

P. EQUAL OPPORTUNITY AND OUTREACH

Equal Opportunity and Outreach Introduction to Diversity in Employment Initiatives

Achieving diversity within the campus community is essential if we are to have relevance in the 21st century. This applies to the curriculum, the faculty, students and staff we attract, and the manner in which we all take accountability for success in this area. Accountability is the result of ownership in shared goals. Goals are reflected in the Affirmative Action Plan and its annual updates. Although this plan is a legal requirement, the 2005-2006 update extends beyond legal compliance and toward a more three-dimensional approach toward achieving diversity that is consistent with the Transformation.

On February 8, 2006, the University of Massachusetts Board of Trustees convened a meeting that addressed the subject of diversity in employment as part of a renewed interest and commitment to diversity. The Board received reports from each of the five campuses in the UMass system regarding demographics, recruitment, and employment concerns related to diversity. The UML report was presented in the form of an update to the Affirmative Action Plan.

The update is divided into two portions: The numerical workforce data portion provides an overview of the workforce and a three-year history of changes within the workforce. The narrative portion describes the impact of the Transformation which resulted in an institutional shift in equal employment program administration away from one that focused almost exclusively on legal compliance to one that is more three dimensional as a necessary precursor to the implementation of affirmative employment initiatives. It also features an indication of the degree to which a positive human relation climate is necessary to be successful in achieving workforce diversity.

A brief description of the process used to reduce the administrative barriers to pursuing related initiatives also explains the development of an appropriate infrastructure. Planned initiatives are outlined with a projected implementation schedule to occur within the multi-year affirmative action plan.

Also highlighted are on-going activities that UML offers to the campus community and to the region. Lastly, the narrative addresses challenges that may affect the ability to meet initiatives. These will be included in the annual review and updating of the Affirmative Action Plan.

Overview of Workforce Data as of April 11, 2006

The University's Workforce Representation of staff and faculty are divided into seven Equal Employment Opportunities (EEO) categories. The numbers and percentages of protected category employees are determined with each EEO category. Protected categories are defined by the federal government and determined based on voluntary self-disclosure. Although the workforce has grown overall, the percentage of minorities and women has been consistent since 2003. This serves as the part of impetus for adopting a different approach to attracting and retaining diversity.

SUMMARY

TOTAL WORK FORCE = 1,120

TOTAL NUMBER OF MINORITIES = 147 or 13.1%

TOTAL WOMEN = 520 or 46.4%

Profile of Faculty Shortfall*

- *By demographic groups*
- *By college and discipline*

Profile of Staff Shortfall*

- *By EEO job category*

****“Shortfall” identifies areas where greater representation is needed for females and minorities. The Criterion Affirmative Action Management System is the software program that all five UMass campuses use to tabulate workforce data. Shortfalls are identified above when the demographic group has a high workforce availability in the recruitment area and internally. Other groups may also have shortfalls but are not identified above if the availability is low.***

Even though CAAMS does not provide analyses of shortfalls for non-Hispanic/Latino Caucasian males as a specific demographic group, it is possible to determine from the balance of the data that all males may be underrepresented to some degree in some work occupations more traditionally held by women.

Tenure System Faculty Utilization Analysis, by Department, 4/11/2006 (Cont.)

	Female			Total Minority			Black			Asian/ Pacific Islander			Native American			Hispanic			Total #		
	#	Workforce %	Available %	#	Workforce %	Available %	#	Workforce %	Available %	#	Workforce %	Available %	#	Workforce %	Available %	#	Workforce %	Available %		Shortfall in #	Persons
College of Arts and Sciences-Sciences																					
Biological Sciences	3	23	46	3	9	16	-	0	0	2	-	1	8	11	1	0	0	0.3	-	1	13
Chemistry	6	40	30	-	7	12	-	0	0	2	-	1	7	7	-	0	0	0.4	-	0	15
Mathematics	3	12	24	3	23	18	-	0	0	2	-	6	23	14	-	0	0	0.3	-	0	26
Envi., Earth & Atmos. Sciences	0	0	23	1	20	15	-	0	0	1	-	1	20	12	-	0	0	0.3	-	0	6
Physics and Applied	0	0	12	2	32	16	-	0	0	1	-	5	26	12	-	1	5	0.2	-	0	19
Computer Science	4	20	17	-	7	35	21	-	0	2	-	7	35	17	-	0	0	0.3	-	0	20
TOTAL Sciences	16	16	51	9.6	23	16	1.5	0	0	5	1.7	21	21	5	1.2	1	1	1	0.2	1	99
College of Management																					
Accounting	2	22	40	1	11	22	1	0	0	5	-	1	11	13	-	0	0	1	-	0	9
Management	6	25	28	-	10	42	18	-	0	4	1	10	42	12	-	0	0	1	-	0	24
TOTAL College of Management	8	24	60	2.3	11	33	1.0	0	0	4	1.4	11	33	8	0.2	0	0	0.5	0.2	0	33
School of Health and Environment																					
Community Health & Sustainability	3	30	55	2	10	18	-	0	0	7	-	0	0	8	-	0	0	0	-	1	10
Work Environment	7	47	53	2	30	22	1	0	0	7	-	1	7	11	1	0	0	1	-	2	13
Health and Clinical Sciences	4	36	48	1	20	18	-	1	9	3	-	1	9	11	-	0	0	0	-	0	15
Nursing	17	89	96	1	50	30	-	0	0	5	1	1	5	3	-	0	0	1	-	0	11
Physical Therapy	9	75	56	-	0	14	1	0	0	5	-	0	0	6	-	0	0	0	-	0	19
TOTAL Health and Environment	40	60	47	7.2	7	8	18	4.4	1	2	4	2.9	3	4	7	2.7	0	1	0.3	3	67
Graduate School of Education																					
	9	64	65	0.2	0	12	1.7	0	0	3	0.4	0	1	0.1	0.1	0	0	0	0.1	0	14
TOTAL ACADEMICS FACULTY																					
	137	0	0	26	72	0	20	5	0	0	12	57	0	0	11	1	0	0	1.6	9	395
TOTAL TENURE SYSTEM FACULTY																					
	137	0	0	26	72	0	20	5	0	0	12	57	0	0	11	1	0	0	2	9	396

KEY

Workforce % indicates the utilization of the demographic group.
 Available % indicates an estimate of qualified individuals in the demographic group available for placement
 Shortfall in Persons indicates the number of placements needed to establish a workforce that reflects availability
 Cumulative totals reflect sum of all underutilized groups including those with underutilization of less than one person.

Historical Workforce Comparison by EEO-6 Category 3/31/2004, 3/31/2005, 4/11/2006

Year	Female		Total Minority		Black		Asian/ Pacific Islander		Native American		Hispanic		Veterans		Disabled		Total #
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
2006	13	35.1	3	8.1	1	2.7	1	2.7	1	2.7	0	0.0	2	5.4	0	0.0	37
2005	14	37.8	3	8.1	1	2.7	1	2.7	1	2.7	0	0.0	3	8.1	0	0.0	37
2004	14	38.9	2	5.6	1	2.8	1	2.8	0	0.0	0	0.0	2	5.6	0	0.0	36

EEO-6 Category 1 - Exec./Admin./Managerial

2006	137	34.6	72	18.2	5	1.3	57	14.4	1	0.3	9	2.3	11	2.8	2	0.5	396
2005	131	35.0	67	17.9	5	1.3	51	13.6	1	0.3	10	2.7	13	3.5	3	0.8	374
2004	127	34.3	64	17.3	4	1.1	47	12.7	1	0.3	12	3.2	13	3.5	3	0.8	370

2 - Faculty

2006	225	54.7	44	10.7	7	1.7	26	6.3	0	0.0	11	2.7	10	2.4	2	0.5	411
2005	216	56.0	38	9.8	9	2.3	19	4.9	0	0.0	10	2.6	10	2.6	2	0.5	386
2004	198	55.8	39	11.0	6	1.7	24	6.8	0	0.0	9	2.5	10	2.8	3	0.8	355

3 - Professional/Non-Faculty

2006	44	84.6	3	5.8	1	1.9	0	0.0	1	1.9	1	1.9	2	3.8	1	1.9	52
2005	49	86.0	1	1.8	1	1.8	0	0.0	0	0.0	0	0.0	2	3.5	1	1.8	57
2004	55	88.7	2	3.2	1	1.6	0	0.0	0	0.0	1	1.6	2	3.2	1	1.6	62

4 - Secretarial/Clerical

2006	73	67.0	10	9.2	3	2.8	3	2.8	0	0.0	4	3.7	4	3.7	3	2.8	109
2005	69	63.9	14	13.0	2	1.9	8	7.4	0	0.0	4	3.7	4	3.7	3	2.8	108
2004	73	64.6	18	15.9	3	2.7	11	9.7	0	0.0	4	3.5	5	4.4	3	2.7	113

5 - Technical/Paraprofessional

2006	1	2.7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	6	16.2	0	0.0	37
2005	1	2.8	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	6	16.7	0	0.0	36
2004	1	2.9	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	6	17.1	0	0.0	35

6 - Skilled Crafts

2006	27	34.6	15	19.2	2	2.6	3	3.8	1	1.3	9	11.5	3	3.8	0	0.0	78
2005	26	35.1	16	21.6	2	2.7	3	4.1	1	1.4	10	13.5	3	4.1	0	0.0	74
2004	20	32.8	9	14.8	1	1.6	1	1.6	1	1.6	6	9.8	4	6.6	0	0.0	61

7 - Service/Maintenance

2006	520	46.4	147	13.1	19	1.7	90	8.0	4	0.4	34	3.0	38	3.4	8	0.7	1,120
2005	506	47.2	139	13.0	20	1.9	82	7.6	3	0.3	34	3.2	41	3.8	9	0.8	1,072
2004	488	47.3	134	13.0	16	1.6	84	8.1	2	0.2	32	3.1	42	4.1	10	1.0	1,032

TOTAL WORKFORCE

2006 WORKFORCE DATA - FACULTY

FEMALE	137
MALE	259 (Caucasian Male = 206)
TOTAL	396

2006 WORKFORCE DATA - STAFF

FEMALE	383
MALE	341 (Caucasian Male = 299)
TOTAL	724

**Workforce Representation of Protected Category by
EEO-6 Job Category and University Job Group, 4/11/2006**

EEO-6 Category	Female		Total Minority		Black		Asian/ Pacific Islander		Native American		Hispanic		Veterans		Disabled		Total		
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
1 - Executive/Administrative/Managerial (EAM)																			
EAM A *	2	40.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	5
EAM B	2	40.0	1	20.0	1	20.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	5
EAM C	2	18.2	1	9.1	0	0.0	1	9.1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	11
EAM D	7	43.8	1	6.3	0	0.0	0	0.0	1	6.3	0	0.0	2	12.5	0	0.0	0	0.0	16
TOTAL Category 1	13	35.1	3	8.1	1	2.7	1	2.7	1	2.7	0	0.0	2	5.4	0	0.0	2	5.4	37
2 - Faculty	137	34.6	72	18.2	5	1.3	57	14.4	1	0.3	9	2.3	11	2.8	2	0.5	2	0.5	396
3 - Professional/Non-Faculty																			
Administrative	77	78.6	8	8.2	2	2.0	2	2.0	0	0.0	4	4.1	2	2.0	0	0.0	0	0.0	98
Education/Training/Student Life	76	67.9	10	8.9	2	1.8	4	3.6	0	0.0	4	3.6	2	1.8	0	0.0	0	0.0	112
Institutional Relations	18	64.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	28
Library	7	53.8	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	13
Research/Post Doctorates	2	10.5	16	84.2	0	0.0	16	84.2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	19
Medical Care	3	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	3
Technical	38	30.2	10	7.9	3	2.4	4	3.2	0	0.0	3	2.4	6	4.8	2	1.6	2	1.6	126
Other Professional Non-Faculty	4	33.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	12
TOTAL Category 3	225	54.7	44	10.7	7	1.7	26	6.3	0	0.0	11	2.7	10	2.4	2	0.5	2	0.5	411
4 - Secretarial/Clerical																			
Administrative Support	21	87.5	1	4.2	0	0.0	0	0.0	0	0.0	1	4.2	0	0.0	0	0.0	0	0.0	24
Secretaries/Clerks/Typists	18	100.0	2	11.1	1	5.6	0	0.0	1	5.6	0	0.0	0	0.0	1	5.6	0	0.0	18
Data Entry Operators	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a	0
Financial Records	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a	0
Duplicating/Mail	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	50.0	0	0.0	0	0.0	2
Communication Equip. Officers	5	83.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	16.7	0	0.0	0	0.0	6
Sales	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2
TOTAL Category 4	44	84.6	3	5.8	1	1.9	0	0.0	1	1.9	1	1.9	2	3.8	1	1.9	1	1.9	52

**Workforce Representation of Protected Category by
EEO-6 Job Category and University Job Group, 4/11/2006 (Cont.)**

EEO-6 Category	Female		Total Minority		Black		Asian/ Pacific Islander		Native American		Hispanic		Veterans		Disabled		Total
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#

5 - Technical/Paraprofessional

Science Technicians	4	33.3	1	8.3	0	0.0	1	8.3	0	0.0	0	0.0	1	8.3	0	0.0	12
Computer Technicians	4	80.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	20.0	0	0.0	5
Nuclear/Engineering	1	20.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	5
Other Technicians	1	25.0	2	50.0	1	25.0	0	0.0	0	0.0	1	25.0	0	0.0	0	0.0	4
Business/Related	59	96.7	6	9.8	2	3.3	2	3.3	0	0.0	2	3.3	0	0.0	2	3.3	61
Protective Services	4	18.2	1	4.5	0	0.0	0	0.0	0	0.0	1	4.6	2	9.1	1	4.5	22
TOTAL Category 5	73	67.0	10	9.2	3	2.8	3	2.8	0	0.0	4	3.7	4	3.7	3	2.8	109

6 - Skilled Crafts

Mechanics/Repairers, Non-Sup'v	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	3
Skilled Crafts, Supervisors	1	10.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	3	30.0	0	0.0	10
Construction Trades, Non-Sup'v	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	11
Plant/System Operation	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	3	23.1	0	0.0	13
TOTAL Category 6	1	2.7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	6	16.2	0	0.0	37

7 - Service/Maintenance

Cleaning/Building Services	25	39.1	14	21.9	2	3.1	2	3.1	1	1.6	9	14.1	2	3.1	0	0.0	64
Motor Vehicle Operators	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1
Guards/Institutional	2	15.4	1	7.7	0	0.0	1	7.7	0	0.0	0	0.0	1	7.7	0	0.0	13
TOTAL Category 7	27	34.6	15	19.2	2	2.6	3	3.8	1	1.3	9	11.5	3	3.8	0	0.0	78

WORKFORCE TOTAL	520	46.4	147	13.1	19	1.7	90	8.0	4	0.4	34	3.0	38	3.4	8	0.7	1,120
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Non-Faculty Utilization Analysis, by University Job Group, 4/11/2006

Job Groups by EEO-6 Category	Female			Total Minority			Black			Asian/ Pacific Islander			Native American			Hispanic			Total #	
	#	Workforce %	Shortfall in #	#	Workforce %	Shortfall in #	#	Workforce %	Shortfall in #	#	Workforce %	Shortfall in #	#	Workforce %	Shortfall in #	#	Workforce %	Shortfall in #		Persons
1 - Executive/Administrative/Managerial (EAM)																				
EAM A	2	40	0	0	0	-	0	0	0	0	-	0	0	0	-	0	0	0	-	5
EAM B	2	40	53	1	20	-	1	20	3	-	-	0	0	0	-	0	0	4	-	5
EAM C	2	18	61	1	9	22	1	0	12	1	9	2	0	0	1	0	0	6	-	11
EAM D	7	44	53	1	6	14	1	0	5	-	0	2	1	6	3	0	0	4	-	16
Cumulative Totals Cat. 1	13	35	*	3	8	*	2.6	1	3	*	2.1	1	3	*	0.5	1	3	*	0.0	37

3 - Professional/Non-Faculty	Female			Total Minority			Black			Asian/ Pacific Islander			Native American			Hispanic			Total #	
	#	Workforce %	Shortfall in #	#	Workforce %	Shortfall in #	#	Workforce %	Shortfall in #	#	Workforce %	Shortfall in #	#	Workforce %	Shortfall in #	#	Workforce %	Shortfall in #		Persons
Administrative	77	79	71	8	8	10	1	2	3	1	2	2	0	0	-	0	4	4	-	98
Education/Training/Student Life	76	68	62	10	9	14	5	2	6	4	4	4	0	0	1	0	4	4	-	112
Institutional Relations	18	64	60	0	0	13	3	0	5	1	0	2	0	0	1	0	0	4	1	28
Library	7	54	78	3	0	11	1	0	4	-	0	4	0	0	0	0	0	3	-	13
Research/Post Doctorates	2	11	13	16	84	18	-	0	3	-	16	84	13	0	0	0	0	2	-	19
Medical Care	3	100	94	0	0	10	-	0	5	-	0	3	0	0	0	0	0	1	-	3
Technical	38	30	33	10	8	14	7	3	2	3	4	3	8	5	-	3	2	3	-	126
Other Professional Non-Faculty	4	33	43	1	0	17	2	0	6	-	0	6	0	0	1	0	0	4	-	12
Cumulative Totals Cat. 3	225	55	*	44	11	*	22.6	7	2	*	9.9	26	6	*	8.0	0	11	3	*	411

4 - Secretarial/Clerical	Female			Total Minority			Black			Asian/ Pacific Islander			Native American			Hispanic			Total #	
	#	Workforce %	Shortfall in #	#	Workforce %	Shortfall in #	#	Workforce %	Shortfall in #	#	Workforce %	Shortfall in #	#	Workforce %	Shortfall in #	#	Workforce %	Shortfall in #		Persons
Administrative Support	21	88	81	1	4	4	-	0	0	-	0	0	0	0	-	0	4	3	-	24
Secretaries/Clerks/Typists	18	100	100	2	11	11	-	1	6	6	-	0	6	6	-	1	0	0	-	18
Data Entry Operators	0	n/a	n/a	0	n/a	n/a	n/a	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0	n/a	n/a	n/a	0
Financial Records	0	n/a	n/a	0	n/a	n/a	n/a	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0	n/a	n/a	n/a	0
Duplicating/Mail	0	0	0	0	0	0	-	0	0	0	-	0	0	0	-	0	0	0	-	2
Communication Equip. Officers	5	83	23	0	0	4	-	0	1	-	0	1	0	0	0	0	0	3	-	6
Sales	0	0	32	0	0	21	-	0	1	-	0	6	0	1	-	0	0	9	-	2
Cumulative Totals Cat. 4	44	85	*	3	6	*	0.7	1	2	*	0.1	0	0	*	0.2	1	2	*	0.4	52

KEY

- Workforce % indicates the utilization of the demographic group.
- Available % indicates an estimate of qualified individuals in the demographic group available for placement
- * Cumulative totals are not calculated by the CAAMS analysis software
- Shortfall in Persons indicates the number of placements needed to establish a workforce that reflects availability
- Cumulative totals reflect sum of all underutilized groups including those with underutilization of less than one person

AFFIRMATIVE INITIATIVES

January 2005 marked the beginning of a major shift in equal opportunity and affirmative action program administration at UML. Central to this shift was the development of an updated image of the office that was symbolized by a change in the name to Equal Opportunity and Outreach (EOO) leaving behind the former title, Affirmative Action Compliance and Equal Opportunity (AACEO). This was accompanied by the development of an operational philosophy which is evident in the vision statement: *“Strengthening the Recognition that All are Equal in Dignity.”*

The initiatives undertaken as result of this shift reflects two of the strategic priorities of the Board of Trustees develop a first rate infrastructure, and continue a focus on diversity and a positive climate. These accomplishments are intertwined and highlighted in the balance of this section along with their connection to the implementation of future goals.

I. Accomplishments in Support of Strategic Priorities

Develop First-Rate Infrastructure: Several processes were revised, streamlined and reallocated as needed.

- Implemented Transition Process
- Restructured customer service model of Equal Opportunity
- Reorganized and expanded Equal Opportunity staff
- Revised methods to collect, store and maintain protected category data
- Improved internal processing of complaints and revised method for employees to request reasonable accommodations

Prior to developing initiatives related to recruitment and retention, the above infrastructure initiatives emerged as crucial. Thus, barrier identification was necessary and began with a thorough review of work performed in EOO. This revealed that several functions, such as hiring activities, salary analysis, and employee relations were being performed in EOO and further that these functions needed to be reallocated to other more appropriate entities in the institution. However, the history of having provided these functions prevented the former AACEO staff from fulfilling a mission and achieving subsequent goals in the area of minority recruitment more aligned with equal opportunity management. Consequently, transition planning began in February. Implementation of the plan began campus wide in July 2005 and has taken priority in Equal Opportunity in order to facilitate realignment. The Transition Process is currently in Phase II and represents another fundamental shift for the institution. To date, it has encompassed the following items.

- Providing orientation sessions to staff and faculty regarding the reasons for the Transition Process and their roles.
- Streamlining of processes and revision of forms related to documenting hiring activities to increase proactive hiring. ***Screening committees must now submit the names of applicants they plan to interview prior to contacting them.*** EOO provides appropriate consultation to ensure that qualified minority and women candidates are not overlooked. Formerly, staff only reviewed the evaluation of candidates after the selection had been made.
- Guidance to selection committees on the areas of under representation and on the demographic breakdown of proposed interview pools.

- Updating of all forms that request ethnic data to reflect ethnic categories similar to the 2000 Census.
- Clarification of federal and state anti-discrimination laws to supervisors.
- Increased collaboration of Administration and Deans in equal opportunity initiatives.
- Standardization of process to request reasonable accommodations with appropriate guidance to faculty, staff and administrators as needed.

➤ **Phase III of the Transition Process is projected to begin in January 2007 with a projected conclusion during the 2007 Fall semester. As part of Phase III, Human Resources will implement training for faculty hiring and will assume management of the faculty hiring process.**

In addition to the Transition Process, EOO identified and addressed concerns regarding the collection, maintenance, and disclosure of sensitive information. Formerly, demographic data such as race, age, and date of birth was collected and stored in venues that were not limited to Equal Opportunity or to Human Resources. This led to the Retrieval Process that began in fall of 2005. As with the transition efforts, this also involves and affects the entire institution. In addition to reducing the potential violations related to storing personal information, it also reduces the potential for complaints from employees against supervisors based on availability of this information. EOO has provided training to administrative staff in the colleges and departments on the preparatory steps they need to take before EOO staff arrive to remove hard copy documentation from files, create an inventory and determine the disposition of documents prior to storage in EOO.

➤ **The Retrieval Process is expected to conclude in August 2006.**

Both the transition and retrieval represent fundamental systemic changes that reduce liabilities that were inherent in the previous operational model. That model was limited to certain aspects of affirmative action compliance. The current model is more inclusive and presents the EOO staff as consultants to the institution on diversity matters, rather than as enforcers of the legal aspect of affirmative action. It allows for much more in-depth affirmative action planning. This structure is needed prior to expanding into non-traditional recruitment methods and venues. It will also enhance the legitimacy of any diversity recruitment efforts that result from recruitment activities.

A third barrier that appeared was the preparation and utilization of AACEO staff as indicated above. This left little room for more in-depth research of minority recruitment sources and alternative approaches to attract workforce diversity. These activities could not be conducted given that structure. In order to address this, staff was reclassified, reorganized in terms of function and received an additional 1.5 FTE. Restructuring of the staff represents another aspect of image change that included adopting a customer service model wherein staff members are assigned to provide support to departments and colleges rather than the previous model where staff related to departments and colleges based on isolated functional areas. The customer service model allows staff to provide comprehensive consultation on all equal opportunity issues. Consultation replaces the former and limited "compliance" role the staff played.

This preceded staff development and training activities to increase equal opportunity content knowledge of communication, race relations, multicultural issues, complaint processing and investigation, equal employment and anti-discrimination laws. Staff has also attended formal training to equip them to develop and conduct training for faculty and staff.

The current new structure and expanded mission allow the entire staff to be much more proactive and engaged with the university community. The effect of the progress made over the past few months is the growing perception of staff as equal opportunity practitioners.

II. Continue a Focus on Diversity and a Positive Climate

EEO has provided training/orientation for approximately 428 staff, students, faculty in the following subjects: Equal opportunity laws and hiring, desegregation, affirmative action hiring guidance, prevention of sexual harassment, transition plan, and retrieval of protected category data. The forums included formal training classes presented by EEO to the UML community, engagements as guest speakers, and guest lecturing in a graduate course. This training was fundamental to raise the overall level of knowledge and awareness regarding hiring and collection of data.

An additional new initiative of EEO is the presentation of year round displays depicting a wide variety of cultural and ethnic observances with explanation of the history to clarify the relevance of the display. Displays also depict the accomplishments of both genders as may be appropriate to the overall observance. This is an intentional effort to focus on inclusiveness to promote the understanding that equal opportunity laws and policies apply to all members of the university community.

Administrative announcements clarifying university policy on all equal opportunity programs, prevention of sexual harassment, disability/accommodations and veterans have been updated. The announcements emphasize common responsibility and accountability for maintaining a productive human relations climate in addition to legal compliance.

EEO and Student Affairs have coordinated responses to inappropriate student behavior in class and residence halls. (The prevention of sexual harassment training referred to above was specifically designed for residence hall staffs.)

UML continues to increase physical access to campus for persons with disabilities. The institution has devoted between \$150,000 and \$300,000 each year on reasonable accommodation requests and ADA accessibility upgrades. These include the installation of fire doors and magnetic hold-opens to aid in hallway accessibility and current construction of new accessible entrances to Lydon Library and Alumni Hall.

III. Planned Initiatives

The transition and retrieval initiatives, while temporarily increasing workload, will eventually allow staff to devote time to achieving the initiatives identified on the following page. The changed infrastructure also has laid the foundation for weaving the achievement of diversity

goals into the fabric of the institution where all entities share in the responsibility as opposed to goals being the responsibility the EOO staff assumes solely and on behalf of the entire institution. The recruitment and retention efforts will focus on attracting minorities and developing/enhancing an environment where minorities can thrive. The foundation of these efforts is based on proven minority recruitment approaches that address several important aspects. These aspects reflect the need for the institution to establish individual connections with potential minority applicants who may require more recruitment activity individually than is needed to recruit non-minorities. It is also necessary to achieve credibility within minority communities so that efforts to recruit minorities are perceived as sincere. With this, a supportive environment must be present so that minorities who join the faculty or staff will remain with the institution.

The goals presented are scheduled for implementation/refinement within the first 2-3 years of this affirmative action plan cycle. Clearly, the need for other initiatives may arise in the process of meeting these goals. Annual review of the initiatives will include revision of goals as needed to address unanticipated circumstances that may present themselves. In 2008-9 evaluation of initiatives will take place involving the administration so that a new 5-year plan may be published in 2010.

Consistent with the initiatives presented in the update, the six faculty and staff members have volunteered to serve as central points to follow-up for their colleges and departments to further planned outreach efforts of EOO staff. The group attended the Association of College Administration Professional diversity workshop in Memphis TN. Additional faculty and staff volunteers will be sought through the spring of 2006 while sources for recruitment training are being identified for the group.

GOAL AND INITIATIVES**PURPOSE(S)****TIMETABLE****Strategy to Attract Minorities – Outreach**

Research minority organizations and recruitment sources	Identify potential viability of sources	June – July 06
Initiate contact with identified venues and professional and community affiliations	Negotiate costs for publishing job announcements Create conduits for UML entities to establish ongoing relationships	July – Aug 06
Plan a reception for key leaders and professionals in minority affiliations/organizations	Initiation of on-going relationships to engender authenticity with sources about recruitment efforts	Oct 06 – Feb 07
Host reception for key leaders and contacts	Meet with UML administration, Deans and others	Mar – Apr 07
Conduct reception annually	Maintain existing relationships; Initiate new on-going relationships	Apr 08, 09, 10, etc.
Increase minority representation as indicated; greater recruitment of African American/Black and Hispanic applicants (faculty and professional non-faculty staff)	See Shortfall in Persons on utilization charts	To be achieved throughout AA Plan cycle
Meet special concerns	See Areas of Special Concern	To be achieved throughout AA Plan cycle

Climate Maintenance Strategy – Education and Awareness

Presentation of training in sexual harassment prevention, civility, and other subjects	Positive human relations where minorities thrive	Start Mar 06
Prepare quarterly EOO newsletter on diversity subjects and cultural observances	As above	Jun 06
Continue cultural and ethnic displays	As above	On-going
Installation of elevator in Dugan Hall	Improved access	Dec 2006
Initiation of study for elevators in the Quad	As above	Jan 2007

IV. Affirmative Initiatives throughout the Institution

Consistent with our mission to assist in maintaining sustainable regional economic and social development, UML hosts programs that involve the larger Lowell community. It is significant to note that while certain programs highlight the involvement of minorities and women, the demographics in the City of Lowell include 16.5% Asian (Khmer and Thai), 14.0% Latino, and 4.2% African American or Black. Lowell has always had a high immigrant population as well. Thus, there are other UML programs available to the area citizenry that while not listed in this summary, necessarily impact minorities.

Initiatives and Services Affecting the Campus Community

- Center for Women and Work
- Center for Work and Family
- Council on Pluralism and Diversity
- Equal Opportunity and Outreach
- University Ombuds
- Office of Multicultural Affairs (hosting 14 ethnic, cultural, and religious student associations)
- Disability Services

Initiatives and Programs Provided to the Community and Region Curriculum

An increase in course offerings has expanded to include topics related to social diversity is expected to continue in response to student and faculty interest. Examples of this are contained within aspects of the Transformation. They include the development of a new global studies initiative, a strengthened the gender studies program, and preliminary planning for language and culture courses in Khmer and Chinese. A gender studies fellowship program has also been funded.

Admissions

College Fairs

- National Hispanic College Fairs: Boston, MA and Hartford, CT
- M.I.T. Science and Technology Fair (sponsored by New England Board of Higher Education)
- Youth Opportunity of Boston, MA
- Multiple Presentations at Higher Education Resource Centers: Boston, MA and Lawrence, MA
- M.I.T./Wellesley Upward Bound Summer Program College Fair
- H.O.P.E. Talent Search College Fairs: Boston, MA
- Roxbury Community College: traditional fairs plus individual visits in the fall and monthly in the spring
- Bunker Hill Community College: traditional fairs plus individual visits in the fall and monthly visits in the spring
- Northern Essex Community College: traditional fairs plus individual visits in the fall and monthly visits in the spring

Outreach/Support

- Multiple special group visits throughout the year: Lawrence HS, local middle schools
- New Horizons Partnership Program between Lowell HS and UMass Lowell: multiple visits throughout the year
- Host UMaine Upward Bound Program
- Parent Night at Lowell (admissions application workshops in Spanish and Khmer)
- High School visits to cities of Boston, Brockton, Worcester, and Springfield, MA
- Host visits from guidance counselors from Lowell HS and Lawrence HS
- Presentations to College Prep Program
- Outreach telephone calling events to students of color inviting them to the Fall Open House
- Lowell and Lawrence Boys and Girls Club campus visits
- G.E.A.R. Up campus visits / "Admissions Jeopardy Game"
- Upward Bound: Middlesex Community College
- TRIO Grant Program: Lowell HS

Staffing

Admissions staff consists of members who are fluent speakers of Khmer and Spanish. Staff also serve as liaisons to the Society of Hispanic Engineers and the Association of Students of African Origin.

Athletics

- The National Youth Sports Program attracts approximately 300-400 "under-served" children, ages 10-16, from the city of Lowell and provides educational, athletic & enrichment programming during the summer. Despite the reduction in the federal budget, UML will be able to maintain the program for one more year.
- The NCAA Life Skills Program provides student-athletes with educational workshops and seminars in issues related to substance use, race relations, sexual orientation, etc.
- The National Consortium has recognized UML student-athletes for Academics & Sports during each of the past five years for conducting outreach programs that serve more than 10,000 people annually in communities with high minority populations. Programs range from a Christmas family adoption program, to mentoring young at-risk children, to conducting sports clinics at the Boys & Girls Club.
- Recruitment of athletes is concentrated in urban areas to recruit for men's and women's basketball, soccer, and field and track.
- Compliance with Title IX requirements: In the July 1, 2005, issue of The Chronicle of Higher Education, UML was cited as a "leader in providing athletic opportunities for women". This is the result of being one of the 5 Division II institutions who have the highest representation of female athletes relative to female students. The Athletic Department is compliant with all but two Title IX requirements, scholarship and staffing. The Chancellor is currently reviewing plans to address these concerns.

Graduate School of Education

- The Demonstration School is a City of Lowell public preschool and elementary school operated off campus by UML that uses a trilingual educational approach to teach 80 English-, Spanish-, and Khmer-speaking children, age 3 to 10.
- GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs), a five-year, \$4.3 million program, links more than 1,500 low-income students at Lowell High School and one Lowell middle school to education, mentoring, and information services on campus and in the community.
- Healthy Life Skills An evaluation consists of analyzing pre and posttests given to students in kindergarten, 4th, 8th, and 10th grades in the Lowell school system in order to evaluate the comprehensive health education curriculum.
- National Youth Sports Girls Clinics offers 240 girls (ages 10-16) sports instruction in three sports to build a true sense of teamwork.
- New Horizons prepares 100 economically disadvantaged and minority Lowell High School students for college with subject tutoring, counseling, and information on the application process.
- Women in Science and Engineering (WISE) is a day of hands-on and interactive workshops for middle school girls led by professional women scientists and engineers.
- Young Scientists Program offers student-led health and science activities for young girls at Girls Inc.

College of Engineering

- Snap Shots: high schools visit/tour the University
- National Engineering Week celebration
- Chinese/Asian week celebrations with tours and gourmet tour
- Industrial Advisory Board Meeting – top CEOs and presidents advise the faculty on traits of engineers that the industry seeks
- MA Science Technology Engineering and Mathematics (STEM) Summit for superintendents of Massachusetts schools
- Middle school teacher program - “What is Engineering?”
- UMass President’s meeting on Education and Outreach
- ADI Conference held on campus with Analog Devices
- Corporate Tours
- DesignCamp: A program for 5th - 9th graders to learn technology through hands-on projects at UML during four one-week sessions
- DesignCamp Product Design Celebration (company fair)
- DesignCamp After School Program
- Assistive Technology Program visits companies (disabilities)
- High School Assistive Technology Design Fair
- Current engineering students and faculty give engineering presentations at visits to local middle and high schools
- Visit Museum of Science
- Meet with Raytheon RSVA (Retired Engineers School Volunteers)
- Meet with Local High School Guidance Counselors
- Nanotechnology area hosts local middle schools
- College of Engineering Open House
- Lowell High Schools tours College of Engineering hosts tours by Lowell High School and Lawrence High School

AREAS OF SPECIAL CONCERN

Advertising in traditional “mainstream” publications does not yield a high minority applicant pool. Non-traditional approaches will be explored to address these concerns as indicated in the Planned Initiatives section of summary.

The above concern does not appear to apply to certain Asian groups as related to faculty positions in Engineering. In terms of staff positions, the availability of the Asian population must be considered in light of the following social demographics. The Khmer ethnic constitute much of the local Asian population. Many are first or second generation immigrants. For those 20 years of age or older, English is often a second language. Additionally, there is a low occurrence of post secondary education stemming from socio-politico conditions affecting families prior to immigration to the United States. This is a barrier for those positions where a postsecondary degree may be required. (See Planned Initiatives, above).

Revision of administrative processes has been implemented to overcome concerns related to approval for position announcements and synchronization of publishing schedules of journals. Some of the concerns have been addressed by publishing more faculty announcements as “open until filled.”

Costs of advertising in minority publications and on websites devoted to minorities and women continue to be prohibitive for colleges and departments. See the Planned Initiatives section of summary for plans to address this concern.

A challenge related to location and the recruitment of more diverse populations is that Lowell hosts a smaller range of commerce and services oriented to these communities than one would find in a larger metropolitan area such as Boston. The institution is in the process of introducing a public relations campaign that highlights among other things its proximity to the Boston and its remarkable achievements in faculty research.

Gender equity in salaries continues to be reviewed as of the preparation of this document in April 2006.