

UNIVERSITY OF MASSACHUSETTS LOWELL  
Lowell, Massachusetts 01854

Office of the Chancellor  
September 1, 2006

ADMINISTRATIVE ANNOUNCEMENT NO. 7  
**EQUAL OPPORTUNITY**

All members of the University of Massachusetts Lowell benefit from federal and state equal opportunity laws. Equality of opportunity is essential in maintaining a high quality human relations climate. In such a climate we are all responsible for treating one another with dignity and professionalism in an atmosphere of mutual respect. Practicing this in our daily interactions is essential. It facilitates the opportunities that allow each individual to be successful and for his or her contributions to be acknowledged. It reminds us that fair treatment is based on individual merit not on perception of similarities or differences between individuals. Evaluation of merit, free from prejudicially-based views, requires each of us to engage in an on-going challenge of our own viewpoints about others whose ethnic and racial backgrounds are different from our own or are in some way unfamiliar to us. This directly relates to our ability to draw and to retain diverse faculty, students and staff to our University community.

Toward this end, I reaffirm that the policy of the University of Massachusetts Lowell is to engage in employment and academic practices in a manner that does not discriminate. It is University policy that factors such as race, color, religion, disability, age, sexual orientation, and marital or veteran status, will not be used to determine merit. In employment, this protection also extends to those who serve in the reserve or in the National Guard components of the military. Further, it also the policy of the University of Massachusetts that these factors shall not be the basis of harassment resulting in intimidation or other behaviors that detract from positive relations between members of our community. It follows then that retaliation against anyone who raises concerns about discrimination or harassment is equally prohibited.

These provisions are not only consistent with federal and state laws; they are consistent with ethical and fair treatment. Similarly then, we will continue to move forward with identifying and eliminating unnecessary barriers that could impede progress for members of the university community. University officials are charged with the responsibility to support the EOO policies and the Affirmative Action Plan. They will be actively engaged in developing and achieving designated objectives and goals. However, policies and plans are only tools to achieve a greater degree of diversity in the University community as well as an increased understanding of its overall value. *To be successful, University officials are also responsible for providing the leadership that weaves the achievement of diversity into their own goals and thus into the very fabric of the institution as a whole.*

Any member of the campus community should contact the EOO for any assistance regarding complaints of discrimination. These matters will be responded to with prompt concern to facilitate resolution. If discrimination is found we will take appropriate steps to address it and as well as the factors leading to discrimination. The EOO staff, located in Cumnock Hall, C-4, will assist in resolving complaints and may also be contacted for inspection of the Affirmative Action Plan.

Since we are all protected under equal opportunity laws, each of us bears individual responsibility and accountability for personal behavior and conduct, and we must discourage inappropriate behavior. In this way, we can each best uphold the policies of the University of Massachusetts Lowell. We all share ownership in the equal opportunity program of this institution. In this way we can each contribute to a positive working climate, a deepened dialogue on diversity, and in the development of a culturally and racially diverse community of students, faculty and staff.

//signed//

David J. MacKenzie  
Chancellor

DJMK: odb  
Series 2006-2007

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**Summary Statement  
Affirmative Action Plan  
University of Massachusetts Lowell  
May 2007**

We are pleased to present to The Board of Trustees, the 2007 update to the Executive Summary of the University Massachusetts Lowell Affirmative Action Plan of January 2006. The narrative portions describe the continuance of efforts in pursuit of the strategic priority - Continuing a focus on Diversity and a Positive Climate. Since submission, additional needs have emerged and are identified in this update.

The colleges and departments have continued to engage the community in many ways and larger university level engagement has also taken place. This necessarily results in greater contact with diverse minority populations and with immigrant populations.

The newly established infrastructure as reported in January 2006 has provided the basis for the University to experience not only growth in diversity initiatives but also several “firsts” for the institution in terms of recruitment activities. This in great part is due to the support of the Chancellor and the Provost. They have provided critical executive direction and influence to encourage involvement of the campus leadership team and an appropriate allocation of resources.

// signed //

Oneida D. Blagg, Director  
Equal Opportunity and Outreach

Equal Opportunity and Outreach Staff  
Donna E. Vieweg, Senior Equal Opportunity Associate  
Rebecca J. Hall, Equal Opportunity Associate  
Bernice R. Murphy, Office Manager

*- Strengthening the Recognition that All are Equal in Dignity -*

### **Elimination of Previously Identified Barriers**

At the submission of the Affirmative Action Update in February 2006, three factors had been identified as barriers. A review of each appears below along with a description of progress:

Barrier #1 EOO staff had been performing several aspects of the hiring process. The realignment of these functions resulted in the Transition Process which was implemented in 3 phases.

Update: With the addition of senior level Human Resources staff positions, the balance of hiring functions have been successfully reallocated to Human Resources with two exceptions: certain aspects of faculty hiring, and notification to payroll of hiring approval for job candidates.

Barrier #2 Protected category data (race, color, age, etc. and other information on applicants, faculty and staff had been collected, maintained and disclosed in a very casual and unsecured manner. This resulted in the Retrieval Process, an initiative to identify, gather, retrieve and redact such data.

Update: Barrier has been eliminated.

Barrier #3 Given that the EOO staff had been performing certain human resource functions, the opportunity had not existed for the development of equal opportunity specific skills. This resulted in intense staff development activities. A new customer service model has also been implemented where staff associates were assigned to provide consultation to departments and colleges. This replaced the previous practice where staff interacted with the university based on specific function.

Update: Barrier has been eliminated.

Progress in each of these areas represents reduced liability for the institution. Guidance on classification, hiring procedures, and salary studies now comes from staff in Human Resources who have expertise in these areas. The Retrieval Process concluded in August 2006 and resulted in the collection/redaction of over 8,000 individual documents. Administrators now do not have access to protected category data. Instead it is handled by the appropriate university entities, Equal Opportunity and Human Resources. Due to the fact that EOO retains custody of this data, the concerns related to unintended disclosure are greatly reduced. As a result of the reallocation of duties, some of which continued to occur since February 2006, EOO staff has continued to develop equal opportunity related skills, specifically related to recruitment planning, more refined and articulated intake procedures for complaints, requests for accommodations for persons

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with disabilities, interventions, and responses to incidents. Staff skills have also increased in the area of workforce training, preparing position statements, responding to legal interrogatories, and processing settlements to complaints. The associate model of customer service remains in place as it facilitates well-rounded consultation as the associates are familiar with the budget, demographics, dynamics and histories of their affiliated colleges and departments.

With the revision of internal processes the Director has authored new content reflecting these changes for the EOO website. In addition, the entire website will soon be updated using the University's new content management software for improved appearance. This priority was established in October 2006 based on the EOO' recommendation.

### **On-Going Identification of Barriers**

Consistent with the Strategic Priority of enhancing the focus on diversity and positive climate, barriers continued to be identified and analyzed. Emphasis was placed on any practices that might impact entry into the workforce. In this case, it was clear that the preparation of hiring committees required review.

Hiring practices of search committees for the previous year concluding in May 2007 were studied to determine if this presented any barriers. In June 2006 – July 2006 EOO identified specific concerns in the search process hiring practices to the Provost and Associate Provost. More than being simply a barrier, it was clear that this was a vulnerability for the institution. The preparation of search committees was an area needing refinement as it related to the ability of the University to improve diversity in the workforce. Thus, EOO recommended training for supervisors be conducted and co-presented by Human Resources and EOO to enhance knowledge of hiring practices.

The analysis of hiring practices as a barrier involved tracking demographic voluntarily submitted applicant data which is collected during the hiring search. This is done in order to identify the effectiveness and progress of outreach to diverse populations. Data is analyzed within major University divisions; for faculty and staff; and for the University as a whole. The Applicant Analysis for FY 2006 appears at **Attachment A**. This data was summarized and provided to the Office of the Provost along with information on trends in the human relations climate as evident from complaints and inquiries from applicants.

As a result of this advisement, during September – October 2006, the Provost announced that training would be mandatory for chairs of faculty search committees and that faculty lines would not be released for advertisement unless chairs received training. Over the next few months the Provost and the Associate Provost advocated for and continue to encourage chairs to attend the hiring training. To date, 53 faculty and staff search committee chairs and members have received this training. **See Attachment B**

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An additional barrier has been identified in area of accommodations for persons with disabilities and access to campus. To address these concerns, a Disability Access Committee was created in March 2007. It has received an initial orientation from EOO regarding the ADA. The committee has created 3 task forces one of which relates to policies. The work of this task force will be to identify the range of related independent policies that may exist on campus and then to propose overarching principles for greater consistency and, if needed, compliance. Meeting notes appear at **Attachment C**. Other efforts to reduce this barrier include EOO input to a procedures manual for those with responsibilities for classroom assignment and other accommodations.

**Benchmarks**

While the following activities were not identified as goals in February 2006 for the Affirmative Employment Executive Summary, it became clear that they needed to be addressed. Each is significant in that they represent a continuance of the institutional shift in approaches to diversity, that is developing practices at logistic and administrative levels that reflect the importance of diversity. This approach moves the University closer to weaving diversity into the fabric of the institution. It also reflects current trends and best practices.

The Provost endorsed the identification of faculty and staff to attend, along with EOO staff, the March 2006 Achieving Diversity Conference presented by the Association of College and Administrative Professionals in Memphis, TN. Based on a recommendation from a member of the Dean's Council this Diversity Team was established on a permanent basis to assist with recruitment efforts, specifically to serve as the faculty contact for diverse candidates. The names of the Diversity Team members appear at **Attachment D**.

Efforts to promote awareness for the need for diversity on the Lowell campus continued to focus on developing an executive direction and an appropriate public image. Progress in this regard began laying the foundation in terms of including diversity in the University priorities and developing a tag line for diversity to appear on new college brochures.

- In collaboration with Provost and Associate Provost, a diversity oriented tagline was developed for use on all new college brochures: "Education for a Diverse World".
- EOO recommended to the Chancellor and the Provost the addition of a diversity related priority to the newly developed list of campus priorities. The new priority was announced on September 20, 2006: "Make strategic improvements in diversity at the University". In order to enhance this goal the Chancellor informed campus leadership that a welcoming campus climate was critical in order to attract and in fact retain diverse candidates to the campus. Thus, climate

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became a central theme in the diversity education for staff and faculty. See **Attachment E**.

This strategy remains a necessary precursor to the advancement of diversity efforts, one of which is improving workforce representation. It has also facilitated the initiation of a recruitment campaign that conveys authentic interest in recruiting diverse candidates, and a presence in venues most likely to attract diverse candidates.

In November 2006 several members of the university attended the New England Conference on Race Relations. EOO recommended that Administration invite attendees to a debriefing session to discuss the development of diversity initiatives on campus. With support of the Associate Provost and Associate Vice Chancellor for Academic Affairs, EOO established contact with attendees to begin soliciting areas of interest to be discussed in a debriefing session.

EOO facilitated a brainstorming session in January 2007 involving conference attendees, Chancellor, Provost, Associate Provost, Vice-Chancellor for Academic Affairs, faculty and staff. The purpose of this session was to identify recommendations for diversity initiatives for the Chancellor's consideration. Throughout February and March, the results of the debriefing sessions were summarized and participants provided input on a time frame for the implementation of the initiatives. Areas identified included the need for a definition of diversity. A summary of suggestions was forwarded to participants who provided input on the feasibility and implementation schedule. EOO summarized results and forwarded recommendations to the Chancellor. The full set of recommendations appears at **Attachment F**.

The FY 2008 EOO budget request was prepared and submitted in February 2007. All budget requests were expected to align with University priorities. Given the diversity priority, the largest allocation of funds in the EOO budget request was proposed for minority recruitment efforts involving members of the Diversity Team.

During March – May 2007, EOO provided individual consultation to Vice Chancellors and Deans to solicit input on barriers that may exist for minorities and women in the university and in their units. In addition, administrators were advised of their under representation, planned recruitment activities and their role in minority recruitment. Also discussed were positive or negative trends that may have emerged in the human relations climate within their units as evident from complaints and other forms of feedback. In these discussions it was clear that the provision of accommodations to students with disabilities required some refinement as related to two groups of students, continuing education students and hearing impaired students who may request signers. There is a need to develop an expedient manner to secure funds to pay for this accommodation.

EOO conducted training on hiring procedures for members of the Diversity Team enabling them to provide assistance in their departments and colleges on search

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processes. Another area requiring attention was the language in the union contracts. The occasion of collective bargaining in April 2007 lent an opportunity for EOO to recommend language for all union contracts clarifying the articles related to the following areas: non-discrimination, affirmative action, retrenchment, recall, filling vacancies, and annual merit and PMYR evaluations. This was done to emphasize the need for performance standards as a motivator to support diversity initiatives. See **Attachment G**.

During the budget hearings in April 2007, the Interim Vice Chancellor for Enrollment and Student Affairs identified additional concerns related to the provision of accommodations for student with disabilities. A change in allocation resources is necessary to reduce vulnerability for the University in this area.

***Consideration:***

While this report clearly represents continued growth in the planning and implementation of equity, diversity and affirmative action programs it has not been possible to meet the projected timeframes as indicated in Affirmative Action Update of 2006. This is due to an unexpected change in EOO staffing which resulted in a vacancy in the Assistant Director position with recruitment related duties. Funding concerns have prevented the announcement and filling of this position. Thus, as a result the following revised timetable is being implemented.

**Strategies to Attract Minorities - Outreach**

Goal: Research minority organizations and recruitment sources.

Progress: October-November 2006 - Identified 108 minority serving institutions.

April 2007 - Began identification of department chairs at minority serving institutions.

Goal: Increase minority representation as indicated; greater recruitment of African American/Black and Hispanic applicants (faculty and professional non-faculty staff).

Progress: Minority percentage remains the same during this update. However, in addition to contacting over 535 individuals in the course of additional efforts to increase diversity in the applicant pool include the following:

May-November 2006 - UML was a sponsor at five diversity recruitment fairs. Sponsorship included radio advertisement and print media advertisements. In two events, UML and UMB shared cost of sponsorship. See **Attachment H** for the fairs and advertisements.

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November 2006 - With the concurrence of the Search Committee for the Lowell Chancellor, EOO made in-person contacts to recruit diverse candidates for candidate search. This was followed by a letter to each of the individuals contacted providing them with a position description.

February-March 2007 - Design of advertisement designed to attract diverse using photographs of diverse faculty and staff specifically shot for this purpose.

April-May 2007 - Publication of advertisements in Diversity Boston and The Hispanic Outlook in Higher Education. See **Attachment H**.

May 2007 – University sponsors Diversity Career Fair Boston. See **Attachment H**.

Goal: Initiate contact with identified venues and establish professional affiliations.

Progress: January-February 2007 - Researched and identified sources for publication of recruitment advertisements, print and on-line. Clarified publication schedule and timing of issues to determine which might be suitable for potential advertisements based on the focus of the issue.

**Note:** The approach moved from simply identifying the cost for publishing a single announcement to the production of a photo advertisement that emphasizes the types of jobs opening and directs viewers to visit the UML website to read individual announcements. It has not yet been feasible to develop to establish ongoing relationships.

Goal: Plan a reception for key leaders and professionals in minority affiliation/organizations. (The progress on this goal is presented together with the following goal's progress.)

Goal: Host reception for key leaders and contacts/conduct reception annually.

Progress: May 2007 - While it has not been possible to fully implement this goal, EOO is currently in the process of contacting various organizations by letter who have been receiving copies of UML job announcements to invite them to partner with UML in our diversity recruitment efforts. The mailing will include a copy of the EOO annual Report for FY 2006 and a copy of the recent photo advertisement in Diversity Boston.

October 2007 - In addition to inviting the organizations to partner with the University, they are also being notified of upcoming plans to host a reception on campus for them.

**Note:** The Referral List is reviewed on a continuing basis. Additional organizations and contacts will be established and added in preparation for the next annual reception. See **Attachment I** for the current list.

### **Climate Maintenance Strategies**

Goal: Presentation of training in sexual harassment prevention, civility and other subjects.

Progress: The start of quarterly training was deferred from March to July 2006. In July 2006 EOO introduced the “Be Part of The Solution Series” which offers different sessions on various diversity topics. Since then 286 faculty and staff have received training in diversity subjects as indicated in **Attachment J**. Each session addresses bullying, civility and respect.

In each of the sessions, each individual’s responsibility to uphold and maintain a civil and welcoming climate is emphasized. In addition, the administrative announcement and relevant laws are also discussed.

Goal: Prepare a quarterly EOO newsletter on diversity subjects and cultural observances.

Progress: Work on the EOO newsletter began in June 2006 with immediate publication of first quarterly newsletter in July 2006. Subsequent publications occurred in December 2006 and May 2007. See **Attachment K**.

Goal: Continue cultural and ethnic displays.

Progress: Photographs of ethnic and cultural displays are attached. Material representing a wide variety of cultures is displayed in addition that which commemorates the observation of events such Hispanic Heritage Month and African American History Month. In addition, EOO also displayed health related information related information. This is an effort to demonstrate that disabilities are not simply congenital but may arise unexpectedly at any point during life. Consequently, much of the display materials refer to screening and general prevention. Also included in these displays is material related to mental and psychological disabilities. See **Attachment L**.

Goal: Installation of elevator in Dugan Hall.

Progress: Construction is currently underway. Additionally, Allen House is fully accessible with both a ramp and elevator.

Goal: Initiation of study for elevators in the Quad.

Progress: The study is currently in progress. Additionally, for the Cumnock Parking Lot, discussions are currently underway about the possibility of a redesign which would allow easier access for drop offs/pick ups.

#### **IV. Affirmative Initiatives throughout the Institution**

The demographics of the City of Lowell includes 16.5% Asian (Khmer and Thai), 14.0% Latino, and 4.2% African American or Black. Historically, there has always been a high immigrant population in Lowell and there is also a Hispanic population of 14% in Lawrence. Consequently the programs the University offers for those in this region necessarily impact diverse minority populations and immigrant populations. However some of these initiatives clearly focused on minority populations. Clearly, the University recognized that minority and immigrant populations have distinct need, many of the University programs may serve these communities in areas where need may overlap.

The activities described in this section also represent an expansion of University efforts to engage the community.

#### **Community Relations and Outreach**

Examples of UML co-sponsored events:

- National debut of "Where Elephants Weep," a Cambodian-American contemporary opera, with three performances at Lowell High School which attracted a highly diverse audience of more than 4,000 people from the city and region. UML's partners in this project included the Cambodian Expressions Program of Middlesex Community College, the Angkor Dance Troupe of Lowell, and Light of Cambodian Children, a Lowell nonprofit organization. This was a major outreach to the Khmer community.
- A yearlong study of the city's creative economy, which included a survey of the world culture initiatives in the city and interviews with leaders in the African, Brazilian, Latino, and Cambodian communities. The report will call for a greater inclusion of underrepresented communities in the city's cultural organizations, institutions, and activities. The Lowell Plan Inc co-sponsored this effort.
- Bread and Roses Festival in Lawrence, which showcases the cultures of the many ethnic peoples of Lawrence. The festival is attended by thousands of people.
- A monthly cultural expo with films, music, food and art that highlights Lowell's diverse population. This past year, Destination Lowell events celebrated the cultures of Brazil, Cambodia, India, Italy, Greece, Ireland, and other nations. The monthly programs are scheduled on Thursday evenings for the convenience of UML students, faculty, and staff. UML co-sponsored with the Cultural Organization of Lowell and other partners year two of Destination Lowell.

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- The Teams Academy offered advance science and engineering course work to students at their own schools. This is a collaboration involving Graduate School of Education, College of Engineering, College of Arts and Science; Science.

### **Additional Initiatives**

The Office of Outreach, in partnership with the Center for Family, Work, and Community, worked with a Volunteer in Service to America (VISTA) to compile an inventory of all UML outreach activities in Lawrence, many of which benefit underserved communities in Lawrence, especially in the areas of education and health.

Working through the UML Broadcast and Student Media Center, the Office of Outreach strengthened services provided to the community producers of radio programs on WUML-FM, 91.5, the campus radio station. The station offers foreign language programs and ethnic music programs for the Latino, Khmer, Indian, Greek, French Canadian, and other local communities. The programs are heard by thousands of people in the region.

### **Enrollment and Student Affairs**

Diversity interests are embedded in the program in this division. Significantly, in January 2007, the Vice Chancellor of the Division announced that the Lowell Campus is partner in the \$2.37 million 5 year National Science Foundation grant awarded to the UMass system to increase Science Technology Engineering and Mathematics graduates.

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

Increase of “on – the – spot” information/accept programs at the following community colleges which serve many low-income students and students of color:

- Northern Essex Community Colleges: Lawrence & Haverhill campuses
- Middlesex Community College: Lowell & Bedford campuses
- Mass Bay Community College
- Bunker Hill Community College
- Roxbury Community College
- Springfield Technical Community College
- Massasoit Community Colleges

### **New Initiatives:**

Collaboration with C.A.M.P: Cambodian Americans Majoring in Psychology Grant Program (geared towards increasing #s of Cambodian Americans from Lowell HS

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majoring in Psychology)

Expanded visitation to Upward Bound Program: we've added Simmons College Upward Bound Program (in addition to Wellesley/M.I.T)

Nellie Mae Partnership for College Success Grant: (year-long participation via conference workshops and collaborating with Lowell HS staff to increase college access)

Massachusetts College Compact: College Access Fellows Program (supervision of two interns involved with campus "mapping" of college access resources and challenges)

MySpace Marketing project: Consulting with senior level management course to pilot an admissions recruitment using social networking via the internet.

Women in Science (W.I.S.E): Collaborating with team of University Advancement, Prof. Ruth Tanner, and representatives from Raytheon to revive program.

Research Symposium: Successful in attracting 80-85 students from Boston Latin Academy and Lowell High School to the program to showcase research opportunities at UML

**Members of the Admission Staff participate in the following:**

- Vertical Alignment Team activities that involve UML Math Department faculty meeting with high school students at Lowell HS to discuss curriculum alignment and the UML Admissions process.
- Lawrence High School re-design project and discussion group. (a tremendous networking opportunity between UML Deans & staff and Lawrence HS Superintendent and Principals)
- Lawrence Higher Education Resource Center as board members
- Frequent visits to both Lowell and Lawrence High School
- Tours are being planned for every G.E.A.R Up program
- Diversity is reflected in the composition of the tour guide team.
- Students of color are encouraged to enroll in the Passport Admitted Students Website
- Kids-2-College: Early college awareness programming for students k-8
- On-site admissions at Lawrence HS and Lowell HS

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- Guidance Counselor Hockey Night: Invited counselors from Boston public schools
- PACE Program for Transfer students: expanded visit program involves students from North Essex Community College
- Transfer advising appointments are available for Lowell Connections Students

**Graduate School of Education**

The Center for Field Services and Studies, housed with the Graduate School of Education, coordinates university-wide outreach to PK-12 schools in the northeast region of the Commonwealth. Specific initiatives in the past year include the following.

- **The Bartlett Community Partnership School** located in the nearby low income neighborhood, benefits from the participation of 120 UML faculty, students and staff as part of their academic programs or as volunteers to enhance the quality of education in this PK-8 school.
- **Tsongas Industrial History Center** (in collaboration with the Lowell National Historical Park) offers hands-on industrial history that serves 65,000 people annually in offering teacher workshops and school field trips, after-school programs and summer camp to students in grades 3-12 through. Experiential learning opportunities are coordinated with school curricula with special outreach to urban schools.
- **College Prep** and **New Horizons** serve 250 high school students each year in school year and summer drop out programs in Lawrence and Lowell, respectively. Graduates of these programs frequently enroll in UMass Lowell.
- **Northeast Network of the STEM Pipeline** helps schools and colleges collaborate to improve the quality of teaching and enhance career awareness in STEM fields. In 2007, 65 middle school teachers will participate in the professional development programs. Urban schools receive priority attention.
- **UML Academy for Technology, Engineering and Math-Science (TEAMS)** brings academically accelerated high school students to campus for challenging applications of science, technology, engineering, and math. Special attention is given to gender balance and underrepresented groups.

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- **Lawrence Educational Advancement Program (LEAP)** has served 40 teachers who earn graduate credits for license as a principal, providing competent stable leadership for the Lawrence schools.
- **The Mary Bacigalupo Education Forum** and Community Action Group promote the “community role in educational excellence” by sponsoring speakers and organizing community participation in Lowell Schools.
- The Teams Academy offered advance course work to students at their own schools.

### **School of Health and Environment**

Donated several microscopes to the Boys and Girls Club in Lowell and to the Girls Inc of Greater Lowell.

College Dean recommended the formation of a group of faculty and staff to assist with minority recruitment efforts (This became the diversity team).

Physical Therapy faculty have collaborated with faculty from sociology and psychology in disability studies project.

College is administered a five year grant on health disparities that concluded in June 2006.

### **Department of Athletics**

#### Title IX Gender Equity Compliance

A campus-wide Gender Equity Committee completed a comprehensive review of the University's Title IX status and determined that the athletic program is now compliant with all but one Title IX requirement, athletic scholarships. The Committee in collaboration with the Director of EOO also developed a five-year plan to address the funding gap. The plan includes a combination of re-allocated University funds and new revenues generated from a variety of fund-raising initiatives. This represents significant progress since the last report.

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 was able to conduct the program through the summer of 2006.

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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.

Faculty in arts and science participate in disability studies with SHE faculty.

### **College of Arts and Sciences/Arts**

College Dean gave opening remarks at an Asian-American Month event in May 07.

Faculty attended the "Intergenerational Voices on Women in Science and Engineering" sponsored by the National Science Foundation. Two faculty members received and NSF National Science Foundation grant through the center for women and work.

Asian Studies minor introduced and approved by the Faculty Senate.

Khmer language class was taught for the first time this year. Course is scheduled for next semester.

College continues to offer the "Strings Project" to local area schools. This is a grant funded program introducing students to string instruments.

College has just completed the second iteration of the Gender Studies symposium.

### **College of Engineering**

Faculty visits Lawrence and Dracut High Schools with Outreach programs.

DESIGNCAMP offers weekly sessions that are totally girl campers, 5-9 grades and WISE usually gives 20 scholarships to the camp

All of the ECE Capstone projects are Assistive Technology Related.

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Recent video has been made for publication of the work the Assistive Technology Program students did in relation to a an Italian girl with a disability

SLICE program (Service Learning) is being included in course curriculum

**College of Arts and Sciences; Science:**

College hosts Women in Science and Engineering (WISE) program is a day of hands-on and interactive workshops for middle school girls led by professional women scientists and engineers. It has been organized by a Science faculty member (Ruth Tanner) and we will continue to contribute to its successful implementation.

**Update on Areas of Special Concerns: (As indicated in January 2007 Report)**

Many of these concerns are addressed both implicitly and explicitly in earlier portions of this report. However, for consistency as related to the previous report, they are briefly highlighted in this section as well.

**Advertising Venues and Costs**

Advertising in traditional publications has begun to be supplemented by advertising in venues that attract diverse job seekers. The EOO budget request for FY 2008 proposes a recruitment budget and an approach to recruitment that is projected to greatly alleviate the question of cost to individual department in that discounts are available for multiple ads throughout the year. These ads would benefit all job searches throughout the university and are more economical than department placing an individual ad. In addition, this comprehensive approach also allows for consistency to continue to emerge in diversity recruitment venues establishing needed name recognition.

**Asian Outreach**

Asians continue to be the most highly represented minority group. However, this may not include Khmer and Thai representation. Clearly though as language and other social needs are reduce for these populations, the outreach into those communities is projected to have a positive impact on these groups in the workforce. Presently though, recruitment efforts must continue to focus on increasing Hispanic and African American representation.

**Administrative Revisions and Position Announcements**

HR continues to make improvements in the preparation of position announcements providing clear guidance on how to prepare job announcements and on the importance of

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evaluating candidates based on the criteria in those announcements. Most faculty announcements are now published as “open until filled” has alleviated many of the concerns related to the timing of ads.

**Gender Equity for Faculty Salaries**

The Associate Provost, EEO Director and HR Director met on several occasions with representatives of the faculty union to address this subject. While additional work is needed, progress was made in terms of achieving agreement on the approach, philosophy and possible methods for determining and addressing pay equity.