EXECUTIVE SUMMARY

AFFIRMATIVE ACTION PLAN

University of Massachusetts Lowell
2012 – 2013

Learning with Purpose
EXECUTIVE SUMMARY

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Chancellor’s Statement

Our vision for excellence for the University of Massachusetts Lowell is predicated on our success in fostering a truly diverse and inclusive community in which all of our members are fully engaged and can thrive.

Our role as a University is to offer our students the best possible preparation to enter the workforce of our global economy. Because our institution prides itself on producing graduates who are work-ready, life-ready and world-ready, fostering an inclusive campus community that reflects diversity among our faculty, staff and students is important in helping all our graduates achieve their goals. (Martin T. Meehan, Chancellor)

Source: www.nacubo.org/Business_Officer_Magazine/Magazine_Archives/October_2012/Branch_Out.html (Appendix 1)

The University’s commitment is articulated among the University’s Strategic Plan initiatives, against which we measure our institutional success:

“... a commitment to diversity in all of its complexity will be a core institutional value at UMass Lowell. This commitment will be grounded in the understanding that diversity is inclusive of all identities, including those of race, class, gender, sexual orientation, religion and ability status. By 2020, the University will have developed a campus community where all will feel appreciated, respected, connected, valued and engaged with the larger life of the campus.”

In short, inclusion cultivates excellence. A supportive, welcoming, and truly inclusive workplace environment will help attract and retain a talented workforce of every gender, race, and ethnicity. Such an environment promotes engagement and high performance and permits all community members to thrive in their working lives. It also enables us to best serve our University mission to transform students to succeed in college, as lifelong learners and as informed citizens in a global environment.

The University’s Policy on Equal Opportunity, which follows, also provides a comprehensive statement of our commitment to affirmative diversity-oriented initiatives for our workforce and community.

Martin T. Meehan, Chancellor
The University of Massachusetts Lowell, as a public institution of higher education of the commonwealth, recognizes its responsibility to promote the interests and welfare of the public which it serves. In so doing, UMass Lowell reaffirms its commitment to a policy of equal opportunity in the exercise of all its charges and obligations. Equal opportunity is not only just, it is also the foundation for inclusive and highly effective working and learning environments in which all members of our community may thrive.

UMass Lowell is committed to engaging in employment and academic practices that do not discriminate. University policy dictates that factors such as gender, race, color, religion, disability, national origin, age, sexual orientation, genetic information, marital status and veteran status will not be used to determine merit. Further, these factors shall not be the basis of intimidation or other harassing behaviors that adversely impact an employee’s performance or a student’s participation. Retaliation against anyone who raises concerns about discrimination is equally prohibited. No employee will be fired, demoted, harassed, intimidated or otherwise "retaliated" against for filing a charge of discrimination, participating in a discrimination proceeding or otherwise opposing discrimination. This policy is in accord with Title VII of the Civil Rights Act of 1964, and Massachusetts General Law, ch. 151B.

In compliance with Title IX of the Education Amendments Act of 1972, gender is not a factor in the University’s provision of access to its educational programs and activities.

Any member of the campus community should contact Equal Opportunity and Outreach (EOO) with a concern or complaint of discrimination. Administrators, faculty and staff who direct the work of others in supervisory roles are required to report possible discrimination or hostile behavior based on membership in the protected categories above to EOO. These matters will be responded to with prompt concern to facilitate resolution. If the provisions of this policy opposing discrimination are violated, the University will take appropriate steps to halt the inappropriate behavior and address its effects. The EOO staff, located in Wannalancit Mills Suite 301, 978-934-3565, fax 978-934-3032, will assist in resolving complaints and may also be contacted for viewing of the Affirmative Action Plan.
These provisions not only enact the requirements of law, they also serve as the basis for the best possible education and the most effective workplace. As a performance factor, University officials are charged with the responsibility to support this and other equal opportunity policies and the Affirmative Action Plan. They are expected to be actively engaged in developing and achieving designated objectives and goals. All employees are required to comply with this policy and are encouraged to foster inclusion with colleagues and to identify and eliminate unnecessary barriers that could impede recruitment and hiring of underrepresented qualified applicants or advancement and achievement by members of the University community.

The Director of Equal Opportunity and Outreach is responsible for implementation of the affirmative action program. The University’s Affirmative Action Plan is available for inspection from 9 a.m. to 4 p.m. weekdays in Equal Opportunity and Outreach, 600 Suffolk Street, Wannalancit Mills, 3rd Floor, Lowell, MA. Additional information is also available at http://www.uml.edu/equal.

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Statement from Associate Vice Chancellor for Human Resources and Equal Opportunity & Outreach

Members of the Department of Human Resources and Equal Opportunity & Outreach at UMass Lowell work collaboratively with the University community to foster a diverse and inclusive environment. With Chancellor Meehan’s continued emphasis on excellence – achieved through diversity, innovation and entrepreneurship, the Lowell campus remains strategically focused on maintaining a workforce climate that is inclusive and a workforce that is engaged. Strategies toward this end are best articulated and results actualized when all stakeholders work in synchrony toward equal employment opportunity and affirmative action goals.

Under Chancellor Meehan’s leadership, the University has experienced amazing growth and transformation. One of the hallmarks of UMass Lowell has been its dedication to innovation and entrepreneurship. UMass Lowell employees are excited about this entrepreneurial spirit, and report a high level of confidence in the stewardship being provided by the University’s senior leadership.\(^1\) This confidence invites active engagement in support of important University Affirmative Action goals and priorities.

Conceptually, the Affirmative Action Plan is the result of hundreds of extensive conversations with members across every division of the University, including front-line supervisors, department managers, staff, labor union representatives, chief academic and executive administrators, deans, and faculty. These conversations involved a wide array of workforce management issues. As examples, we discussed strategies to develop more diverse applicant pools, increase opportunities for career advancement for incumbent employees, foster an inclusive workplace environment which supports employee retention and engagement, support services for veterans, remove barriers for disabled applicants and employees, improve our technology infrastructure to better track and report on workforce data, and leverage our rapid increase in student diversity to positively impact our workforce.

All of these conversations have been motivated by our shared understanding that our excellence as an institution of higher learning is laid on the foundation of principles and practices which promote an inclusive workplace. Even more critical than our creation of goals and plans is the participation of each of us in working towards their achievement.

I am excited to have joined the University community after spending nearly 32 years in human resources leadership at Mount Holyoke College, a private, liberal arts college for women in western Massachusetts. The palpable campus engagement described above and the foundational mission of the University to serve the public good attracted me to the University of Massachusetts Lowell and keeps me thoroughly engaged. My personal and professional commitment to higher education human resources, diversity, inclusion and affirmative action, and my engagement in the broader community of higher education human resources nationally

\(^1\) Source: Over 55 percent of UMass Lowell employees participated in the Top 100 Places to Work Survey that the Boston Globe conducted in June. The results, compiled by an independent research company, include a summary of staff and faculty opinions about their jobs and UMass Lowell’s overall organizational health.
continues to provide the intrinsic satisfaction and drive necessary to continue to engage in this challenging, yet rewarding work. I am proud to have become affiliated with UMass Lowell during my term of service as board chair (2011-12) for the national board of directors of the College and University Professional Association for Human Resources (CUPA-HR). At their annual conference (Diversity Cultivates Excellence: Making a Difference) in September 2011, CUPA-HR launched a Call to Action and a Position Statement and Action Plan for promoting diversity, equity and inclusion in the higher education workplace (http://www.cupahr.org/about/diversity.aspx). I share an article I contributed to the CUPA-HR publication which articulates the spirit of my commitment to this work. See www.cupahr.org/hew/files/HEWorkplace_Vol3No2.pdf (Appendix 2).

I invite all University stakeholders to assist with the successful implementation of this Plan, as well as your continued efforts in developing initiatives which benefit us all.

Lauren Turner, Associate Vice Chancellor
Human Resources and Equal Opportunity & Outreach
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Workplace Profile and Utilization Analysis

Explanation of Workforce Data Tables

Each of the following tables contains data on the minority workforce at the Lowell campus as of March 31, 2012. They represent a snapshot of the workforce based on voluntary self-identification from faculty and staff. For reference purposes, an organizational chart for the University is included as Appendix 3.

Table 1. Historically Under-Represented Groups in Workforce by EEO-6 Job Category and University Job Group, March 31, 2012 – Reports on race/ethnic and gender data by job category for the UMass Lowell workforce.

Table 2. Overview of Workforce by EEO-6 Category, March 2010 – 2012 – Reports on historical race/ethnic and gender data to measure change from year to year.

Table 3. Full-Time Faculty Placement Goals Analysis, March 31, 2012 – Reports on current faculty race/ethnic and gender data by college and discipline including labor force availability by race/ethnicity and gender by discipline.

Table 4. Staff Placement Goals Analysis, March 31, 2012 – Reports on current staff (non-faculty) race/ethnic and gender data by job type, including labor force availability by race/ethnicity and gender.

The minority percentages in each of the tables are used to identify whether parity or under-representation exists. Tables 3 and 4 demonstrate this in greater detail for faculty and staff respectively. These goals analyses assist in further identifying the specific academic fields and job types within the University to which minorities and women are being appointed, and where there are opportunities to focus efforts for increased representation. In the case of staff, workforce data is compared to regional or national U.S. Census data of minorities and women in like occupations to determine underutilization or “shortfall.”\(^2\) In the case of faculty, national data developed from the Survey of Earned Doctorates (SED) report is used a comparator, which survey reports on the number of minority doctoral degrees by discipline.

Table 3 provides estimates of hiring goals for each of our faculty departments, and Table 4 provides such goals for each of our staff job groups. The U.S. Census provides data on employment for each job group by gender, race, and ethnicity, for any U.S. geographic region. For this reason, it is possible to compare the diversity of our workforce with that of presumably qualified U.S. citizens within any region. By estimating the advertising or recruitment regions for each of our job types, we are able to estimate the potential availability for hire of each gender, racial, and ethnic group within those regions. For job groups where some placements

\(^2\) Analyses were based on the latest available U.S. Census data, 2000. 2010 US Census data is expected to be available in Spring 2013.
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over the past three years are due to promotions or transfers, rather than hires, the Census data availability is weighted with internal availabilities accordingly. The availability estimates provide benchmarks, or goals, for the diversity of our own workforce. For example:

- The U.S. Census indicates that in the census region in which we recruit for science technicians, Greater Lowell and Southern New Hampshire, 41.41% of people working in these jobs are women. In fact, 40% of UMass Lowell employees are women – the goal for our workforce.

For faculty, a department is considered under-represented (or underutilized) for a certain gender or race/ethnicity, when our workforce has attained less than 80% of the representation goal, and when 0.9 persons or more must be hired from that group in order to achieve the goal. When underutilization exists, we find statistical support for the need to take affirmative steps to seek out and remove any possible barriers. “Affirmative” actions indicate that these are not remedial, but proactive, action-oriented steps to put best practices into place and create the most inclusive workforce climate.

These goals point us in the appropriate direction, and are not to be considered quotas. We emphasize goals as a measure of progress, and consider them the foundation for affirmative action in recruitment and removing possible hiring or advancement barriers. Also, goals must be considered approximations, due to inherent error arising from many sources: Actual fitness for the workforce in a University setting; error in our estimate of the recruitment region in which our position opportunities are made public; the decision of many individuals to not report their field of employment, gender, race or ethnicity to the Census; and the decision of a few employees to not report their race or ethnicity to us.

Although not indicated on these charts, the University keeps records on the veteran and disability status of the members of our workforce who provide that information.

Overview of Workforce – Lowell Campus

The representation of diversity among University faculty and staff is close, in aggregate, to the overall representation of diversity in the labor force. Among faculty, the total representation of minorities is 21.3%; the reported overall labor force availability is 23.1% (shortfall of 1.8%). Among staff, the total representation of minorities is 13.7%; the reported overall labor force availability is 13.9% (shortfall of 0.2%). However, this representation of diversity is not aligned with the representation of various diverse groups in the labor force. The disparities between the workforce and the available labor force vary by department and job group, as well as by race/ethnic group.

Faculty: Asian faculty is the only race/ethnic group among faculty for whom the workforce representation is higher than the overall labor force availability. This group is the most highly represented within tenure and tenure-track ranks in the Colleges of Engineering at 33.3%, Science at 23.1% and Business at 43.6% - compared to labor force availability of 17.6%, 11.7% and 10.5% respectively. This is somewhat understandable given the historical and present science and technology focus of the University. A further review of the faculty labor force
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availability illustrates that Lowell’s opportunities, and challenges, are in increasing the representation of minority representation of Hispanics and Blacks. Hence, outreach efforts must continue to be directed toward these groups. The greatest overall shortfalls in race/ethnic representation exist in Fine Arts, Humanities, Health and Environment.

Staff: The race/ethnic group in which the University has seen increases in representation between 2010 and 2012 is with Hispanics among the service/skilled crafts and professional staff with increases of 1.4% and 0.4% respectively. There remain opportunities, however, to further diversify these workgroups based on workforce availability. With the expansion of the University’s physical facilities, several new positions were approved for Facilities Management. We have leveraged this opportunity to engage in extensive outreach to develop a diverse pool of candidates for these new positions and are optimistic that our efforts will result in further increased diversity representation among this work group. The only staff workgroup which has parity in and has surpassed workforce representation in relation to availability is the secretarial/clerical area with overall representation of minorities at 19%, including Blacks at 7.1%, Asians at 2.4%, and Hispanics at 9.5%, as compared with labor force availability of 1.2%, 0.4% and 2.8% respectively. Groups with the greatest discrepancies, or shortfalls, between the University workforce and the estimated available workforce are Asians and Blacks, primarily for professional and technical positions. Among executive positions, there remain opportunities to increase representation, particularly of Blacks and Hispanics.

The number of Native Americans from all workgroups is 4 staff - 3 professional and 1 clerical.

The University has achieved approximate parity in representation of women among faculty, and in all but one staff workgroup. The labor force availability of women across job groups is aligned with the University workforce – overall faculty representation is 40.2% compared to availability of 40.9%, and overall staff representation is 56.5% compared to availability of 55.9%. The greatest opportunities to increase female representation are among mathematics and science faculty, and among skilled crafts staff.

Although shortfalls in representation persist, an historical review of the University workforce illustrates progress in the hiring of Blacks and Hispanics. From 2008 to 2012, Blacks in the workforce have increased from 26 to 35 employees or from 2.2% to 2.6% of the workforce. Hispanics have increased from 33 to 50 employees or from 2.8% to 3.8% of the workforce. Whites constituted 84.9% of the workforce in 2008, decreasing to 83.5% in 2012.

An important factor, and opportunity, to consider is the growth in the University’s programs, overall student enrollment and facilities – which has necessitated an increase in the workforce. From 2010 to 2012, which corresponds to the period reported in the Overview of Workforce in Table 2, the University workforce grew by a total of 14.8%. Additional analysis of the data using another quantitative indicator - the Turnover Quotient (TQ)\(^3\) - helps to determine the extent to which our hires of under-represented race/ethnic groups has added to our diversity, and the extent to which those hires replace under-represented minority faculty and staff who have left the

\[TQ = \left(1 - \frac{\text{number of faculty or staff from under-represented groups in 2012} - \text{number of faculty or staff from under-represented groups in 2010}}{\text{total number of new hires of faculty or staff from underrepresented groups during this period}}\right) \times 100.\]
University. TQ for under-represented race/ethnic groups uses three data points: the number of such faculty/staff at the outset of the assessment period (2010), the number of such new hires during the period of assessment (2010-2012), and the number of such faculty/staff at the end of the assessment period (2012). UMass Lowell’s TQ for this period is 55.4%. A TQ of 0 indicates that all new hires are adding to existing diversity. What Lowell’s TQ indicates is that approximately 5.5 of every ten new underrepresented-minority hires replaced under-represented employees who had left, and 4.5 out of every ten added in overall numbers to existing diversity. Although this TQ results in an overall increase in the numbers of employees from under-represented groups, we maintain a steady representation of under-represented groups as an overall percentage of our workforce. During this same assessment period, UMass Lowell’s turnover rate, a direct measure of the change in the workforce, was approximately 9.5%, which is within normative ranges for higher education. Further analysis of this turnover will be instructive in developing a deeper understanding of issues of retention, which are just as important in advancing diversity as is hiring.

The data compiled and analyzed herein are the basis of this overview and serve as the basis for the goals set forth in the Affirmative Action Plan. Additionally, areas of concern and programmatic goals which follow are informed by consultation with Vice Chancellors, Deans and hiring managers across the University.
Table 1. Historically Under-Represented Groups in Workforce by EEO-6 Job Category and University Job Group, March 31, 2012

<table>
<thead>
<tr>
<th>Job Group</th>
<th>EEO-6 Category</th>
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**1 - Exec/Admin/Managerial (EAM)**

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21 Tenure System Faculty

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22 Non-Tenure System Faculty

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**2 - System Faculty**

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31 Administrative

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32 Education/Training/Student Life

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33 Institutional Relations

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34 Library

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35 Research/Post Doctorates

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36 Medical Care

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37 Technical

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<th>Native American</th>
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38 Other Professional Staff

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<th>Native American</th>
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<td>0</td>
<td>0.0</td>
<td>0</td>
<td>12</td>
</tr>
</tbody>
</table>

**3 - Professional/Non-Faculty**

<table>
<thead>
<tr>
<th>Female</th>
<th>Total Minority</th>
<th>Black</th>
<th>Asian</th>
<th>Native American</th>
<th>Hispanic</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>60.6</td>
<td>76</td>
<td>15.2</td>
<td>15</td>
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<td>36</td>
<td>7.2</td>
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<td>500</td>
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</table>

41 Administrative Support

<table>
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<tr>
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<th>Asian</th>
<th>Native American</th>
<th>Hispanic</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>90.5</td>
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<td>1</td>
<td>2.4</td>
<td>0</td>
<td>42</td>
</tr>
</tbody>
</table>

42 Secretaries, Clerks, Typists

<table>
<thead>
<tr>
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<th>Total Minority</th>
<th>Black</th>
<th>Asian</th>
<th>Native American</th>
<th>Hispanic</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>75.0</td>
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<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>12</td>
</tr>
</tbody>
</table>

43 Duplicating, Mail

<table>
<thead>
<tr>
<th>Female</th>
<th>Total Minority</th>
<th>Black</th>
<th>Asian</th>
<th>Native American</th>
<th>Hispanic</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

44 Communication Equip. Operators

<table>
<thead>
<tr>
<th>Female</th>
<th>Total Minority</th>
<th>Black</th>
<th>Asian</th>
<th>Native American</th>
<th>Hispanic</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>100.0</td>
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<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>7</td>
</tr>
</tbody>
</table>

**4 - Secretarial/Clerical**

<table>
<thead>
<tr>
<th>Female</th>
<th>Total Minority</th>
<th>Black</th>
<th>Asian</th>
<th>Native American</th>
<th>Hispanic</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>87.1</td>
<td>9</td>
<td>14.5</td>
<td>3</td>
<td>4.8</td>
<td>1</td>
<td>1.6</td>
<td>1</td>
<td>62</td>
</tr>
</tbody>
</table>

*The Chancellor is included in this summary of employees working at UMass Lowell.*
### Table 1. (Cont.) Historically Under-Represented Groups in Workforce by EEO-6 Job Category and University Job Group, March 31, 2012

<table>
<thead>
<tr>
<th>Job Group</th>
<th>EEO-6 Category</th>
<th>Female</th>
<th>Total Minority</th>
<th>Black</th>
<th>Asian</th>
<th>Native American</th>
<th>Hispanic</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>51</td>
<td>Science Technicians</td>
<td>6</td>
<td>40.0</td>
<td>1</td>
<td>6.7</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>6.7</td>
<td>0</td>
</tr>
<tr>
<td>52</td>
<td>Computer Technicians</td>
<td>5</td>
<td>38.5</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>53</td>
<td>Nuclear &amp; Engineering</td>
<td>2</td>
<td>33.3</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>54</td>
<td>Other Technicians</td>
<td>3</td>
<td>60.0</td>
<td>2</td>
<td>40.0</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>20.0</td>
<td>0</td>
</tr>
<tr>
<td>55</td>
<td>Business &amp; Related</td>
<td>55</td>
<td>94.7</td>
<td>5</td>
<td>8.8</td>
<td>1</td>
<td>1.8</td>
<td>1</td>
<td>1.8</td>
<td>2</td>
</tr>
<tr>
<td>56</td>
<td>Protective Services</td>
<td>3</td>
<td>11.1</td>
<td>5</td>
<td>18.5</td>
<td>2</td>
<td>7.4</td>
<td>0</td>
<td>0.0</td>
<td>3</td>
</tr>
<tr>
<td>5 - Technical/Paraprofessional</td>
<td>73</td>
<td>59.3</td>
<td>13</td>
<td>10.6</td>
<td>3</td>
<td>2.4</td>
<td>3</td>
<td>2.4</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>61</td>
<td>Mechanics &amp; Repairers, Non-Sup'v</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>62</td>
<td>Skilled Crafts, Supervisors</td>
<td>4</td>
<td>23.5</td>
<td>3</td>
<td>17.6</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>63</td>
<td>Construction Trades, Non-Sup'v</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>64</td>
<td>Plant/System Operation</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>6 - Skilled Crafts</td>
<td>4</td>
<td>8.9</td>
<td>3</td>
<td>6.7</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>71</td>
<td>Cleaning &amp; Building Services</td>
<td>21</td>
<td>36.8</td>
<td>10</td>
<td>17.5</td>
<td>3</td>
<td>5.3</td>
<td>2</td>
<td>3.5</td>
<td>0</td>
</tr>
<tr>
<td>72</td>
<td>Motor Vehicle Operators</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>73</td>
<td>Guards, Institutional</td>
<td>4</td>
<td>25.0</td>
<td>2</td>
<td>12.5</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>7 - Service/Maintenance</td>
<td>25</td>
<td>33.3</td>
<td>12</td>
<td>16.0</td>
<td>3</td>
<td>4.0</td>
<td>2</td>
<td>2.7</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>WORKFORCE TOTAL</td>
<td>688</td>
<td>50.4</td>
<td>225</td>
<td>16.5</td>
<td>35</td>
<td>2.6</td>
<td>132</td>
<td>9.7</td>
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</table>
Table 2. Overview of Workforce by EEO-6 Category  
March 31, 2010 - 2012

<table>
<thead>
<tr>
<th>EEO-6 Category</th>
<th>Year</th>
<th>Female</th>
<th>Total Minority***</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>1 - Exec./Admin./Managerial*</td>
<td>2012</td>
<td>25</td>
<td>49.0</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>22</td>
<td>53.7</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>2010</td>
<td>22</td>
<td>56.4</td>
<td>3</td>
</tr>
<tr>
<td>2 - Faculty**</td>
<td>2012</td>
<td>204</td>
<td>40.2</td>
<td>108</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>155</td>
<td>37.2</td>
<td>93</td>
</tr>
<tr>
<td></td>
<td>2010</td>
<td>143</td>
<td>34.9</td>
<td>86</td>
</tr>
<tr>
<td>3 - Professional/Staff</td>
<td>2012</td>
<td>303</td>
<td>60.6</td>
<td>76</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>279</td>
<td>56.3</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>2010</td>
<td>253</td>
<td>57.2</td>
<td>62</td>
</tr>
<tr>
<td>4 - Secretarial/Clerical</td>
<td>2012</td>
<td>54</td>
<td>87.1</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>2011</td>
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<td>2010</td>
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</tr>
<tr>
<td>5 - Technical/Paraprofessional</td>
<td>2012</td>
<td>73</td>
<td>59.3</td>
<td>13</td>
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<tr>
<td></td>
<td>2011</td>
<td>82</td>
<td>64.6</td>
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<tr>
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<td>2010</td>
<td>83</td>
<td>69.2</td>
<td>15</td>
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<td>6 - Skilled Crafts</td>
<td>2012</td>
<td>4</td>
<td>8.9</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>3</td>
<td>6.4</td>
<td>3</td>
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<tr>
<td></td>
<td>2010</td>
<td>4</td>
<td>8.7</td>
<td>2</td>
</tr>
<tr>
<td>7 - Service/Maintenance</td>
<td>2012</td>
<td>25</td>
<td>33.3</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>26</td>
<td>35.1</td>
<td>11</td>
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<tr>
<td></td>
<td>2010</td>
<td>28</td>
<td>37.3</td>
<td>13</td>
</tr>
<tr>
<td>TOTAL WORKFORCE**</td>
<td>2012</td>
<td>688</td>
<td>50.4</td>
<td>225</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>615</td>
<td>49.8</td>
<td>204</td>
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<tr>
<td></td>
<td>2010</td>
<td>575</td>
<td>48.4</td>
<td>187</td>
</tr>
</tbody>
</table>

*The Chancellor is included in this summary of employees working at UMass Lowell.

**Prior to 2012, Faculty only included Tenured, Tenure-Track, Research, and Clinical Faculty.
In 2012, Lecturers and Visiting Faculty were added, to now include all Full-Time faculty.

***2012 workforce data for the 6 minority classes are included in Table 1.
| Workforce % | # | Available | # | Shortfall in | Persons | Workforce % | # | Available | # | Shortfall in | Persons | Workforce % | # | Available | # | Shortfall in | Persons | Workforce % | # | Available | # | Shortfall in | Persons | Workforce % | # | Available | # | Shortfall in | Persons | Workforce % | # | Available | # | Shortfall in | Persons | Workforce % | # | Available | # | Shortfall in | Persons | Workforce % | # | Available | # | Shortfall in | Persons | Workforce % | # | Available | # | Shortfall in | Persons | Workforce % | # | Available | # | Shortfall in | Persons | Workforce % | # | Available | # | Shortfall in | Persons | Workforce % | # | Available | # | Shortfall in | Persons | Workforce % | # | Available | # | Shortfall in | Persons | Workforce % | # | Available | # | Shortfall in | Persons | Workforce % | # | Available | # | Shortfall in | Persons | Workforce % | # | Available | # | Shortfall in | Persons | Workforce % | # | Available | # | Shortfall in | Persons | Workforce % | # | Available | # | Shortfall in | Persons | Workforce % | # | Available | # | Shortfall in | Persons | Workforce % | # | Available | # | Shortfall in | Persons | Workforce % | # | Available | # | Shortfall in | Persons | Workforce % | # | Available | # | Shortfall in | Persons | Workforce % | # | Available | # | Shortfall in | Persons | Workforce % | # | Available | # | Shortfall in | Persons | Workforce % | # | Available | # | Shortfall in | Persons | Workforce % | # | Available | # | Shortfall in | Persons | Workforce % | # | Available | # | Shortfall in | Persons | Workforce % | # | Available | # | Shortfall in | Persons | Workforce % | # | Available | # | Shortfall in | Persons | Workforce % | # | Available | # | Shortfall in | Persons | Workforce % | # | Available | # | Shortfall in | Persons | Workforce % | # | Available | # | Shortfall in | Persons | Workforce % | # | Available | # | Shortfall in | Persons | Workforce % | # | Available | # | Shortfall in | Persons | Workforce % | # | Available | # | Shortfall in | Persons | Workforce % | # | Available | # | Shortfall in | Personen | Workforce % | # | Available | # | Shortfall in | Personen | Workforce % | # | Available | # | Shortfall in | Personen | Workforce % | # | Available | # | Shortfall in | Personen | Workforce % | # | Available | # | Shortfall in | Personen | Workforce % | # | Available | # | Shortfall in | Personen | Workforce % | # | Available | # | Shortfall in | Personen | Workforce % | # | Available | # | Shortfall in | Personen | Workforce % | # | Available | # | Shortfall in | Personen | Workforce % | # | Available | # | Shortfall in | Personen | Workforce % | # | Available | # | Shortfall in | Personen | Workforce % | # | Available | # | Shortfall in | Personen | Workforce % | # | Available | # | Shortfall in | Personen | Workforce % | # | Available | # | Shortfall in | Personen | Workforce % | # | Available | # | Shortfall in | Personen | Workforce % | # | Available | # | Shortfall in | Personen | Workforce % | # | Available | # | Shortfall in | Personen | Workforce % | # | Available | # | Shortfall in | Personen | Workforce % | # | Available | # | Shortfall in | Personen | Workforce % | # | Available | # | Shortfall in | Personen | Workforce % | # | Available | # | Shortfall in | Personen | Workforce % | # | Available | # | Shortfall in | Personen | Workforce % | # | Available | # | Shortfall in | Personen | Workforce % | # | Available | # | Shortfall in | Personen | Workforce % | # | Available | # | Shortfall in | Personen | Workforce % | # | Available | # | Shortfall in | Personen | Workforce % | # | Available | # | Shortfall in | Personen | Workforce % | # | Available | # | Shortfall in | Personen | Workforce % | # | Available | # | Shortfall in | Personen | Workforce % | # | Available | # | Shortfall in | Personen | Workforce % | # | Available | # | Shortfall in | Personen | Workforce % | # | Available | # | Shortfall in | Personen | Workforce % | # | Available | # | Shortfall in | Personen | Workforce % | # | Available | # | Shortfall in | Personen | Workforce % | # | Available | # | Shortfall in | Personen | Workforce % | # | Available | # | Shortfall in | Personen | Workforce % | # | Available | # | Shortfall in | Personen | Workforce % | # | Available | # | Shortfall in | Personen | Workforce % | # | Available | # | Shortfall in | Personen | Workforce % | # | Available | # | Shortfall in | Personen | Workforce % | # | Available | # | Shortfall in | Personen | Workforce % | # | Available | # | Shortfall in | Personen | Workforce % | # | Available | # | Shortfall in | Personen | Workforce % | # | Available | # | Shortfall in | Personen | Workforce % | # | Available | # | Shortfall in | Personen | Workforce % | # | Available | # | Shortfall in | Personen | Workforce % | # | Available | # | Shortfall in | Personen | Workforce % | # | Available | # | Shortfall in | Personen | Workforce % | # | Available | # | Shortfall in | Personen | Workforce % | # | Available | # | Shortfall in | Personen | Workforce % | # | Available | # | Shortfall in | Personen | Workforce % | # | Available | # | Shortfall in | Personen | Workforce % | # | Available | # | Shortfall in | Personen | Workforce % | # | Available | # | Shortfall in | Personen | Workforce % | # | Available | # | Shortfall in | Personen | Workforce % | # | Available | # | Shortfall in | Personen | Workforce % | # | Available | # | Shortfall in | Personen | Workforce % | # | Available | # | Shortfall in | Personen | Workforce % | # | Available | # | Shortfall in | Personen | Workforce % | # | Available | # | Shortfall in | Personen | Workforce % | # | Available | # | Shortfall in | Persona...
Table 3. (Cont.) Full-Time Faculty Placement Goals Analysis, March 31, 2012

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Total Minority</th>
<th>Black</th>
<th>Asian</th>
<th>Native American</th>
<th>Hispanic</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Workforce %</td>
<td>Available %</td>
<td>Shortfall in # Persons</td>
<td>Workforce %</td>
<td>Available %</td>
<td>Shortfall in # Persons</td>
<td>Workforce %</td>
<td>Available %</td>
<td>Shortfall in # Persons</td>
</tr>
<tr>
<td>NON-TENURE TRACK FACULTY: Lecturers, Research Faculty, Clinical Faculty and Visiting Faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College of Engineering</td>
<td>3 27.3</td>
<td>18.1</td>
<td>9.0</td>
<td>1 9.1</td>
<td>39.2</td>
<td>2.3</td>
<td>0 0.0</td>
<td>3.7</td>
<td>0.4</td>
</tr>
<tr>
<td>College of Fine Arts, Humanities &amp; Social Sciences</td>
<td>19 51.4</td>
<td>56.1</td>
<td>1.7</td>
<td>2 5.4</td>
<td>19.2</td>
<td>5.1</td>
<td>1 2.7</td>
<td>4.3</td>
<td>0.6</td>
</tr>
<tr>
<td>College of Sciences &amp; Mathematics</td>
<td>10 50.0</td>
<td>32.0</td>
<td>0.0</td>
<td>3 15.0</td>
<td>21.0</td>
<td>1.2</td>
<td>0 0.0</td>
<td>27.0</td>
<td>0.5</td>
</tr>
<tr>
<td>School of Business</td>
<td>6 50.0</td>
<td>41.1</td>
<td>0.0</td>
<td>2 16.7</td>
<td>24.0</td>
<td>0.9</td>
<td>0 0.0</td>
<td>8.1</td>
<td>1.0</td>
</tr>
<tr>
<td>School of Health &amp; Environment</td>
<td>6 100.0</td>
<td>74.2</td>
<td>0.0</td>
<td>1 16.7</td>
<td>24.6</td>
<td>0.5</td>
<td>0 0.0</td>
<td>11.2</td>
<td>0.7</td>
</tr>
<tr>
<td>Graduate School of Education</td>
<td>21 87.5</td>
<td>75.4</td>
<td>0.0</td>
<td>3 12.5</td>
<td>19.2</td>
<td>1.5</td>
<td>0 0.0</td>
<td>6.0</td>
<td>1.4</td>
</tr>
<tr>
<td>TOTAL NON-TENURE TRACK FACULTY</td>
<td>65 59.1</td>
<td>51.3</td>
<td>0.0</td>
<td>12 10.9</td>
<td>21.3</td>
<td>11.5</td>
<td>1 0.9</td>
<td>5.0</td>
<td>4.5</td>
</tr>
<tr>
<td>TOTAL FULL-TIME FACULTY</td>
<td>204 40.2</td>
<td>40.9</td>
<td>3.4</td>
<td>108 21.3</td>
<td>23.1</td>
<td>9.1</td>
<td>10 2.0</td>
<td>3.7</td>
<td>8.7</td>
</tr>
</tbody>
</table>

KEY
- Workforce % - percentage of demographic group within the UMass Lowell work unit
- Available % - 1998-2008 Survey of Earned Doctorates estimate of qualified individuals available for hire into the work unit
- Shortfall in # Persons - number of placements needed to establish a workforce that fully meets the availability estimate
- Placement goals are indicated with a boxed figure, when the UMass Lowell workforce is less than 80% of the availability estimate and there is a shortfall in persons of 0.9 or more
Table 4. Staff Placement Goals Analysis, March 31, 2012

<table>
<thead>
<tr>
<th>Job Groups by EEO-6 Category</th>
<th>Female</th>
<th>Total Minority</th>
<th>Black</th>
<th>Asian</th>
<th>Native American</th>
<th>Hispanic</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>11 Chief Executive Officers*</td>
<td>5</td>
<td>62.5</td>
<td>2</td>
<td>25.0</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>12.5</td>
<td>1</td>
</tr>
<tr>
<td>12 Executive Directors</td>
<td>1</td>
<td>20.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
</tr>
<tr>
<td>13 Deans, Associate Deans</td>
<td>13</td>
<td>59.1</td>
<td>1</td>
<td>4.5</td>
<td>1</td>
<td>45.3</td>
<td>0</td>
<td>0.0</td>
<td>2</td>
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<tr>
<td>14 Major Department Heads</td>
<td>6</td>
<td>37.5</td>
<td>1</td>
<td>6.3</td>
<td>1</td>
<td>63.7</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
</tr>
<tr>
<td>1 - Exec/Admin/Managerial (EAM)</td>
<td>25</td>
<td>49.0</td>
<td>4</td>
<td>7.8</td>
<td>1</td>
<td>5.6</td>
<td>1</td>
<td>12.4</td>
<td>1</td>
</tr>
<tr>
<td>31 Administrative</td>
<td>128</td>
<td>85.9</td>
<td>23</td>
<td>15.4</td>
<td>8</td>
<td>5.4</td>
<td>2</td>
<td>13.5</td>
<td>2</td>
</tr>
<tr>
<td>32 Education/Training/Student Life</td>
<td>85</td>
<td>59.9</td>
<td>16</td>
<td>11.3</td>
<td>9.8</td>
<td>5.6</td>
<td>1</td>
<td>5.6</td>
<td>1</td>
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<tr>
<td>33 Institutional Relations</td>
<td>24</td>
<td>72.7</td>
<td>2</td>
<td>6.1</td>
<td>5.3</td>
<td>5.4</td>
<td>1</td>
<td>3.0</td>
<td>1</td>
</tr>
<tr>
<td>34 Library</td>
<td>7</td>
<td>53.8</td>
<td>1</td>
<td>0.0</td>
<td>1.8</td>
<td>6.1</td>
<td>0</td>
<td>0.0</td>
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<tr>
<td>35 Research/Post Doctorates</td>
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<td>17.4</td>
<td>0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0</td>
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<tr>
<td>36 Medical Care</td>
<td>5</td>
<td>100.0</td>
<td>0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
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<tr>
<td>37 Technical</td>
<td>44</td>
<td>35.8</td>
<td>18</td>
<td>14.6</td>
<td>18.7</td>
<td>3.4</td>
<td>1</td>
<td>2.8</td>
<td>1</td>
</tr>
<tr>
<td>38 Other Professional Staff</td>
<td>6</td>
<td>50.0</td>
<td>2</td>
<td>8.3</td>
<td>0.1</td>
<td>8.3</td>
<td>0</td>
<td>0.0</td>
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<tr>
<td>3 - Professional/Staff</td>
<td>303</td>
<td>68.6</td>
<td>76</td>
<td>15.2</td>
<td>15.0</td>
<td>30.3</td>
<td>4</td>
<td>3.6</td>
<td>21</td>
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<tr>
<td>41 Administrative Support</td>
<td>38</td>
<td>90.5</td>
<td>8</td>
<td>19.0</td>
<td>5.6</td>
<td>7.1</td>
<td>1</td>
<td>2.4</td>
<td>4</td>
</tr>
<tr>
<td>42 Secretaries, Clerks, Typists</td>
<td>9</td>
<td>75.0</td>
<td>1</td>
<td>8.3</td>
<td>4.9</td>
<td>0.0</td>
<td>1</td>
<td>0.0</td>
<td>1</td>
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<tr>
<td>43 Duplicating, Mail</td>
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<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>44 Communication Equip. Operators</td>
<td>7</td>
<td>100.0</td>
<td>0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
</tr>
<tr>
<td>4 - Secretarial/Clerical</td>
<td>54</td>
<td>87.1</td>
<td>9</td>
<td>14.5</td>
<td>5.9</td>
<td>3.4</td>
<td>1</td>
<td>1.6</td>
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<tr>
<td>51 Science Technicians</td>
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<td>40.0</td>
<td>1</td>
<td>6.7</td>
<td>2.7</td>
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<td>3</td>
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<tr>
<td>52 Computer Technicians</td>
<td>5</td>
<td>38.5</td>
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<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
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<tr>
<td>53 Nuclear &amp; Engineering</td>
<td>2</td>
<td>33.3</td>
<td>0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>2</td>
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<tr>
<td>54 Other Technicians</td>
<td>3</td>
<td>60.0</td>
<td>2</td>
<td>40.0</td>
<td>19.9</td>
<td>0.0</td>
<td>3</td>
<td>0.6</td>
<td>1</td>
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<tr>
<td>55 Business &amp; Related</td>
<td>54</td>
<td>94.7</td>
<td>5</td>
<td>8.8</td>
<td>5.4</td>
<td>1.8</td>
<td>1</td>
<td>1.8</td>
<td>2</td>
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<tr>
<td>56 Protective Services</td>
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<td>11.1</td>
<td>0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
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<tr>
<td>5 - Technical/Paraprofessional</td>
<td>73</td>
<td>59.3</td>
<td>13</td>
<td>10.6</td>
<td>10.2</td>
<td>1.6</td>
<td>1</td>
<td>1.6</td>
<td>1</td>
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<tr>
<td>61 Mechanics &amp; Repairers, Non-Sup’v</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
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</tr>
<tr>
<td>62 Skilled Crafts, Supervisors</td>
<td>4</td>
<td>23.5</td>
<td>3</td>
<td>17.6</td>
<td>8.1</td>
<td>4.8</td>
<td>0</td>
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<tr>
<td>63 Construction Trades, Non-Sup’v</td>
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<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0</td>
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<tr>
<td>64 Plant &amp; System Operation</td>
<td>7</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0</td>
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<td>1</td>
</tr>
<tr>
<td>6 - Skilled Crafts</td>
<td>4</td>
<td>8.9</td>
<td>3</td>
<td>6.7</td>
<td>17.6</td>
<td>4.9</td>
<td>0</td>
<td>0.0</td>
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<tr>
<td>71 Cleaning &amp; Building Services</td>
<td>21</td>
<td>36.8</td>
<td>10</td>
<td>17.5</td>
<td>17.8</td>
<td>5.3</td>
<td>1</td>
<td>5.3</td>
<td>1</td>
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<tr>
<td>72 Motor Vehicle Operators</td>
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<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
</tr>
<tr>
<td>73 Guards, Industrial</td>
<td>4</td>
<td>25.0</td>
<td>2</td>
<td>12.5</td>
<td>18.3</td>
<td>2.5</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
</tr>
<tr>
<td>7 - Service/Maintenance</td>
<td>25</td>
<td>33.3</td>
<td>12</td>
<td>16.0</td>
<td>17.4</td>
<td>4.0</td>
<td>2</td>
<td>2.7</td>
<td>1</td>
</tr>
</tbody>
</table>

Key:
- Workforce %: percentage of demographic group within the UMass Lowell work unit
- Available %: estimate of qualified individuals available for placement (hire, promotion, or transfer) into the work unit
- Shortfall in # Persons: number of placements needed to establish a workforce that fully meets the availability estimate

Placement goals are indicated with a boxed figure, when the UMass Lowell workforce is less than 80% of the availability estimate and there is a shortfall in persons of 0.9 or more.
Areas of Special Concern

As discussed in the Workplace Profile section, the University has been effective in developing a workforce which is representative of available hires, as well as of the diverse student population served, for most job groups and academic departments. However, we find opportunities for some areas to expand their diversity further. We examine our practices, structures, and culture to seek out and remove any barriers which may exist. In this section, we discuss areas of practice which could be further developed in order to best meet our placement goals. These areas of concern inform our Affirmative Action planning. Both current initiatives and planned goals are directly responsive to these areas of concern (see those sections below).

Need for Accurate and Accessible Data as a Tool: At the beginning of the 2012-2013 Affirmative Action Plan year, human resources data included incomplete self-identification of race, ethnicity and disability status, possible incomplete self-identification of veteran status, and confinement of race/ethnicity identification to five, rather than seven, categories. Position and organizational structure codes were not completely consistent with actual workforce structures. The Applicant Tracking System did not provide ready access to applicant data over time. The Affirmative Action Plan data analysis software was not being used to its fullest reporting potential.

Enhancing Internal Relationships and Commitment: Although the University’s goals and strategic priorities (cf. Appendices 4 and 5) are focused on inclusion and commitment, change is a process. Organizational climate and cultural competence of individuals are in evolution. It is increasingly apparent that the majority of the workforce has personalized these goals. At the same time, individuals must continue to seek to understand issues of diversity and inclusion. It is critical that members of search committees, and current employees who speak of the University to others, truly embrace and “buy-in” to our Plan goals.

Developing Recruitment Strategies that Enhance Networking: Advertising in traditional “mainstream” publications may not always yield a high minority applicant pool. We currently do not have readily available data to analyze which sources are most effective. Search committee members have taken steps toward more active direct-contact recruitment such as through expanding their professional networks, developing local community partnerships and social media, but these types of more intensive recruitment efforts could be further supported and enhanced.

Pre-selections without Full Attention to Affirmative Action Goals: Some placement opportunities may be lost when hiring officials identify candidates of interest for positions prior to conducting a full and open hiring process. If this occurs, such placements may not always be aligned with our institutional strategic hiring priorities.

Opportunities for Advancement and Succession Planning: It is often possible to predict advancement placement opportunities years before opportunities actually become available, e.g., such as when individuals announce plans to retire. These planned job openings create prime
opportunities for effective succession planning. When filling such positions is not urgent or time-sensitive, there is often time to develop the skills of incumbent workforce members who contribute to our affirmative goals and could then become more likely successful candidates for future vacancies.

Attrition: Loss of members of some groups through voluntary separation, or in rare cases, faculty not receiving tenure, detracts from long-term progress. National research\(^4\) indicates that bidding wars may be more of a myth than a reality. In fact, workplace climate regarding inclusion and perceived opportunity for advancement seems to form a large part of the decisions of traditionally under-represented groups to apply to and remain with an institution. It is especially important for the University to provide support for junior faculty during their pre-tenure years in order to increase the likelihood of their success. We also recognize the need to learn from employees who leave the University more about the reasons for their departures.

Affirmative Initiatives

The Areas of Concern above direct our focus toward opportunities to enhance our institutional effectiveness in meeting our goals. Initiatives undertaken currently include the following.

Cultural Transformation

Institutional Strategic Planning: For the past five years, the University founded its initiatives upon the Strategic Plan 2020. The Subcommittee on Fostering an Inclusive Campus Community developed comprehensive goals toward effective growth in this domain. (See Appendix 4.) This year, the University again engaged in extensive consultation with constituents across the campus which resulted in a renewal and restatement of its strategic priorities. These priorities are articulated as the Mission and Pillars of Excellence for UMass Lowell 2020, one of which is Global Engagement and Inclusive Culture. (See Appendix 5.)

Transformation of Human Resources and Equal Opportunity & Outreach: To directly address areas of concern, University leadership engaged a nationally recognized consulting firm to analyze the work and effectiveness of the offices of Human Resources and Equal Opportunity & Outreach. Based on input from many constituencies, the consultants made specific recommendations to University leadership including a merging of the two work units, implementation of a more streamlined delivery of comprehensive search support services and enhanced internal public relations. The recommendations were fully implemented, as described further in additional initiatives in this section. The University community has already begun to reap important benefits from this reorganization, which has been in transition. We are optimistic and excited about the prospects of future results.

Faculty Development Committee: Selected because of their recognized expertise in mentoring junior faculty, one senior faculty member from each of the six Colleges has been appointed to the newly formed Faculty Development Committee (FDC). This committee is charged with identifying faculty professional development needs and strategies to address them. Its purpose is to strengthen the quality of teaching and ultimately the retention rate of new faculty as well as students. The FDC has developed a pilot program for mentoring junior faculty, an annual promotion and tenure workshop for junior faculty, and a comprehensive orientation program for new faculty.

Affinity Groups: Meet and greet socials create an opportunity for affinity groups to form for mutual support and collaborative efforts.
**Internal Relations**

**Leadership Commitment:**
- The Chancellor issued a comprehensive charge to the Executive Cabinet to advance minority hiring. He emphasized how this work is foundational to our success in providing excellence in education. This demonstrated commitment from the University leadership is critical toward molding institutional values and culture, and spearheading action.
- The Associate Vice Chancellor for Human Resources and Equal Opportunity & Outreach has actively developed partnerships with all campus constituencies around affirmative initiatives. With the Search Advisers, she has initiated brainstorming discussions with Deans and the Provost regarding advancing diversity among the faculty. The Dean of Fine Arts, Humanities and Social Sciences proposed the dissemination of a "diversity toolkit" to search chairs and search committees, and contributed significant resources toward it.

**Search Adviser Model:**
- Staff members who support searches formerly worked separately in the departments of Human Resources and of Equal Opportunity & Outreach. Now collaborating in the merged department, Search Advisers serve as a single source of contact to search chairs and their committees. They provide support and advice at all stages of the search process, from requesting a position be approved, to providing suggestions for outreach and monitoring the success of the searches at achieving diverse applicant pools at each interview stage (See Appendix 6, Strategic Hiring – Recruitment Search Advising Partnership). Additionally, a Recruitment Strategy form is utilized to assist search chairs in framing their planning for outreach efforts and reporting on search results.
- The training for search committees was revised to reflect this new model and to publicize the University’s leadership commitment to achieving our Plan goals.

**Accessibility of Information:**
- Inclusion of male and White employees in our internally distributed workforce analyses helps to model full inclusion and foster a shared commitment toward mutual respect.
- Data indicating goals for each of the University’s divisions – across faculty and staff – was analyzed to help division leaders formulate their strategic hiring plans.
- Non-tenure track faculty members are now reported as regular, full-time members of our workforce and are included in job group 21. This key component of our workforce may, for some departments, serve as an internal promotional resource to tenure-track faculty positions. Analyzing its representation may now be employed as an Affirmative Action planning tool.
External Relations, Branding, and Partnerships

New Themes: Launched via an extensive internal and external marketing campaign, the University's themes of "Work Ready, Life Ready, World Ready" serve as talking points and reminders of how the diversity of our employees equips our students for success.

Diversity Branding: Photos of diverse students, male and female, are represented across the University and its buildings, throughout its publications and website, and on signposts on roads leading to campus. YouTube publicity videos and banner photos on the University blog [http://blog.uml.edu/hawktalk](http://blog.uml.edu/hawktalk) and on University’s Facebook page are highly effective at portraying the energy and enthusiastic welcome of our diverse campus community.

Membership in the Commonwealth Compact: The Commonwealth Compact (CC) is an initiative developed under the leadership of the University of Massachusetts Boston to empower Massachusetts companies to make our state a location of choice for people of color and for women. The University of Massachusetts system, and the University of Massachusetts Lowell campus individually, have pledged their commitment to this initiative. (See Appendix 7.) The Compact surveys its participants, including UMass Lowell, compiling numeric and programmatic successes and challenges, to provide state-wide benchmark reports. Topics surveyed include constitution of leadership groups, hiring and outreach efforts and vendor contracts. UMass Lowell participated in the two latest surveys, in 2010 and 2012. Benchmark reports based on the 2010 survey are now available online. The processes of responding to the survey data and of reviewing our progress against statewide benchmarks help to keep diversity and inclusion in focus in every aspect of institutional planning.

Additionally, UMass Lowell is represented on the steering committee for the CC’s Higher Education Collaborative. Member colleges and universities leverage shared resources as they embrace the business case for reflecting student and societal diversity among leadership, faculty and staff. The CCHEC has provided a framework for progress now followed by other industry-specific collaboratives. The CCHEC is also planning to hold its first diversity and inclusion conference in Spring 2013.

Formation of the Merrimack Valley Commonwealth Compact: In consultation with the leadership of the Commonwealth Compact, Lowell General Hospital and Middlesex Community College, UMass Lowell initiated a regional partnership to take specific steps to implement the vision of the Compact in the greater Merrimack Valley. Fourteen companies signed the Merrimack Valley Commonwealth Compact on November 10, 2010. (See Appendix 8.) Partners host local colloquia on topics such as recruiting Hispanics and effective networking.
Executive Summary Affirmative Action Plan, 2012-2013  
University of Massachusetts Lowell

**Bring Diversity to Nursing Grant:**  
The Bring Diversity to Nursing Program at the University recruits and provides a rigorous education for nursing students of all backgrounds. The program is funded by a federal grant from the U.S. DHHS, Health Resources and Services Administration (HRSA), Bureau of Health Professions, Division of Nursing; and the Massachusetts Department of Public Health. This grant contributes to our affirmative initiatives as an institution by enhancing our visibility as a location of choice for minority students, contributing to the transformation of the University culture regarding diversity and inclusion, and creating a pipeline for future doctoral nursing students toward careers at the University.

**Career Fairs and Referral List:**  
The University extends its presence and outreach in the local community to foster recruitment partnerships with 43 local agencies with high rates of service to women, minority, disabled, and veteran constituencies. These groups agree to broadcast our position opportunities and refer candidates of interest to the University. Additionally, we attend approximately eight career fairs annually, with special focus on Greater Lowell and Boston fairs which reach high percentages of traditionally under-represented applicant groups.
Goals

Human Resources and Equal Opportunity & Outreach (HR/EOO), the Provost, and the Executive Cabinet have identified the following goals for implementation beginning during the April 2012-March 2013 Affirmative Action Plan year. These goals build upon our current initiatives by providing measurable affirmative action steps designed to directly address the Areas of Special Concern.

Progress toward the completion of these programmatic goals will be reported in the 2013-2014 Affirmative Action Plan. For that Plan, some goals will be repeated and new goals will be developed as necessary to address any remaining and newly identified Areas of Special Concern.
## Goal | Means of Measurement
---|---
**Concern Addressed: Need for Accurate and Accessible Data as a Tool**
Utilize Commonwealth Compact resources for monitoring progress against Massachusetts workforce benchmarks. | Upon release of the next Commonwealth Compact benchmarks analysis, report on the University’s progress to the Executive Cabinet.
Upgrade automated applicant tracking system to enhance capacity to analyze applicant demographics. | Implement the new applicant tracking system, in collaboration with University of Massachusetts President’s Office and other campuses, and utilize comprehensive reporting capabilities. Leverage system to “brand” University of Massachusetts as employer of choice through single log-on portal for system.
Upgrade Affirmative Action software to make applicant selection, hiring and advancement analyses more accessible as planning tools for administrators. | Purchase software upgrade, in consultation with the University of Massachusetts President’s Office and Equal Opportunity Offices at the other campuses.
Revise workforce data to match the restructured organization chart, to facilitate appropriate data analyses. | Finalize revisions to the department set-up/codes to reflect updated organizational reporting structure.
Resurvey workforce race, ethnicity, and veteran status. | Distribute to individual employees a request to update their personal data, and complete entry of data changes reported.
Develop capability internal to HR/EOO to develop accurate and timely regular and ad hoc reports of HR/EOO data. | Establish HR/EOO data team and announce data/reporting services they will provide.
Improve the quality of on-boarding and orientation of new University employees, for improved employee satisfaction and retention. | Improved Turnover Quotient measures (see pages 8-9).
## Executive Summary Affirmative Action Plan, 2012-2013
University of Massachusetts Lowell

<table>
<thead>
<tr>
<th>Goal</th>
<th>Means of Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Concern Addressed: Enhancing Internal Relationships and Commitment</strong></td>
<td></td>
</tr>
<tr>
<td>Increase communication and strengthen cross-coordination to develop partnerships for shared Affirmative Action vision and priorities by Provost, Deans, and Executive Cabinet.</td>
<td>Participation of Associate Vice Chancellor of Human Resources and Equal Opportunity &amp; Outreach in Senior Cabinet; Collaborations with Vice Chancellors and Deans; Engagement of HR/EOO with hiring managers across the University</td>
</tr>
<tr>
<td>Establish a cross-campus committee on Global Engagement and Inclusive Climate.</td>
<td>Formulation of committee membership, mission, vision and goals</td>
</tr>
<tr>
<td>Update University equal opportunity policies to better codify the administration’s commitment to affirmative action principles and goals and to establish processes which promote them.</td>
<td>Final approval and distribution of four revised equal opportunity policies to the entire University community: Policy on Equal Opportunity, Policy Prohibiting Sexual Harassment, Policy on Equal Opportunity for Veterans, and Policy on ADA – Persons with Disabilities</td>
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<td>Reinforce and reemphasize University leadership commitment to affirmative action in hiring and inclusion and set clear accountability by members of the University community to uphold principles and advance goals.</td>
<td>Communication of this charge by Chancellor to Executive Cabinet, Deans and hiring managers; evidence of success in increased hiring of members of under-represented groups; increased visibility of employee engagement</td>
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<td>Redesign comprehensive performance management program and expect full participation; include measure of success and contributions toward University diversity and inclusion goals.</td>
<td>Development and implementation of new performance management program, with corresponding forms and resources; provide training for effective performance management for employees and managers; achieve 100% quality participation in performance evaluations annually</td>
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<tr>
<td>Expand Workplace Learning and Development through updated in-person and on-line diversity training.</td>
<td>Development of new in-person diversity training seminars and implementation of new on-line non-discrimination and sexual harassment training; collection of participant feedback</td>
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<tr>
<td>Develop comprehensive staff position classification and compensation system to ensure University is paying competitive salaries in order to attract and retain talent.</td>
<td>Campus announcement of new system including updated job descriptions for all positions and development of competitive, market-based salary grades and ranges, and policies which ensure consistent, fair and equitable practices</td>
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<tr>
<td>Develop programs to support new and junior faculty.</td>
<td>Form Faculty Development Committee to identify needs and deliver programs to address them, e.g., mentoring program for junior, pre-tenure faculty.</td>
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## Executive Summary: Affirmative Action Plan, 2012-2013

University of Massachusetts Lowell

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<th>Goal</th>
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<tr>
<td><strong>Concern Addressed: Developing Recruitment Strategies that Enhance Networking</strong></td>
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<tr>
<td>Provide a resource-rich “diversity toolkit” to search committees - including strategies and updated recruitment source database - to empower best practices such as direct-contact recruitment.</td>
<td>Distribution of toolkit during search committee trainings; publication of all resources on-line; consistent use of standard language in all advertisements which promotes diversity and as core value of University; create and host subject matter sessions on an as-needed basis addressing current issues in the workforce.</td>
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<td>Continue to develop local outreach efforts, partnerships with local referral agencies, and visibility via career fairs serving historically underrepresented groups.</td>
<td>Direct-contact recruitment in Lowell and Lawrence, participation in the Merrimack Valley Commonwealth Compact and Merrimack Valley Workforce Development Committee, and participation in career fair.</td>
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<td>Increase services and outreach to veterans to enhance University reputation as an employer and educator of choice for veterans.</td>
<td>Agreement by key stakeholders, in consultation with the recently formed Office of Veteran Services and local veterans’ agencies, on key initiatives to implement.</td>
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<tr>
<td>Audit accessibility barriers for applicants and employees with disabilities.</td>
<td>Identification of any barriers, and development of steps to remove them.</td>
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## Goal | Means of Measurement
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**Concern Addressed: Pre-selections without Full Attention to Affirmative Action Goals**
Continued development of Search Adviser model to address potential gaps in Affirmative Action processes. | Implementation of new Strategic Hiring: Search Advising Partnership as model for managing searches in consultation with Vice Chancellors, Dean, and hiring managers
Leverage “Diversity Champions” across campus. | Identification and engagement of “Diversity Champions” and written recognition of their contributions to their supervisors

**Concern Addressed: Opportunities for Advancement and Succession Planning**
Deliberately develop pipelines both within and beyond the University’s current workforce. | Addition of succession planning material in supervisory training
Create new Workplace Learning and Development opportunities which enhance skills of faculty and staff. | Announcement and provision of scheduled trainings and programs and workshops, to include certificate series
Review and revise Americans with Disabilities Act protocols to include 2008 Amendment and the provisions of Titles 1, 2, and 3. | Availability of internal process guide, and provision of educational materials for employees with disabilities and their supervisors

**Concern Addressed: Attrition**
Enhance exit interview protocols. | Establishment of annual and cumulative reporting on exit interview qualitative and quantitative data
Explore possibility of conducting a campus climate survey. | Proposal to Executive Cabinet regarding benefits of climate survey (could possibly develop and conduct survey in collaboration with other UMass campuses)
Appendices

Appendix 1. Article: Branch Out

Source: [www.nacubo.org/Business_Officer_Magazine/Magazine_Archives/October_2012/Branch_Out.html](www.nacubo.org/Business_Officer_Magazine/Magazine_Archives/October_2012/Branch_Out.html)
BRANCH OUT

What happens when you widen your reach to capitalize on the different backgrounds and talents of your entire workforce? Institution leaders explain ways to take advantage of your diverse universe.

By Apryl Motley

Is diversity in your institution's DNA? According to higher education champions of diversity and inclusion, these values must be formalized and integrated throughout your institution's culture and business processes—from recruiting faculty and staff to training employees to hiring vendors. They also argue that demonstrated commitment to a diverse and inclusive workforce is not only beneficial, but essential, to the future of higher education.

"Commitment to diversity is imperative to our success as managers and leaders," says Andy Brantley, president and CEO of the College and University Professional Association for Human Resources. "The workforce in general is becoming increasingly diverse, and the culture and needs of our institutions are changing," adds Lauren Turner, associate vice chancellor for human resources and equal opportunity and outreach at the University of Massachusetts Lowell, and immediate past chair of the CUPA-HR board of directors. "If we think our existing business models will work five years from now, that's very shortsighted.

Increasingly leaders are thinking more strategically about how to leverage diversity as a competitive workforce advantage.

"We have been successful in increasing the number of minority students on campus, which has changed the landscape of our student body," observes Neor Adzan-Gardner, interim chief diversity officer at the University of Missouri. Columbia. "Now we also see how critical it is to have a more diverse faculty and staff on campus to serve a more diverse student body.

That need to better reflect among higher education faculties and staffs the demographic shifts taking place within the postsecondary student population is evident when considering the anticipated changes in enrollment for American colleges and universities. According to the latest Projections of Education Statistics to 2020 from the U.S. Department of Education's National Center for Education Statistics, total enrollment in postsecondary degree-granting institutions through 2020 is expected to increase 13 percent—to 23 million students between fall 2009 and fall 2020. Enrollment is projected to increase twice as fast among women (16 percent) as among men (8 percent). And with regard to race/ethnicity, between fall 2009 and fall 2010, enrollment is expected to increase by only 1 percent for students who are white, versus substantial increases among students who are Hispanic (46 percent), black (25 percent), and Asian/Pacific Islander (25 percent). Enrollment among students who are American Indian/Alaska Native are projected to decrease by 1 percent.

From a business standpoint, effective management of a diverse workforce can enhance the institution's organizational productivity and improve relationships with the surrounding community, asserts Joyce Ingram, an assistant vice president in finance and administration and chief human resources and diversity officer at Florida State University, Tallahassee. "We believe that when employees on our campus identify with and see diversity among their colleagues, they are less likely to see participation in problem solving and decisions that affect their work as being
exclusive to others. This in turn reduces perceived barriers to participation and encourages engagement,” explains Ingram. “As an employer, the university should be able to embrace all that its employees have to offer.”

This raises some fundamental questions: What does diversity mean? How should it be reflected within an organization? And what sensitivities are required of all employees to respect and value each other’s unique attributes and contributions? While race/ethnicity and gender are among the most obvious characteristics that may be named in describing diversity, these alone do not define what it means to have a diverse workforce. Nor do age or physical ability—although given the growing number of employees postponing retirement and resuming military veterans seeking employment, employers must anticipate the need for greater accommodation of employees managing a disability related to injury or aging.

Change and diversity management consultant Marilyn Loden’s concepts of primary and secondary components of diversity and her “dimensions of diversity” wheel have been widely interpreted and adapted as a tool to better understand the complex web of differentiators that shape individual and group identity. (See sidebar, “Diversity in Motion,” for details on ways Monroe Community College uses the tool.) Race, ethnicity, age, gender, sexuality, physical abilities and characteristics, income, class, and spiritual beliefs are the dimensions Loden suggests are primary shapers of an individual’s values and perceptions of others. Yet, secondary dimensions must also be recognized and understood in the context of the group. If these are ignored or devalued, such dynamics can lead to conflict and a sense of culture clash. According to Loden, these secondary dimensions include education, work experience, work style, communication style, organization role and level, military experience, geographic location, first language, family status, and political beliefs.

**ENGAGEMENT EQUALS EXCELLENCE AND EFFICIENCY**

Understanding what it means to value and respect individual members of the group within the context of all these various dimensions of diversity is a challenge for every organization leader. Within higher education, building and promoting a diverse and inclusive workforce is imperative for bolstering an institution’s objectives with regard to attracting students, faculty, and staff; retaining top talent; achieving optimum productivity and efficiency of operations; and ensuring strong relations with host communities and business partners.

“Our role as a university is to offer our students the best possible preparation to enter the workforce of our global economy,” says Marty Maehl, chancellor of the University of Massachusetts Lowell. “Because our institution prides itself on producing graduates who are work-ready, life-ready, and world-ready, fostering an inclusive campus community that reflects diversity among our faculty, staff, and students is important in helping all our graduates achieve those goals.”

To provide higher education human resources professionals with a framework for building a culture of equity and inclusion at their institutions, CUPA-HR introduced a position statement for diversity at its 2011 annual meeting, after thorough vetting at all levels of the organization and with input from its full membership. Through the actions outlined in its statement, CUPA-HR leadership hopes to engage its members in establishing a mindset within higher education that “welcomes, learns from, and celebrates differences among people” and a commitment to develop the talent and full capabilities of the higher education workforce. Specific goals the association has set for itself include:

- Becoming a national repository of information that documents the influence of diversity on
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improving workplace environments and strengthening the viability of higher education.

- Fostering a culture within the CUPA-HR community that models inclusive membership and leadership development practices.
- Sustaining CUPA-HR's commitment to partner and collaborate with other higher education organizations, such as the Council of Higher Education Management Associations (CHEMA) and its corporate partners, to expand national leadership in higher education focused on achieving excellence in this area.

Among specific actions taken by the association are the creation of a scorecard to measure success in key areas and development of formal recognition for institutional initiatives and programs that have made a significant impact with respect to inclusive and equitable workplace practices. The latter has been incorporated into the CUPA-HR annual awards program, and the first "Inclusion Cultivates Excellence" award was presented at the association's annual conference last month.

With so much transformative change occurring on all fronts within higher education and within society itself, a central question is this, notes Turner: "How can you be excellent if you don't have the skills to navigate a diverse society? We're institutions of learning. If we're not promoting diversity and making a commitment to it, who will?"

CUPA-HR's position statement is the foundation to a larger call to action, says Brantley. "Actions speak louder than words. Many institutions have done a good job of talking about diversity, but it too often doesn't go beyond that." Rather, says Brantley, diversity has to be embraced as part of the core culture of an organization. "It involves our willingness to invite different perspectives and surround ourselves with people different from us to make us better and more responsive to change."

Instead of thinking about diversity as an extra agenda item that will require additional time and resources to implement, Brantley suggests instilling the value of diversity into everyday activities and initiatives and communicating that it is the responsibility of every employee to promote a workplace that fosters inclusion of all its people and their ideas and encourages everyone to perform at their highest level. From a practical standpoint, how is this best accomplished? While the approach will no doubt vary from one institution to another, the key is to get started today along the journey of determining what diversity and inclusion mean for your institution, says Brantley.

BUILDING OWNERSHIP AND PARTNERSHIP

Florida State University incorporated the term diversity into its vision and mission statements when updating the university's strategic plan for 2008-14. At that time, the institution's board of trustees also gave approval to move forward with the development of a diversity action plan.

Ingram served on the steering committee of the board's strategic planning committee and helped move these efforts forward. "We're already a diverse and inclusive organization, but we needed to highlight that and bring everything together under one umbrella," she says. "We want to maintain and enhance our brand as an engaged organization that involves all constituents in achieving its vision and mission."

Take stock of what you've got. To build the business case for placing strategic focus on diversity and inclusion, Ingram oversaw the process of benchmarking Florida State's efforts against other public universities in Florida as well as members of the Association of American Universities. Factors compared included diversity and inclusion initiatives, infrastructure, program development, and measurement.

www.nacubo.org/Business_Officer_Magazine/Magazine_Archives/October_2012/Branch_Out.html
Next, she and her team solicited information from the campus community about what programs departments already had in place that addressed one or more of seven key focus areas identified for the university's initiative: 1) leadership; faculty, staff, and student involvement; 2) education, training, and development; 3) recruitment and retention; 4) community relations; 5) communication; 6) policy and program development; and 7) measurement and reporting.

Among the existing initiatives under way:

- The College of Social Work formed a diversity committee composed of faculty, staff, and students to review and assess diversity within the college.
- University housing was already at work with a plan to intentionally recruit, hire, and retain a diverse group of undergraduate and graduate students, as well as professional staff members, in residence life positions.
- Florida State's Center for Global Engagement developed a special academic program bringing more than 180 international students from seven partner institutions to participate in an intensive six-month program at the university and through internships at Walt Disney World.

"We did not want to present this effort as a new program. We wanted to build upon what was already in place," says Ingram. "Our initial efforts gave members of the campus community opportunity to take pride in what they were already doing."

Formalize leadership buy-in. To gain momentum, however, commitment from senior leadership was essential. Ingram made presentations to members of the board of trustees as well as to the university's executive council. When Florida State University President Eric Barron took the helm in February 2010, he expressed firm commitment to diversity efforts early in his tenure, notes Ingram. She and Barron coauthored an open letter to university deans, directors, and department heads about the university's initiative. He also agreed to serve as the first chairman of the university's newly created 36-member diversity and inclusion council composed of faculty, students, and staff which met for the first time in February 2012.

Expand your supplier horizon. Another key aspect of the initiative was examining the institution's business relationships with small and minority-, women-, and service-disabled veteran-owned enterprises in the local community. "We wanted to ensure equal access to small businesses that wanted to do business with the university," Ingram says. She worked with an outside consultant to complete a comprehensive small-business participation program study. Based on the study, key focus areas were identified that shaped the framework for developing Florida State's supplier diversity program and hiring the university's first supplier diversity director, Edward Acuff.

"The biggest benefit of the program has been assisting small companies in taking advantage of business opportunities with the university," Acuff says. "Before the implementation of the program, there was the perception that our doors weren't open to these businesses. Now the climate is different," he continues, "and that perception has changed because of the various opportunities that we've made available to small businesses."

Key accomplishments during the first five years of the program's implementation include educating small businesses on how to do business with Florida State, launching an online vendor directory on the university's purchasing and facilities department websites, holding an inaugural supplier diversity vendor conference and trade fair, and creating a Florida State small-business participation council. Currently chaired by the university's associate vice president for facilities, this 16-member council, which supports Acuff in his role, includes the university's housing and purchasing directors as well as representatives from local businesses. "They provide insight on whom I need to work with on campus at the various colleges and departments to facilitate supplier diversity," says Acuff.

One metric used for measuring the success of the program is monitoring and reporting on the university's level of spending with small and minority-, women-, and service-disabled veteran-
owned businesses. "When you look at the dollars an institution has coming in and where those dollars are coming from, you also have to look at the makeup of the businesses you're spending those dollars with," Acuff explains.

Ingram sums up the guiding philosophy for this and other aspects of Florida State's diversity and inclusion initiative like this: "When you receive from a diverse group, you give back to a diverse group."

**INTERNALIZING AND EXPORTING DIVERSITY**

Giving back to communities on a global scale through research and innovation is a driving force behind the University of Missouri's Chancellor's Diversity Initiative. Established six years ago, the initiative includes four areas: 1) leadership, 2) cultural competency education and consultation, 3) equity and compliance, and 4) promotions and program support. The overall goal of the initiative is "to expand opportunities for faculty, students, and staff to engage and thrive in an increasingly diverse environment." To accomplish this, the university's primary objective is to create a welcoming and inclusive campus for all, Azizan-Gardner says. "The chancellor wants MU to be a global destination university, which means being diverse and inclusive and really reflecting what it means to live in a multicultural and global society," notes Azizan-Gardner. "To do that, we have to take diversity very seriously."

**Strengthen your base.** MU's strategic plan makes diversity an integral part of the university's mission, and specific programs and resources reflect a concerted effort to engage all campus constituents in the conversation. From the "MizzouDiversity" portal Web site—a clearinghouse for diversity-related information—to MU's multicultural certificate program of study for students, to faculty hiring guidelines for recruiting and selecting diverse candidates, the university has been hard at work to infuse the values of diversity and inclusion throughout the campus and the curriculum.

From Azizan-Gardner's perspective, the work goes beyond meeting demographic goals. "We have to facilitate the cultural shift [from the idea] that diversity is nice to have, to recognition that it is a critical element of the university." This entails a keen focus on understanding each other well and being engaged in continuous dialogue, argues Azizan-Gardner. She believes that ongoing communication will be the source of the creativity and innovation needed to make MU's students, faculty, and staff—and ultimately, the institution itself—more competitive in the global marketplace.

One of the newest additions to MU's diversity efforts is a staff professional development program that includes monthly face-to-face workshops and online training modules (see sidebar, "MU Builds Community Through Diversity Discussion and Training"). "We really had no programs tailored specifically for staff," Azizan-Gardner acknowledges. Yet, front-line staff need the skills to deal with a diverse group of faculty and students, since they are often the first point of contact.

"It is imperative that we're able to provide services to these very different groups of individuals—and do it efficiently and with sensitivity," asserts Azizan-Gardner.

**Grow and share your expertise.** As Azizan-Gardner sees it, MU has two primary "products." One is the university's students, who arguably will be more competitive because they have had a rich and diverse experience learning from one another, notes Azizan-Gardner. "Our other product is research, which we hope will impact the world because we have fostered collaboration and innovation." A diverse university will tend to create and produce more innovative, competitive students and research, asserts Azizan-Gardner. In fact, one key area the initiative measures as part of evaluating MU's progress is the level of department research that contributes to understanding the diverse world in which we all live, she adds.

A broader qualitative measure of MU's progress is the university's campus climate survey. In a 2008 survey focused solely on students, 86 percent of respondents (representing 12 percent of
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the MU student population) indicated that it was important for diversity to be embraced by
campus administration, faculty, staff, student leaders, and students in general. Future phases of
the survey will solicit feedback from faculty and staff.

Overall, says Azizan-Gardner, it’s difficult to measure the benefit of diversity and inclusion efforts
in terms of dollars and cents: “We don’t have enough research about whether such environments
produce cost savings.” Still, Azizan-Gardner feels confident that diversity brings unique and value-
added benefits to the entire higher education enterprise. “We have a huge responsibility to really
change the tenor and culture of our institutions. If we don’t do this, we won’t be preparing our
students for a diverse world of global competition.” And, she adds, there really is no better lab
than a college or university campus in which students can learn about themselves and learn from
others who may think, look, or act differently.

EXPEDITING THE LONG VIEW

“A primary driver for us to become a more diverse and welcoming workplace is our
understanding of our inherent mission as a community college and of the need for our workforce
to represent the community of students we serve,” says Aberta Lee, assistant to the president,
human resources and organizational development at Monroe Community College (MCC),
Rochester, New York. “Like many higher education institutions, we recognize our need to
increase our diversity. While the demographic profile of our student population is not fully
reflected in our workforce, our expectation is that we will continue to narrow that gap.”

One big difference Lee notes since coming to MCC more than a decade ago is the definite shift
in comfort level in talking about diversity and what it means for the institution. “Our teaching faculty
have understood and supported for a long time the belief that it is in the best interest of our
students to have a diverse faculty body,” she says. To that end, HR has intentionally partnered
with faculty and administrative leadership to understand what they need in candidates with regard
to qualifications, competencies, and skill sets and to consider these in light of the particular
diversity needs of their departments and the overall diversity mission of the institution, says Lee.

Develop diversity. One strategy has been to develop a strong feeder pool of faculty through the
college’s adjunct hiring process. “Over the years, we have filled our adjunct ranks with a broad
mix of candidates, providing an opportunity to develop and mentor individuals so we have a
strong pool of candidates to consider when full-time positions emerge,” says Lee.

This strategy has been further bolstered by MCC’s Dr. Alice Holloway Young teaching internship
program. The internship gives underrepresented graduate students or graduate-degree holders
an opportunity to gain experience teaching in a community college through on-the-job training
experiences, including teaching, course planning, student testing and evaluating, student
advisement, and related academic responsibilities. Each intern is assigned to a senior MCC
faculty member, who serves as a mentor. Interns may teach one or two courses per semester,
earning an adjunct instructor’s base salary, plus a small stipend. Internships may be renewed for a
second semester. If their work is assessed favorably, interns are often added to the adjunct pool
as a next step, and in some instances, there has been a seamless transition from internship to full
employment, notes Lee.

The program is named for a founding trustee of MCC. As an African-American educator in the
Rochester City Schools for four decades, and among the system’s first African-American
teachers, Alice Young was a pioneer, notes Lee. “Dr. Young had a clear vision early on that if you
give people an opportunity to experience teaching in a way that doesn’t commit them to it, it
allows them to test the waters to see if this is something they may want to do,” says Lee. “We are
fortunate to have such a respected visionary connected to our college. This program is something
unique to MCC that we are very proud of, and that we’ve been able to use in an intentional way to
look for and reach out to individuals who otherwise might not consider MCC as an employer.”

www.nacubo.org/Business_Officer_Magazine/Magazine_Archive/October_2012/Branch_Out.html
This past year MCC President Anne Kress hosted a reception to provide current interns an opportunity to connect with alumni of the program.

The program has likewise allowed MCC to think outside the normal parameters used to recruit potential candidates who might typically apply based on employment history or training background. "We've had interns from industry, for example, who may have never thought about teaching but have ended up being a great fit in an academic role," says Lee.

Translate your strategy. Nearly a decade ago, MCC's diversity committee evolved into a diversity council that formed a partnership among administration, faculty, and staff. One responsibility of the 20-member council, appointed by the president, is to develop programs and activities throughout the year that continue to educate the campus community about the meaning and value of diversity and inclusion. One such program is an annual "Power of Diversity" series of speakers and events. The council also provides support to the college's affinity groups—informal employee resource groups that gather to share their experiences and to plan campus events. Currently MCC affinity groups have been formed for African-Americans and Latinos.

The council is also active in bringing big-picture awareness to the day-to-day importance of diversity and how that is translated into the life of the college. "While all our employees are aware that the institution has a strategic plan, less evident is how diversity has anything to do with it," notes Lee. "Something really smart that the council has done is to create subgroups based on key goals of the college's strategic plan to bring to life the way diversity plays a part in each goal."

For instance, says Lee, one goal relates to maintaining campus facilities and infrastructure. The council subgroup for this goal invited employees representing maintenance and facilities to discuss how diversity could be infused into that goal. Their conversations revealed the need to update campus signage to assist those who may be visually impaired and to consider how and where to change campus artwork that is no longer reflective of the community, explains Lee. "What everyone involved came to realize through this process is that infrastructure is important to our diversity message. In fact, every activity of a campus—whether it is infrastructure, or sustainability, or transportation, or whatever—brings an opportunity to reflect a message of inclusion."

Recognize the business imperative. "Our students not only learn from but hopefully want to model the kinds of people we hire, so who we represent as a workforce is important for developing our nation's future leaders," argues Lee. "We have made some great hires in recent years, but an ongoing challenge for us—as for every employer—is to retain the great talent we've acquired."

MCC is fortunate to have had a succession of presidents who have openly valued diversity, says Lee. "Our current president constantly speaks about what is changing in the world and how we need to be prepared to embrace change. That change goes beyond demographics, notes Lee. "Consider the whole shift we are seeing in how technology is transforming the ways in which people work." Another key change is how younger employees in particular view work. "When we talk about what keeps us poised to be competitive, we have to understand that employees are coming to us with skills in technology and communication and with expectations about how work should get done that are quite different from a generation ago."

Expanding institutional views about diversity has to include not only demographic characteristics, but also attitudes about work, argues Lee. "Some of our newer hires would suggest that working smarter doesn't necessarily mean working longer and harder, and so expectations that we provide telecommuting and job-sharing opportunities are only going to increase." While higher education has long been viewed as traditional and methodical in how it addresses worker expectations such as these, as an industry, higher education has to entertain solutions that may be outside its typical comfort zone, believes Lee. "Bottom line, to be a premiere employer in the
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eyes of our employees, we have to be a place where all our people want to work."

MAKING THE MIND-SET STICK

Ultimately, employees themselves must come to appreciate the intrinsic value of one another—not simply so that everyone can get along, but so that the full group can thrive together. Proponents of a more integrated approach to diversity and inclusion see an opportunity for improving organizational efficiency by increasing overall employee engagement. In this context, diversity becomes everyone's job and everyone's priority. And so it should be, according to UMass Lowell's Turner. "It doesn't matter if you're a custodian or the chancellor. Every single minute, you have the ability to influence the environment on your campus," she says.

For instance, while many may not see a direct connection between accountants working in the business office and an institution's diversity goals, part of the job of every employee on campus involves interacting with other people, notes Turner. Coaching employees on how to appreciate and manage the wide variety of differences reflected by those with whom they work could result in a more efficient process for working on everyday business concerns such as the annual budget. "Because up to 75 percent of any higher education institution's operating budget is personnel related, any improvement in employee engagement and communication can increase productivity," notes Turner.

As chief business officers consider the business case for diversity and inclusion, the bottom line at stake is not only organizational productivity today, but the sustainability of institutional expertise for the long term, says CUPA-HR's Bontley. "We have to be responsive not only to the current changes in the student body, but to the talent-development needs of our current and future workplace."

In that context, nurturing a culture that invites everyone to participate to their full extent and that provides an environment in which all feel welcome to contribute is fundamental to building a high-performing organization—one that can serve the needs of its core customers and continue to compete in an increasingly global education marketplace.

APRIL MOTLEY, Columbia, Maryland, writes on higher education issues for Business Officer.

DIVERSITY IN MOTION

Many organizations have adopted the "Dimensions of Diversity" in their workforce strategies. Managing Employee Diversity is a Vital Resource (McGraw-Hill Companies, 1999), by Marilyn Libman and Judy Kasserer. (See www.100.com/strat/Impression.html for an updated version of the original work.) "No one can "slip" diversity," notes Coccaro-Eggesten, assistant director of human resources at Monroe Community College, Rochester, New York, who has used the modified wheel as a professional development exercise with faculty, administration, and staff. The tool is also routinely referenced in MCC's employee development materials.

In leading others to consider what diversity means, Coccaro-Eggesten finds it helpful to use the tool to discuss characteristics about individuals that are inherent (the inner circle) versus those characteristics that are not immediately evident (the outer circle). "As a public institution, we are scrutinized to a certain degree on how well we measure on the core inner elements of diversity—for instance, whether faculty, administration, and staff are representative of the institution's student body and larger community, notes Coccaro-Eggesten. "At the same time, we need to be thinking of the full dimension of characteristics that we represent, if we want to build diversity of thought and expertise as an organization."

When people see the various dimensions of diversity listed out, they realize that the potential for how we are all different can span many aspects of our lives, it can be an "aha" moment that diversity is not about only race and gender, notes Coccaro-Eggesten. Likewise, there is a difference between being a diverse organization and one that truly values diversity, she adds. "When organizations truly value diversity, it means creating and fostering a workplace culture where individual differences are respected, individual contributions are valued, and the organization recognizes the potential of all its employees," explains Coccaro-Eggesten. "In such an environment, all employees feel a sense of belonging and of being part of the organization. This is inclusiveness."

A diverse and inclusive workplace is a necessary starting point for building and maintaining a strong and engaged workforce, says Coccaro-Eggesten. "When candidates see our institution's commitment to all employees, this will help us to
MU BUILDS COMMUNITY THROUGH DIVERSITY DISCUSSION AND TRAINING

One component of the University of Missouri’s Chancellor’s Diversity Initiative is MU’s workplace diversity series, which features a monthly luncheon and workshop offered to staff members across campus. Topics have included practical tips for creating inclusive work environments, skills to address bullying and bias, and ways to create accessible workplaces for people with disabilities, and strategies for managing generational issues.

While the focus of the series is on creating an awareness and providing tools for enhancing staff members’ competency in addressing some of these issues, the workshops have the secondary benefit of facilitating community building, according to Maria Goldstein Hold, an MJ graduate assistant who serves as coordinator of programming and professional development of the chancellor’s initiative. “The underlying purpose is to bring people together from different parts of campus who really did not have an opportunity to cross paths,” she says. “In terms of the university’s overall diversity strategy, this is important on so many levels.”

While students come and go, staff members tend to stay at the university, notes Hold. “They are the backbone, the consistent population at the university who will have these competencies and skills. For diversity to truly take hold, it has to get built into our structure and processes.” The training is open to everyone, and since the workshops are held during the lunch hour, a supervisor’s permission is not typically needed.

So far, participation has varied, though the goal is 10 staff members per workshop. Early evaluations indicate that attendees value the opportunity to share information and to learn from each other. “We had scheduled the workshops for 50 minutes, but we have increased them to 90 minutes, because evaluations indicated that people wanted more time for discussion and practical application,” Hold explains. In an effort to continue building community, facilitators from across MU’s campus typically lead the discussions. “He really was interested in putting into the discussion the talent that we have here at MU,” Hold says. “Many of our trainers only get to present for a specific audience, and this series gives them the chance to reach out to a campuswide constituency.”

Working with a limited budget, Hold has been able to leverage existing resources to make opportunities for professional development equally accessible for all staff. She also designed a pilot for online diversity training that will debut during the fall 2012 semester. Initially, Hold will facilitate a four-week course for 10 to 12 employees that will eventually grow to 20 to 25 participants at a time. “I hope that the efforts at MU will encourage other campuses to use existing internal resources and expertise. You don’t have to buy anything or reinvent the wheel to engage employees in these important discussions,” says Hold.
Appendix 2. Article: Windows and Mirrors: A Rookie’s Perspective

Source: www.cupahr.org/hew/files/HEWorkplace-Vol3No2.pdf
Some important yet simple wisdom that I took from a speaker at a conference I recently attended is that there are many benefits to be derived from purposefully engaging in activities in and about which you know very little or have little experience (the speaker called these learning opportunities “spending time as a rookie”). Whether in athletics, academics or life, opportunities to grow and succeed are rooted in identifying and committing to goals that stretch our hearts, minds and bodies. Setting goals that require us to exercise our whole selves ensures that we remain vibrant and vital.

Two professional experiences recently have put me squarely in the rookie category and have created opportunities for me to develop my understanding of and appreciation for how a climate which fosters diversity and inclusion is foundational to an institution’s achievement of excellence. I am grateful for these opportunities and how they have continued to inform my personal and professional growth and bolster my optimism that we are on the path to achieve and sustain more inclusive higher education institutions and that every member of a community can make a difference in this endeavor.

Five Colleges, Inc.

Five Colleges, Inc., is a consortium of five Western Massachusetts institutions — Mount Holyoke College (a small, private liberal arts college for women), Amherst College (one of the top private liberal arts colleges in the nation), Hampshire College (a private liberal arts college known for its alternative curriculum), Smith College (another private college for women) and University of Massachusetts Amherst (a large, public research university and flagship campus of UMass). The consortium promotes academic and administrative collaboration through shared use of educational and cultural resources and facilities and joint departments and programs.

When I served as director of human resources at Mount Holyoke College, I worked collaboratively with HR, training and development, equal employment opportunity, affirmative action and diversity colleagues at the other institutions which comprise Five Colleges in the development and delivery of hundreds of community outreach and professional development programs. Over many years, we individually and collectively engaged in initiatives to support our desire to create more diverse and inclusive communities.

These initiatives included conducting surveys and focus groups to assess the workplace climate; engaging committees in helping to identify barriers to inclusion; participating in community job fairs; engaging with local community service agencies to better understand how our institutions were viewed by local communities of color; hiring staff to support community outreach initiatives aimed at improving the perception of our
institutions as prospective employers; and conducting professional development workshops for supervisors and non-supervisors to raise awareness about and understanding of issues of diversity and inclusion.

Through this process, we heard many stories about challenges in the workplace and about how issues of diversity often play out in less-than-productive ways together to reflect on their social identities within complex systems of advantage and disadvantage and support them in exploring commonalities and differences of perspective and experience.”

Research data shows the impact that sustained open and authentic dialogue within a group of diverse participants can have on the participants, specifically relating to

Many people just aren’t fluent in how to effectively manage and engage a diverse workforce, especially when we consider diversity as including race, gender, religion, class, sexual orientation and other dimensions of social identity.

for all parties involved. Most often at the root of these challenges is the fact that many people just aren’t fluent in how to effectively manage and engage a diverse workforce, especially when we consider diversity as including race, gender, religion, class, sexual orientation and other dimensions of social identity. The gap in knowledge and skills persisted despite the fact that for years we had been offering workshops that focused on the development of skills in order to be inclusive. Success of this approach was further hampered by the fact that participants would attend a workshop to learn new skills, but often return to the workplace and not practice or sustain the use of these new skills.

On reflection, we imagined that we might achieve more success if we focused workshops and learning on fostering authentic personal engagement — an activity in which everyone can be fluent and which is an essential building block to creating an inclusive climate.

Five College Intergroup Dialogue Initiative
In January 2009, a reconfigured Five Colleges training and development collaborative in partnership with the diversity directors from the five campuses spurred interest in a new initiative modeled after the Intergroup Dialogue (IGD) program that was initially introduced more than 20 years ago and which was used primarily with students at the University of Michigan.

From the Association for the Study of Higher Education’s Higher Education Report Series article “Intergroup Dialogue in Higher Education: Meaningful Lessons About Social Justice” (by Zühiga, Nagda, Chesler and Cytren-Walker), IGD is defined as “a highly relational program aimed to increase cultural competency in the workplace and to create more respectful, engaged and inclusive campus workforces by bringing campus employees empathy and appreciation for others. Studies have shown that this empathy often translates to respect and understanding and can serve to transform personal and professional relationships. Five Colleges IGD collaborators wondered what sort of impact this work could have at the workplace and in work groups; hence, the introduction and then evolution of the Five Colleges IGD Initiative.

The IGD planning team partnered with a faculty member in the Social Justice Education Program of the University of Massachusetts Amherst School of Education in the development of an IGD learning sequence to be offered to selected individuals across the Five Colleges campuses. I was a participant in this learning sequence, which included four distinct and progressive steps.

(1) Three-day IGD Institute held in June 2009, the curriculum for which included an introduction to the principles of IGD, instruction on the tools and methods used to facilitate dialogue and several practice dialogue opportunities. More than 60 faculty and staff members from across the five institutions and across many functional areas participated in this inaugural IGD Institute. Participants were assigned to pairs with the goal of pairing individuals across differences (e.g., male/female, white/person of color, etc.). IGD practice sessions with “home” institution groups were held throughout the summer and into early fall 2009 to further prepare our IGD pairs to facilitate dialogues.

(2) A “Day of Dialogue” hosted across all five campuses in fall 2009. Each of the five campuses hosted multiple two-and-a-half hour dialogues on four different topics (race and ethnicity, gender, class/rank, and religion). These dialogues
were facilitated by our newly trained IGD facilitators. An invitation to participate was sent to all faculty and staff by a member of senior leadership at each of the institutions. Planners and facilitators were clear and reasonable about what a participant could expect to accomplish in a pilot two-and-a-half hour dialogue and communicated that these dialogues were intended to introduce members of our communities to the concept of IGD and to provide them with an opportunity to have a brief IGD experience.

(3) Participants in the IGD Institute were then invited to register for a Six-Week Sustained Dialogue to be held in spring 2010 with the assistance of trained IGD facilitators from the UMass Social Justice Program. These sustained dialogues were intended to provide the opportunity for participants to further hone their understanding of IGD concepts and their facilitation skills and to develop their understanding of social justice issues — both intellectual and emotional perspectives (e.g., what do I know or not know about social justice issues; how am I privileged or disadvantaged; what issues “push” my buttons; etc.). Thirty faculty and staff continued on this IGD progressive learning sequence by participating in the six-week sustained dialogue.

(4) In spring 2011, five of these newly trained sustained dialogue IGD pairs facilitated a Six-Week Sustained Dialogue themselves — two hosted at Mount Holyoke College with trained MHIC facilitator pairs (myself and my IGD co-facilitator being one of these pairs), and three hosted by Five Colleges with mixed facilitator pairs from across the other four campuses.

Feedback from the Five Colleges community about the IGD program continues to be encouraging — noting positive effects on both employees and campus climates. The planners continue to evaluate the IGD learning sequence and to develop plans for further applications for the IGD model and other programming which supports the institutions’ strategic priorities to be more diverse and inclusive.

Participating in the Five Colleges IGD learning sequence, which culminated in my becoming a trained sustained IGD facilitator (although I’m still very much a rookie at IGD), was a transformative experience for me both personally and professionally. I’ve always regarded myself as a person committed to diversity, equity and inclusion. But this experience caused me to question my knowledge and beliefs, raised my awareness of the assumptions and judgments I make because of my experiences, and called me to action to challenge myself to take responsibility for learning more about issues of social justice, to be open to feedback and to be accountable to check myself and my behaviors and assumptions.

The IGD program helped me to recommit to my life-long journey toward better understanding issues of social justice and to contributing my efforts toward creating and sustaining equitable and inclusive workplace practices — and to impacting positive change within my broader sphere of influence.

University of Massachusetts Lowell

This past spring, after more than 30 years at Mount Holyoke College, I assumed the position of associate vice chancellor for human resources and equal opportunity and outreach at the University of Massachusetts Lowell. UMass Lowell is one of the five universities which...
Executive Summary Affirmative Action Plan, 2012-2013
University of Massachusetts Lowell

The commitment to inclusion is a component of the University of Massachusetts system. Other campuses include Amherst, Dartmouth, Boston and Worcester/Medical.

This professional move was attractive to me for reasons beyond the ordinary. I was excited about joining the university because it was apparent that UMass Lowell was an institution that was on the move. Enrollment had grown to over 14,000 — an increase of more than 30 percent in just three years. This unprecedented growth presented many challenges and way more opportunities than this article could begin to enumerate, but which the university is leveraging and building upon in support of its vision for the future, which is “to differentiate the university by its excellence in student recruitment and retention, teaching and learning, internationalization, inclusiveness as a community and more.” The job specifications for the AVC for HR/EOO clearly articulated the university’s strategic priority and vision for creating a truly inclusive campus community and called for the new AVC to bring demonstrated successful expertise in supporting the university toward achieving this vision.

The institution’s 2020 Strategic Plan for the Next Decade, in part, that “...a commitment to diversity in all of its complexity will be a core institutional value at UMass Lowell. This commitment will be grounded in the understanding that diversity is inclusive of all identities, including those of race, class, gender, sexual orientation, religion and ability status. By 2020, the university will have developed a campus community where all will feel appreciated, respected, connected, valued and engaged with the larger life of the campus.”

Energized by an impactful culminating professional experience (co-facilitation of a sustained IGD on race and ethnicity) during my last six weeks at Mount Holyoke College, I joined UMass Lowell with clear intent and resolve to engage the community in working to create that inclusive campus climate. I knew that accepting this new job would give me the opportunity to engage broadly with the UMass Lowell community in creating a high performing, inclusive and great place to work. UMass Lowell’s mantra is “Learning with Purpose.” At the origin of this is the belief that for a community to be truly diverse and inclusive, all of its members must feel welcomed and engaged, and for this to be true, all of its members must be engaged in the process of continuous, life-long learning. What I’ve come to realize in just a short time is that members of the UMass Lowell community live and work this vision every day as demonstrated from the chancellor’s public commitment to inclusion to the way the community is working collaboratively through this period of heightened change and growth.

To support effective engagement and create a true learning community, the climate and culture needs to acknowledge and celebrate differences and permit and support open dialogue across these differences both in the classroom and across the institution. The workplace and learning environment also relies on the fact that we have the right people assembled with the requisite skills, experience and diverse perspectives to inform the work. Our workplace cultures are shaped by norms and are reinforced by policies that, intentionally or not, can have exclusionary impacts on certain groups. Often when a diverse and inclusive climate exists, awareness is raised about the need to change policies and practices, especially in the realm of human resources, i.e., hiring protocols, performance management, etc. The rubber hits the road when we in human resources can support our institutions in being diverse and inclusive.

Renewed Resolve

I want to share another relevant bit of wisdom passed on to me by diversity and inclusion consultant Alma Clayton-Pederson, whom CUPA-HR has engaged to assist with the development of its position statement on diversity, equity and inclusion, that speaks to the importance of educational institutions providing both “windows” and “mirrors” in support of their learning communities. This notion presumes that all learners need to have “mirrors” (people who look, think and have similar experiences as them) and “windows” (people who look, think and have different experiences than them) so community members can engage and understand perspectives similar to and different from their own.

In closing, participating in the Five Colleges Intergroup Dialogue Initiative and taking on the challenges of a new job and being a rookie again after 30+ years of experience in higher education HR is invigorating and has created for me an amazing opportunity to evaluate my surroundings anew, without assumptions, and with a commitment to excellence and inclusion through diversity in teaching, learning and living — all with clear focus, intent and purpose.

Lauren Turner is associate vice chancellor for HR and equal opportunity & outreach at University of Massachusetts Lowell and chair of the CUPA-HR board of directors. She can be reached at lauren_turner@uml.edu.
Appendix 4. Excerpts from the UMass Lowell Strategic Plan 2020

Overview
Building on 115 years of outstanding teaching, valuable research and deeply rooted community engagement, UMass Lowell is poised to realize its potential to achieve new levels of excellence and accomplishment. As evidence, the rise in all major indicators in recent years demonstrates the capacity of this University to make much needed contributions to the region, the Commonwealth, the nation and the world.

Over the past year and a half, the campus community came together to articulate a vision of UMass Lowell in the year 2020 and to map out the blueprint to get there. The following pages lay out the thoughtful, detailed and far-sighted vision and goals that emerged from the work of more than 200 faculty, staff and students—informed by feedback from the entire campus. This report includes brief executive summaries of the full reports from each of 11 committees. A plan for assessment and benchmarking is detailed in the final section of the report.

What will UMass Lowell be like in 10 years?
UMass Lowell 2020 sets out a comprehensive strategy that will differentiate the University by its excellence in student recruitment and retention, teaching and learning, internationalization, inclusiveness as a community, interdisciplinary collaborations, research and scholarship, entrepreneurship and innovative approaches to administration, technology and facility infrastructures. Much will be accomplished through an expansion of partnerships with corporations, the public sector and other universities.

The themes that emerged from each committee convey a vision for a university that will be distinctive in its approaches to curriculum, pedagogy and extracurricular experiences. Undergraduate and graduate students who achieve a UMass Lowell degree will be able to contribute to the world’s complex business, community and cultural challenges because of the quality of their education. Differentiators of the UMass Lowell student experience will be widespread cross-disciplinary learning experiences, intensive involvement in research labs, co-op and other applied learning opportunities. Notably, UMass Lowell students will continue to uphold the reputation of today’s alumni as being tenacious, innovative, hardworking and well-prepared individuals ready to contribute to their professions, communities and families.

UMass Lowell graduate and research programs will be strengthened in quality and quantity, and new programs will be developed, including distinctive doctoral programs that are interdisciplinary. By 2020, UMass Lowell will have continued the current upward arc of research and scholarship, including creative work. There will be greater external funding from all sources and the University will have strengthened collaboration with other UMass campuses and with industry. The University will also enhance the quality and experience of graduate and undergraduate students through their participation in research projects.

Globalization has made the world a small place and the need to succeed in that world has become critical. Future UMass Lowell alumni will be globally competent through meaningful and substantive international learning experiences, including traditional study abroad and experiential learning.

Strengthened engagement with industry and businesses, nonprofit organizations, K-12 schools and municipalities will be an even more central to academic and scholarly activity on campus. These efforts will enrich the intellectual, personal and cultural development of students as well as foster economic development in the region and the state.

UMass Lowell will become an example for how fine public universities can maximize the precious resources it receives from the state, its students and supporters to give back to its community. UMass Lowell will become even more well-known for its entrepreneurial approach to management and will include efficient and effective budgetary, technical and facility infrastructure. A sustainable financial plan that maps out strategies for controlling costs while increasing revenue will support well-maintained facilities, including a robust and reliable information technology infrastructure and a secure and environmentally friendly campus.

Finally, the University will improve its rankings and will be nationally and internationally recognized for its academic and research excellence. UMass Lowell will be known as a comprehensive university that has strength in science and engineering as well as the arts, social sciences, business and health education. The University will have a well-established set of indicators to measure its success, including financial statements, student performance, satisfaction surveys and support from alumni.
Reports from the Committees

The reports of the 11 committees that developed the vision and recommendations for UMass Lowell 2020 are grouped in the following order.

1. Core Mission
   a. Undergraduate Education and Student Success (page 5)
   b. Graduate Education and Academic Programs (page 6)
   c. Research and Scholarship (page 7)
   d. Corporate Partnerships and Urban Engagement (page 8)

2. Strategic Priorities
   a. Fostering an Inclusive Campus Community (page 9)
   b. International Partnerships (page 10)

3. Infrastructure and Management
   a. Financial Planning and Budget Review (page 11)
   b. Facilities Renewal and Campus Master Planning (page 12)
   c. Information Technology (page 13)

4. Advancement
   a. University Advancement (page 14)
   b. Branding and Marketing (page 15)
Committee on Fostering an Inclusive Campus Community
Co-chairs: Nina Coppens, Oliver Ibe and Jennifer Nolan-Andrino

Vision
The Committee on Fostering an Inclusive Campus Community envisions that a commitment to diversity in all of its complexity will be a core institutional value at UMass Lowell. This commitment will be grounded in the understanding that diversity is inclusive of all identities, including those of race, class, gender, sexual orientation, religion and ability status. By 2020, the University will have developed a campus community where all will feel appreciated, respected, connected, valued and engaged with the larger life of the campus.

Goals
Create a systemic approach for fostering diversity and inclusion.
- Encourage collaboration across the campus that identifies best practices, commonalities, strengths and weaknesses, and programs that complement each other.
- Provided opportunities for team building by coordinating a University-wide network of individuals and offices that recruit and provide services to students, faculty and staff of color.
- Conduct a diversity audit and disseminate information to increase awareness of resources, efforts and initiatives already in place.
- Identify ways to strengthen links between existing programs to improve the institutional climate.
- Develop and execute a comprehensive communication plan for diversity.

Increase the diversity of students, faculty and staff from underrepresented communities.
- Develop and support internal and external pipelines for recruitment and retention.
- Develop programs and initiatives that foster a healthy climate in which faculty and staff of color can thrive.
- Develop monitoring to increase diverse hiring at the departmental level and across the University.
- Increase the understanding at the departmental level that retention is essential to recruiting efforts.

- Develop a networking/mentoring program for faculty and staff from underrepresented communities.
- Evaluate and assess the UMass Lowell website and update so “diversity” is more accessible and visible.

Develop and sustain an inclusive campus climate.
- Conduct a climate survey every three years that will inform the development of departmental diversity/inclusion action plans.
- Develop and implement a comprehensive system of education and training focused on effectively organizing and leveraging inclusion/diversity for students, faculty and staff.
- Ensure that there is a connection between efforts focused on fostering an inclusive campus community and efforts targeting the internationalization of UMass Lowell, such as the developing NAVITAS Program at UMass Lowell and various developing partnerships with other post-secondary institutions in other countries.
- Create common, accessible, central gathering spaces for students, faculty and staff to promote connections.
- Create a standing Oversight/Advisory Committee for Fostering an Inclusive and Diverse Campus Community.
Appendix 5. Mission and Pillars of Excellence for UMass Lowell 2020


When UMass Lowell embarked on its ambitious strategic plan—UMass Lowell 2020—we committed to benchmarking our progress toward targeted goals. To that end, we created the UMass Lowell Report Card to track and evaluate indicators that we believe are vital to our success. This report identifies 25 strategic indicators organized around five pillars of excellence that measure progress toward our goals.

Systematic analysis of the Report Card will be used to guide multi-year financial and academic program development by the Strategic Planning Commission working closely with senior administrators, faculty, staff and students of the University.

MISSION AND PILLARS OF EXCELLENCE FOR UMASS LOWELL 2020

MISSION:
The University of Massachusetts Lowell is a comprehensive, public institution committed to excellence in teaching, research and community engagement. We strive to transform students to succeed in college, as lifelong learners and as informed citizens in a global environment. UMass Lowell offers affordable, experience-based undergraduate and graduate academic programs taught by internationally recognized faculty who conduct research to expand the horizons of knowledge. The programs span and interconnect the disciplines of business, education, engineering, fine arts, health and environment, humanities, sciences and social sciences. The University continues to build on its founding tradition of innovation, entrepreneurship and partnerships with industry and the community to address challenges facing the region and the world.

PILLARS OF EXCELLENCE:

I. TRANSFORMATIONAL EDUCATION
Experiential and trans-disciplinary learning prepare UMass Lowell students for fulfillment and making a difference in the world.

II. GLOBAL ENGAGEMENT & INCLUSIVE CULTURE
Dynamic, global collaborations support student and faculty exchanges, research and other entrepreneurial enterprises while building an inclusive campus culture.

III. INNOVATIVE RESEARCH
Innovative and creative research and scholarship contribute to sustainable solutions to the major challenges in today’s world.

IV. LEVERAGE OUR LEGACY AND OUR PLACE
A history of innovation and excellence in business, education, engineering, fine arts, health and environment, humanities, sciences and social sciences is embedded in the development of regional, national and international partnerships that leverage our legacy and our place.

V. ENTREPRENEURIAL STEWARDSHIP IN HIGHER EDUCATION
An entrepreneurial approach to stewardship of human, physical and financial resources is the hallmark of UMass Lowell’s approach to building a healthy and sustainable future.
Appendix 6. Strategic Hiring – Recruitment Search Advising Partnership

University of Massachusetts Lowell: Strategic Hiring

By 2020, the University will have developed a campus community where all will feel appreciated, respected, connected, valued and engaged with the larger life of the campus. This commitment is grounded in the understanding that diversity is inclusive of all identities, including those of race, class, gender, sexual orientation, religion and ability status.

Increase the diversity of students, faculty and staff from underrepresented communities.

Recruitment Search Advising Partnership

Phase 1: STRATEGY & SELECTION
- Department Creates Position
- Department reviews job description with Compensation Director

Search Strategy Discussion
- Position Posted
- Advertising & Development of Candidate Pool

Phase 2: SELECTION & INTERVIEWING
- Review quality and diversity of pool
- Additional Advertising
- Select Candidates for Phone Screens
- Review quality and diversity of the pre-screen pool
- Pre-screens conducted
- Review quality and diversity of the pool

Phase 3: FINALIZING THE SEARCH
- Conduct Campus Interviews and reference checks
- Submits request for hire and extend verbal offer
- Notifies HR/EOO to initiate hire process
- Hire employee and close out position.

Nov. 2012
Appendix 7. The Commonwealth Compact Pledge

The Commonwealth Compact Pledge:

As citizens, service providers, employers and competitors – for business and talent – we are collectively committed to recruitment, hiring, management and governance practices that:

- Increase the representation of people of color and women throughout our organizations, especially in management, senior management and board governance positions.
- Retain and promote people of color and women.
- Encourage our organizations to reflect, and connect with, the diversity of the communities and customers we serve.

Our organizations profit when we attract and retain people from a multitude of backgrounds. By harnessing their skills, aptitudes, experience and approaches to problem-solving, our workplaces, communities and Commonwealth will be richer, our marketplaces will be broader, and our ability to attract employees, clients and businesses – locally, nationally and globally – will be more effective.

This pledge taken by:

University of Massachusetts Lowell

November 10, 2010

Martin T. Meehan, Chancellor

Stephen P. Crosby, Chair
Commonwealth Compact
Appendix 8. The Merrimack Valley Commonwealth Compact

COMMONWEALTH COMPACT

Merrimack Valley Regional Compact Group

As citizens, service providers, employers and competitors – for business and talent – we are collectively committed to recruitment, hiring, management and governance practices that:

- Increase the representation of people of color and women throughout our organizations, especially in management, senior management and governance positions.
- Retain and promote people of color and women.
- Encourage our organizations to reflect, and connect with the diversity of the communities and customers we serve.

Our organizations profit when we attract and retain people from a multitude of backgrounds. By harnessing their skills, aptitudes, experience and approaches to problem-solving, our workplaces, communities, and Commonwealth will be richer; our marketplaces will be broader, and our ability to attract employees, clients and business – locally, nationally and globally – will be more effective.

We therefore embrace the goals of Commonwealth Compact and pledge to measure our progress toward them over time, using the Commonwealth Compact benchmarks.

Re-Confirming Commitment

University of Massachusetts Lowell
Marty T. Mullen, Chancellor

Lowell General Hospital
Norman Brokhein, President & CEO

Community HealthWorks
Kozeny Pendergrass, Executive Director

Middlesex Community College
Lora Smith, Assistant to the President

TIX Companies
Heather Wishak, Global Diversity & Inclusion Director

New Signers

City of Lowell
Bernie Lynch, City Manager

Enterprise Bank
Jim Cheney, CEO

D’Youville Manor and Senior Care Center
Karen Pressey, CEO

Lawrence General Hospital
Cynthia M. Peters, Vice President of Human Resources

Lowell Community Health Center
Dr. Kamala Rajesh, Chief Medical Officer

North American Indian Center of Boston
Ando Falcone, Employment and Training Director

Pharmaceutical Strategies
Ehsa Candelas, CEO

Trinity EMS
Christopher Old, Director of Business Development & Marketing

Saints Medical Center
Annamarie Driscoll, Director of Human Resources

November 13, 2012