

Inclusive Excellence Action Plan – CALS

College of Agriculture and Life Sciences

GENERAL INFORMATION

a. Name of College/Division/Office

Colleges and Schools

- ✓ Agriculture & Life Sciences

b. Name of Dean or Vice President/Provost: Thomas Vogelmann

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

Name: Catherine (Kate) Finley Woodruff

Title: Assistant Dean

Department/Office/Unit: Dean's office

e-mail address: cfinleyw@uvm.edu

phone number: 802-656-1032

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

- Animal and Veterinary Sciences
- Community Development and Applied Economics
- Microbiology and Molecular Genetics
- Nutrition and Food Sciences
- Plant Biology
- Plant and Soil Science
- Cross college programs include Environmental Science, Environmental Studies, Biochemistry, Biological Sciences
- Extension

b. Implementation team members (including team lead/chair)

Name	Title	Department/Office/Unit
Thomas Vogelmann,	Dean	
Catherine (Kate) Finley Woodruff,	Assistant Dean	CALS Dean's office
Katie Abbott	Administrative Professional	CALS Dean's office
David Townson	Chair	Animal and Veterinary Science
Jane Kolodinsky	Chair	Community Development and Applied Economics
Susan Wallace	Chair	Microbiology and Molecular Genetics
Jean Harvey	Chair	Nutrition and Food Sciences
David Barrington	Chair	Plant Biology

Deborah Neher	Chair	Plant and Soil Science
Dan Lerner	Associate Dean	Extension
* Reflection and feedback gathered from faculty throughout the college, including adjunct faculty.		

Components of Inclusive Excellence (Summary)

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

Pillar 1: Academics

Component 1: Faculty Support and Engagement

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

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
College of Agriculture and Life Sciences (CAL S) Teaching and Advising Workshop: held in late August each year, topics include strategies to teach and engage international students, as well as provide information on how to support diverse populations and access campus resources.	CALS Dean’s office
Support and encourage faculty to offer Diversity designated courses (D1 and D2): In 2016-2017 academic year, CAL S offered seven diversity courses, teaching 1,078 students across campus about social equity, diversity, and inclusiveness. Many of these courses were supported with teaching assistants and open to students across campus.	Community Development and Applied Economics, Nutrition and Food Sciences
Support faculty research and collaboration in several areas of diversity and inclusiveness including social justice, climate and environmental justice. Examples include work with economically disadvantaged Vermonters living in mobile home parks vulnerable to natural disasters, migrant workers on Vermont farms, work with international low-income farmers in Peru, St. Lucia, Honduras, and Sri Lanka, and work with the Peruvian Conservation Law Foundation.	CALS Dean’s office and Departments

Support of faculty-led study abroad programs that include work with underserved, diverse populations.	CALS Dean's office and Departments
Faculty member received multiple USDA grants to host international professionals from Albania, South Africa, Central America and Ukraine to learn about agricultural finance and organic farming.	Community Development and Applied Economics, Extension

Component 2: Student Support and Engagement

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

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
Offer Diversity designated courses (D1 and D2) addressing community development and population, social equity, farm to table food systems, and perspectives on identity, prejudice, and power.	Community Development and Applied Economics, Nutrition and Food Sciences
Faculty member serving as an unofficial designated mentor and support person for Chinese students with the CDAE department and beyond, assisting with cultural and language transition and interpretation. Chinese teaching assistant also hired to specifically support Chinese students.	Department of Community Development and Applied Economics
Opportunities to receive credit for internships that include opportunities such as working with the Vermont Refugee Resettlement Program.	CALS Departments
Service-learning courses that offer opportunities for students to engage with the community and support underserved populations through organizations such as food banks, the Peace and Justice Center, and the Committee on Temporary Shelter, DREAM, Fabia Nascimento, ALANA, Students with Disabilities, Hillel, Campus Kitchen, Asian American Student Union. Alianza Latina, and the Committee on Temporary Shelter (COTS), which named CDAE the 2015 Community Partner of the Year. In addition, guest speakers from diverse backgrounds are incorporated into courses, including the opportunity to skype with representatives of indigenous populations from Latin America and Africa.	CALS Departments

Distinguished Undergraduate Research Program- Open to all students, in all majors of CALS. This provides an opportunity to be recognized for research beyond Honors College membership.	CALS Dean's Office
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Component 3: Curriculum, Pedagogy, and Research

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

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
Support and encourage faculty to offer Diversity designated courses (D1 and D2): In 2016-2017 academic year, CALS offered seven diversity courses, teaching 1,078 students across campus about social equity, diversity, inclusiveness, and diversity. Many of these courses were supported with teaching assistants.	Community Development and Applied Economics, Nutrition and Food Sciences Departments
Extensive faculty research with underserved populations, including work with vulnerable Vermonters, migrant farmworkers, research with the Akwesasne Mohawk tribe in NY/Canada, international communities in Peru, Brazil, Sri Lanka, St. Lucia, Syrian refugees in Germany, low income populations in Tanzania, and many more non-profit organizations and government agencies to explore food insecurity, climate change, agricultural economics, etc.	CALS departments
Graduate students this year are providing a consultancy to the Vermont Council on World Affairs, a group that sponsors talks and exchanges of ideas between nations. These students are developing a membership and marketing plan for the organization designed to diversify their membership base and reach, attempting to bring international exposure to underserved, remote rural communities.	Community Development and Applied Economics Department
The MPA graduate program has two diversity related competencies that all students must demonstrate having met or exceeded the standard. These include appreciation for the value of social equity and support of workforce diversity.	Community Development and Applied Economics Department

Pillar 2: Community

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

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

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
Diversity Recruitment & Retention Plan to hire and retain Faculty & Staff is available on CALS Website. All hiring committee's go through AA/EEO training to ensure compliance with hiring practices. All searches comply with UVM guidelines to attract a broad and diverse applicant pool. The USDA recommended in the most recent civil rights review of Extension that we use Opportunity Hires to increase racial/ethnic minority representation. We are on the alert to use this hiring strategy.	CALS Dean's office, Chairs, and Search Committees and/or hiring managers

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

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

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
CALS Teaching and Advising Workshop: held in late August each year, includes strategies to teach and engage international students, as well as provide information about support services and groups for diverse populations.	CALS Dean's office
Faculty & Staff are encouraged to attend trainings offered on campus. Admission to Blackboard Jungle is paid for all faculty & staff by CALS Deans Office including Extension locally and throughout the state.	CALS Dean's Office, Chairs & Supervisors.
CALS Diversity Plan is posted on the website for access by faculty, staff, and students.	CALS Dean's Office

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

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

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
Regular Faculty & Staff meetings at both the Dean’s level and Department level to ensure open communication. Employees have input into the agendas and there is opportunity for questions or discussion.	Dean’s Office & Department Chairs
“CALS Reps” is a group of students who represent the college at admission and orientation, and act as mentors and ambassadors for the college. Diversity students are represented in this organization.	Dean’s Office
CALS foundation courses for first year students include teaching assistants who act as mentors and provide support to their peers. Diversity students are encouraged to apply. Currently at least 15% of the TA’s are diversity students.	CALS faculty and Dean’s Office
Faculty working directly with international students as mentors, as well as providing inclusive space in the classroom to work together and support each other.	CALS faculty

Component 4: Programs, Services, & Events

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

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
Extension programming including The Vermont Migrant Education Program, The Bridges to Health Program, Huertas Food Security Project, New American Farmer Project.	Extension
CDAE 20 th Anniversary celebrating community international development, engaging over 300 students in a week-long celebration.	CDAE Department
Peace Corps Preparation Program	CDAE Department
Host of the Vermont Peace Corp Recruiter	CDAE Department
Host of several speakers of diverse backgrounds, topics of diversity, underserved populations and inclusiveness.	CALS Departments

Faculty member from Africa worked with Go Global Vermont, assisting them with their visit to Kenya with setting up meetings, and travel logistics.	CALS faculty
Engaging graduate students to work with five rural high schools across VT to facilitate the implementation of VT Act 77, Proficiency Based Learning.	Community Development and Applied Economics Department

Pillar 3: Environment

Component 1: Physical Accessibility

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

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
All building on main campus are handicap accessible and meet code/ UVM regulations.	CALS will work with UVM Physical Plant to ensure compliance.

Component 2: Technology Use and Accessibility

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

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
Designated IT Professionals to provide IT support to Faculty & Staff in CALS.	CALS Dean's office
Provide equipment, space, and support of Computer labs that are available to all students to ensure accessibility.	CALS Dean's office
A faculty member has established a specific section on blackboard for international students with strategies to help them succeed in large lecture courses. In addition, a review session for ESL students is provided weekly.	CALS faculty
In some CALS courses, ESL students are given extra time on exams and are allowed to use electronic dictionaries.	CALS faculty

Component 3: Cognitive Accessibility

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

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
Student Enrollment Specialist works closely with students to provide resources and support to when in academic and/or personal crisis. This includes communication with ACCESS, and assistance to students in navigating the UVM services.	CALS Dean's Office

Component 4: Inclusive Spaces

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

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
Provide meeting space to host several international and diverse presenters and speakers which are open to all students.	CALS Departments

Pillar 4: Operations

Component 1: Policies, Procedures, and Practices

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

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
CALS and Extension policies are informed by the United States Department of Agriculture (USDA) Civil Rights Review conducted in 2010, with recommendations on ways to increase diversity of faculty and staff. USDA recommended that we use Opportunity Hires to increase racial/ethnic minority representation and we are on the alert to use this hiring strategy.	CALS Dean's Office; HR
Ensure compliance with UVM's policies, procedures and practices in daily operations.	CALS Dean's Office, Chairs and Departments
Follow and promote the University flexible work arrangement procedure in an effort to recognize the varied needs of employees.	CALS Dean's Office and Departments
Compliant with onboarding practices recommended by central Human Resources for both Staff and	CALS Dean's Office and Departments

Faculty to ensure everyone is aware of the various resources available to them at the University.	
CALS Workforce Diversity Recruitment and Retention Plan is in practice and accessible for all to view on CALS' website.	CALS Dean's Office

Component 2: Evaluation and Assessment

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

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
CALS complies with University guidelines regarding Faculty & Staff performance Assessments. Staff evaluation includes the Civility & Cultural Competency per standard form.	CALS Dean's Office, Chairs and Supervisors
The CALS Senior Exit Survey is under revision, and reflecting on information to be collected to address diversity and inclusion.	CALS Dean's Office

Component 3: Financial

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

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
Financial support to attend Blackboard Jungle and/or professional development funding available to support various interests.	CALS Dean's Office

Component 4: Internal/External Communications

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

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
Internal communication of upcoming events and speakers that relate to diversity	CALS Departments
Promote diversity courses on our website, and keep open enrollment for many courses to all UVM students.	CALS Dean's Office and Departments

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?
 - Our Diversity (D1 and D2) courses have consistently grown in enrollment, to be some of the largest classes on campus. These courses often serve as an introduction to our majors, where students have the opportunity to focus more of their studies in the area of diversity, inclusive, social equity, food access, and community development.
 - The result of stellar advising and mentoring of our CALS students, two CALS students of color have recently been placed in internships to work with our congressional delegation on public policy. One has continued on after graduation in this capacity in a full-time position.

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?
 - One example is a faculty member from China who is the designated mentor and support person for international students. Often this role provides interpretation, explanation of assignments, directions to additional resources, in their native language.
 - International faculty-led programs to many cultures, diverse and underserved populations. Some of the signature programs include St. Lucia, Peru, Sri Lanka, Brazil, and more. These experiences offer students the opportunity to not only travel abroad, but develop a deeper tolerance, respect, and understanding for diverse cultures and the needs of underserved populations.
 - A faculty member has established a specific section on blackboard for international students with strategies to help them succeed in large lecture courses. In addition, a review session for ESL student is provided weekly,
 - In some CALS courses, ESL students are given extra time on exams and are allowed to use electronic dictionaries.
 - Participate in all calling and recruitment campaigns for students of color in collaboration with Enrollment Management.

3. What goals does your college/division want to achieve within the next year? Within the next three years?
 - Increase diversity communication among faculty, staff, and students.
 - Standardize diversity language in syllabi, and encourage faculty to identify relevant course content and purpose that relates to diversity and inclusiveness.
 - Develop cross-college collaborations to provide more opportunities for students to learn about diversity and inclusiveness from various perspectives. For example, the CALS curriculum allows students the academic flexibility to incorporate CAS social justice courses into CALS food systems curriculum.
 - Consider increasing the number of international teaching assistants.
 - Develop an International Community Day to celebrate students from Diverse backgrounds. The event could vary each year by theme, such as food systems, working landscape, environment, and celebrate cultural pride and differences.
 - Expand our Teaching and Advising Workshop to include more consistent and in-depth discussions on how to support diverse populations.
 - Formalize the role of an international faculty mentor for students.
 - Survey diversity students in CALS to learn more about how we can support them, and what needs they may have.
 - Provide more guidance and “best practices” to faculty and staff for supporting diverse students.
 - Continue to work with Student Enrollment on new initiatives and opportunities to increase the diversity population of CALS students.

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?
 - Consider creating a scholarship to support students who are economically disadvantaged to afford an opportunity to travel abroad.
 - Consider creating a CALS Inclusiveness Excellence Committee to include students, staff and faculty, perhaps in collaboration with other units.
 - Provide funding for CALS students to create an organization to celebrate diversity.
 - Develop language to address the importance and commitment of diversity and inclusive excellence to the college and request it be included in all syllabi throughout the college. The syllabi could also indicate how the class might address inclusivity and diversity.

5. What metrics will your college/division use to gauge its progress with diversity and inclusive excellence goals?
 - Participation and attendance by faculty, staff, and students at events, workshops, etc.

- Results from surveys of students of diversity and senior exit survey.
- Analysis of retention rates
- Working with Enrollment Management, increase the number of diverse students in the college.

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?
 - The result of the extensive work of faculty, staff, and students to engage in service-learning courses, work with underserved populations, and gain a deeper understanding for cultural diversity, is that our students are well prepared to work in a diverse environment, and our faculty, staff, and students understand CALS' commitment to supporting underserved populations.
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?
 - Faculty research is applied and relevant to many diverse and underserved populations, providing information and tools to build stronger communities, locally, nationally, and internationally. One example is a faculty member researching childcare access for farm families and the disproportionate impact on women farmers in the US agricultural sector.
 - CALS faculty engage the community in the classroom, bringing diverse populations to the students and curriculum. Some examples include:
 - Vermont Adaptive Ski – two youth with Cerebral Palsy and their ski partner shared with students information about individuals with disabilities and about Adaptive Skiing.
 - Vermont Refugee Resettlement – information about the history of refugees, the process of resettlement, issues and opportunities.
 - Work with COTS homeless shelters, Chittenden Emergency Food Shelf and other non-profit organizations representing underserved populations.
 - Guest speakers on migrant dairy workers in Vermont and agro-ecology in Central America.
 - WIC (Women, Infant, and Children) program
 - Hunger Free Vermont

3. What goals does your college/division want to achieve within the next year? Within the next three years?
 - Consider creating a CALS Inclusive Excellence Advisory Committee, perhaps collaboratively with other units that will include faculty, staff, and students, for the purpose of advancing the engagement and communication of the CALS community as it relates to diversity, equity, and inclusive excellence.
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?
 - With assistance from the CALS Inclusive Excellence Advisory Committee, create benchmarks and goals for diversity and inclusiveness in the college.
5. What metrics will your college/division use to gauge its progress with diversity and inclusive excellence goals?
 - Participation and attendance by faculty, staff, and students at events, workshops, etc.
 - Results from surveys of faculty goals toward diversity and inclusiveness.
 - Analysis of retention rates
 - Working with Enrollment Management, increase the number of diverse students in the college.

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?
 - Provide a supportive space for faculty, staff, and students to work and learn.
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?
 - A faculty member has created physical and virtual space within the classroom for students of diverse backgrounds to come together for support and collaboration.
 - CALS sponsors the Landscape Ecology, Agriculture and Food (LEAF) living/learning community for first year students to support their transition to UVM and provide a community of students with similar areas of interest.

3. What goals does your college/division want to achieve within the next year? Within the next three years?
 - Continue to work collaboratively within our unit, as well as across the university, to build an inclusive environment in CALS.
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?
 - University-wide expertise, guidance, and facilitation of training and professional development that our faculty, staff, and students can engage in to increase inclusive excellence in CALS.
5. What metrics will your college/division use to gauge its progress with diversity and inclusive excellence goals?
 - Consider surveying faculty, staff, and students about the CALS environment to evaluate how effectively we are providing inclusive excellence.
 - Enrollment, retention, and graduation rates of diverse students.
 - Recruitment and retention of diverse faculty and staff.

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?

Currently, we are in compliance with UVM's policies, procedures and practices in daily operations.
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?

Currently, we are in compliance with UVM's policies, procedures and practices in daily operations.
3. What goals does your college/division want to achieve within the next year? Within the next three years?

- Increase communication about diversity and inclusiveness with staff and faculty.
 - Create opportunities to communicate concerns, suggestions, and post comments as it relates to diversity, inclusiveness for students, staff, and faculty in CALS.
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?
- Communicate and promote opportunities for professional development to all staff and faculty.
5. What metrics will your college/division use to gauge its progress with diversity and inclusive excellence goals?
- Program attendance, feedback through communication channels, faculty and staff meetings, senior exit survey