanmarie meets with representatives of DDEI to discuss faculty development partnerships and share draft inclusive pedagogy framework (on behalf of CTL and WID)</p> <p>CTL: Wendy participates in intergroup dialogue training (IGD)</p> <p>Fall 2023: Susanmarie and Wendy lead revisions of Inclusive Pedagogy framework based on feedback;</p> <p>Spring 24 & Fall 25– Wendy to lead CTL process for IGD-influenced opportunities</p>
<p>3.3. Develop DOFA staff capacity to deliver/facilitate a wide range of programs to faculty. In year 1 of our plan, we will develop a timeline for addressing the following actions:</p>		<p>At June 2023 CTL retreat – identify topics/themes for staff dev training</p> <p>CTL/WID to hold training by end of Spring 2024</p>

<ul style="list-style-type: none"> a. Provide training to current staff in advanced facilitation methods, such as dialogic pedagogy, affirming inquiry, and restorative practices. b. Provide training opportunities for staff to expand knowledge of accessible technology features and approaches to using technology inclusively. c. Revise the essential functions in DOFA’s vacant educational developer position(s) to include responsibility for developing and facilitating programs that center on inclusive teaching practices and creating equitable learning environments. d. Recruit and hire staff with appropriate experience and commitment to fulfill new programmatic initiatives described in this document. 	<p>CTL and WID: Susanmarie and Wendy to take lead in terms of identifying training areas; hire consultant for training</p> <p>CTL: Michele Smolik and Inés Berrizbeitia to take lead</p> <p>CTL: Susanmarie and Wendy lead</p>	<p>Assessment plan: track staff participation; development of resources for faculty/programming that follows from staff training</p> <p>By the end of the Fall 2023 semester, Ally training for staff (how to integrate awareness of Ally into consults)</p> <p>CTL: Susanmarie and Wendy begin work in early Spring 2024, assuming that it will take 4 - 5 months to get positions approved; including revising existing PDs. We'd then recruit in Fall 24. As part of this process we will review other job descriptions to take existing staff expertise into account.</p>
<p><u>GOAL 4: Comprehensive Faculty Development Programming</u></p> <p>4.2 CTL will continue to expand the scholarship of teaching and learning in a cohesive and consistent professional development program centered on principles of increasing diversity, equity and inclusion.</p>	<p>CTL: Holly Buckland Parker (for the CTL) to take lead</p>	
<p>4.3 CTL, WID and CELO, consonant with their missions, will develop a portfolio of programs that is responsive to:</p> <ul style="list-style-type: none"> a. the emerging needs of a wide range of faculty, especially <ul style="list-style-type: none"> i. faculty with particular social identities (e.g. workshops based on gender identity, racial identity, or sexuality, acknowledging the intersectionality of those identities) ii. faculty of different ranks and career points (graduate 	<p>CTL and WID: Susanmarie Harrington takes lead in inventory; CTL and WIL Advisory Boards consult</p> <p>CELO Advisory Committee will consult on needs/gaps in programming for faculty of various ranks and social identities; review assessment described in 5.3 below; CELO Director will engage in targeted</p>	<p>Assessment data: Data on who attends rank/department/identity</p> <p>By end of Spring 2023, CTL and WID will have drafted a plan for programming that is responsive to faculty by rank, identity, and/or institutional goals.</p> <p>Spring 2024</p>

<p>students, new faculty, mid-career faculty, tenure-track, non-tenure-track, senior faculty, and adjunct faculty)</p> <p>b. institutional priorities (e.g. community engagement, internationalization, inclusion) and strategic goals</p>	<p>conversations to supplement work of Advisory Committee.</p> <p>CELO will inventory, continue + develop programming in response to institutional priorities, including community engagement, inclusion and/or international education. Susan Munkres takes lead.</p>	<p>ongoing</p>
<p>Goal 5: Assessment</p> <p>5.1 DOFA will develop an assessment plan and review timelines for its units' programs and its Diversity and Inclusive Excellence Action Plan to assess the effectiveness of its implementation strategies and progression towards meeting its objectives and its efficacy in doing so.</p>	<p>DOFA: Directors of CTL, WID, & CELO and the Vice Provost for Faculty Affairs take the lead on this process within their units/office.</p>	<p>Expectations for submissions at the DOFA Fall retreats effective September 2023: Assessment Instruments; Assessment Timelines; Finalized staff-Assessment roles and responsibility assignments; Unit preliminary data overview (Formal data presentation expected in Spring 2024). Henceforth the revisions to any DOFA unit assessment procedures and contact person will be shared during the DOFA Annual Fall Retreat.</p> <p>Expectations for submissions at the DOFA May retreats effective May 2024: Assessment data report and recommendations for ongoing unit practice. Henceforth the revisions to any DOFA unit assessment procedures and contact person will be shared during the DOFA Annual May Retreat.</p>
<p>5.2 All DOFA units will work with OIRA to identify and track over time participant demographics and participation rates in their units' services, programs, and initiatives.</p>	<p>April, Crispina, Susanmarie, & Susan</p> <p>Susan Munkres: CELO will inventory demographics of faculty teaching CL and SL courses (social identities and rank), and demographics of faculty/staff utilization of CELO services.</p>	<p>Data to be collected: participants' academic homes; rank; status; demographic data</p> <p>Fall 2023</p>
<p>5.3 All DOFA units will develop assessment procedures to explore any</p>	<p>Full staff review of data described in 5.2 once collected</p>	

<p>discovered gaps in participation and utilization of faculty development services, and proactively seek to understand any obstacles or barriers for faculty from underrepresented groups.</p>		
<p>5.4 All DOFA units will audit their publicity and faculty awards criteria, review processes and outcomes for inclusiveness where applicable.</p>	<p>Office of the VPFA-Jane reviewed all University level faculty awards and created a uniform online submission process; created submission and review forms; created diverse and representative award review committees who took on their responsibilities in Spring 2023.</p> <p>CELO/Susan to audit CELO awards criteria, processes + outcomes</p>	<p>Fall 2023</p>
<p>5.5 All DOFA units will periodically administer faculty surveys to assess their changing needs. For example, CTL and WID will survey the impact of their programs, as will the VPFA Comprehensive Faculty Mentoring Program.</p>	<p>Office of the VPFA- Jane/Crispina CTL- Susanmarie/Wendy WID- April/Kaitlyn to implement</p>	<p>Yearly reporting on faculty survey results</p>
<p>5.6 All DOFA staff will periodically assess their emerging professional development in terms of DEI competencies and will report progress in their annual performance review. Sample questions to be addressed in annual performance review include— what are your growing edges? and what are your goals for the next year that are aligned with the objectives of DOFA’s Inclusive Excellence Action Plan?</p>	<p>Jane, Susanmarie, Susan, Wendy</p>	<p>Yearly review, aggregate report by Division Directors to Jane Okech by March 1st or during the annual performance review whichever comes first.</p>

Submitted on June 21, 2023.

By, Jane Okech, Ph.D., Vice Provost for Faculty Affairs.