

Executive Summary
Affirmative Action Plan
2008-2009

Office of Equal Opportunity
& Diversity

University of Massachusetts Amherst

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**CHANCELLOR'S STATEMENT ON AFFIRMATIVE ACTION
AND NONDISCRIMINATION**

Our goal is to achieve a campus where men and women of diverse groups come to understand and appreciate the variety of perspectives which diversity makes possible. In pursuit of this goal we seek to redress the imbalances described in this document. In achieving this objective we will also be in compliance with state and federal policies in this area.

Our commitment to equal opportunity means diligent efforts to protect students and employees from discrimination based upon race, creed, color, national origin, religion, gender, age, marital status, the presence of disabilities (unrelated to required tasks), veteran status, or sexual orientation.

Our commitment to affirmative action means providing an opportunity to increase employment of qualified persons from protected ethnic and racial groups, women, persons with disabilities, disabled veterans, recently separated veterans, Armed Forces service medal veterans and other protected veterans. This effort should be visible in our recruitment, hiring, promotion, transfer, training, career development, compensation, benefits, and termination decisions.

I ask every member of the University of Massachusetts community on the Amherst campus to join me in developing and implementing our 2008-2009 Affirmative Action Plan.

Date

Robert C. Holub
Chancellor

STATEMENT FROM THE ASSOCIATE CHANCELLOR

During the period between 2006 and 2008, the overall workforce of the University of Massachusetts Amherst increased by 2.5 percent. The percentage of minorities represented in our campus workforce increased from 15.0 to 16.2, with a minority headcount increase from 769 to 852. Growth on both the headcount and percentage bases occurred in the Executive, Administrative and Managerial (EAM) category (the numbers of which increased from 14 to 16), Faculty (the numbers of which rose from 213 to 234), the Professional, Non-Faculty category (the numbers of which increased from 220 to 252), Secretarial/Clerical employees (the numbers of which rose from 79 to 84), the Technical/Paraprofessional category (the numbers here increased from 28 to 31), and in the Service/Maintenance category (the numbers of which rose from 204 to 225). This period saw a decrease in the number of minorities in Skilled Crafts (the number decreased by one to 10, with a percentage decrease from 4.6 to 4.4).

For women, increases occurred on both a headcount and percentage bases in the Faculty (the numbers of which increased from 463 to 512), the Professional, Non-Faculty category (the numbers of which rose from 833 to 883), and in Technical/Paraprofessional (the numbers of which rose from 136 to 144). In the EAM, the number of women remained at 48, while their percentage representation increased slightly, from 40.3 in 2006 to 40.7 in 2008. The Secretarial/Clerical category saw a loss of 9 female workers between 2006 and 2008, from 761 to 752. In Skilled Crafts, the number of female workers declined by 2, from 13 in 2006 (5.5%) to 11 in 2008, and the percentage of women in Skilled Crafts decreased to 4.8 in 2008.

Although one may find a complete listing of the total numbers of employees within each job category elsewhere in the text of this 2008 report of the Amherst Campus workforce, and although that complete listing will reveal that we have not yet achieved the ideal, I believe that the fact that the size of our workforce increased by 2.5 percent (from 5,145 to 5,273 employees) in this period, and that the number of minority employees increased from 15.0 % to 16.2 % (from 769 to 852) represent solid forward steps in the direction of building a workforce that is prepared to guide our students in their preparation to live and work successfully in a multicultural world. Clearly this progress suggests that we have done more than merely count and record the numbers for the various federal agencies. Indeed, I count this record as a solid commitment to diversity and inclusion as core values. The campus is currently engaged in examining, and strengthening where necessary and possible, all relevant existing programs, policies, and strategies governing the recruitment, admission, and retention of students as well as faculty and staff to ensure that diversity considerations appear early enough in all the processes that they become a natural part of each such system.

Date

Esther M.A. Terry
Associate Chancellor

WORKFORCE PROFILE

The Amherst campus workforce was analyzed for its representation of women and racial/ethnic minority group members within each vice chancellor executive unit, major budgetary unit such as school/college or division, and department or program budgetary unit. Workforce analysis reports, listing personnel in each department in high to low wage order with job title enumerated as required by Title 41 Code of Federal Regulations (CFR) 60-2.11(a), are available for review in the Equal Opportunity & Diversity Office (EO&D). Definitions of protected group categories used in the workforce analysis are provided in Appendix B of the Affirmative Action Plan. Campus-wide representation of veterans and persons with disabilities including disabled veterans is monitored by the EO&D Office and included in the Affirmative Action Plan. Statistics on racial/ethnic origin, disability and veteran status are based upon voluntary, self disclosed information.

The workforce was analyzed using the EEO-6 classification system, which addresses the federal requirements set forth in Title 41 Code of Federal Regulations 60-2.11 (b). This system contains seven categories of personnel as follows: Executive/Administrative/Managerial (EAM), Faculty, Professional/Non-Faculty, Secretarial/Clerical, Technical/Paraprofessional, Skilled Crafts, and Service/Maintenance. All job titles used at the University of Massachusetts Amherst are grouped into EEO-6 categories and, within these, into job groups based on similarity in job content, wage rates, and opportunities for advancement. A listing of EEO-6 Categories, University job groups, and job titles is located in Appendix C of the Affirmative Action Plan.

A statistical summary of the campus workforce by gender, racial/ethnic category and EEO-6 category follows in Table 1, Workforce Profile. This table displays the total number of employees, the number and percentage female, the number and percentage minority, and a further breakdown of employees by racial/ethnic category. As of 3/31/08, the University of Massachusetts Amherst workforce included 5,273 employees (excludes all student employees, hourly employees, and those who work less than half-time). Women represented 50.2% of the total workforce and minority group members comprised 16.2%. The racial/ethnic breakdown of the 852 minority employees was as follows: 26 (0.5%) American Indian/Alaskan Natives, 410 (7.8%) Asian/Pacific Islanders, 214 (4.1%) Black/African Americans, and 202 (3.8%) Hispanic/Latinos.

Representation of women in the various EEO-6 workforce categories continued to follow several predicted patterns including the greatest representation of women in the Secretarial/Clerical workforce (85.6%) and the least representation of women in the Skilled Crafts area (4.8%). Women are well represented among the Professional/Non-Faculty staff where they constituted a majority (53.6%). Female representation stood at 40.7% among Executive, Administrative and Managerial positions. Women comprised 38.3% of the Faculty ranks in 2008. In the Technical/Paraprofessional area, females made up 45.3% of the workforce. Among Service/Maintenance employees, women represented 39.8% of the workforce.

Representation of minorities across the various EEO-6 workforce categories continued to vary by employment category. Minorities are employed in the greatest numbers as Professional/Non-Faculty staff (n=252, 15.3%) and Faculty (n=234, 17.5%), although their percentage representation is greatest in Service/Maintenance (n=225, 30.2%). Minorities are least well represented in the Skilled Crafts area (n=10, 4.4%). Minorities comprised 13.6% of the Executive, Administrative and Managerial category. Minority representation stood at 9.6% of the Secretarial/Clerical workforce and 9.8% of the Technical/Paraprofessional area.

With respect to minority representation within racial/ethnic category, Asian/Pacific Islanders constituted the largest employee minority group on campus (n=410, 7.8%). Black/African American employees were the second largest minority group (n=214, 4.1%), followed by Hispanic/Latinos (n=202, 3.8%). The smallest racial/ethnic minority group was comprised of American Indians/Alaskan Natives who numbered 26 in 2008, or one-half of one percent of the workforce.

Table 1
Workforce Profile
The University of Massachusetts Amherst
03/31/08

EEO-6 Category	Total #	Female		Minority		Black/ African Amer.		Asian/ Pacific Islander		Amer. Ind./ Alaskan Native		Hispanic/Latino	
		#	%	#	%	#	%	#	%	#	%	#	%
Executive/Admin./Managerial	118	48	40.7	16	13.6	11	9.3	3	2.5	1	0.9	1	0.9
Faculty	1,336	512	38.3	234	17.5	64	4.8	115	8.6	4	0.3	51	3.8
Professional/Non-Faculty	1,647	883	53.6	252	15.3	68	4.1	127	7.7	10	0.6	47	2.9
Secretarial/Clerical	879	752	85.6	84	9.6	31	3.5	20	2.3	3	0.3	30	3.4
Technical/Paraprofessional	318	144	45.3	31	9.8	11	3.5	6	1.9	0	0	14	4.4
Skilled Crafts	229	11	4.8	10	4.4	2	0.9	0	0.0	3	1.3	5	2.2
Service/Maintenance	746	297	39.8	225	30.2	27	3.6	139	18.6	5	0.7	54	7.2
TOTAL	5,273	2,647	50.2	852	16.2	214	4.1	410	7.8	26	0.5	202	3.8

WORKFORCE CHANGE

The workforce was analyzed for changes in its composition by reviewing three years of data extracted from the PeopleSoft Human Resources System and analyzed using the Criterion Affirmative Action Management System. Table 2, Workforce Change, presents annual workforce statistics for years 2006 through 2008, and includes the total number of employees, the number and percentage female, and the number and percentage minority, for each EEO-6 Category.

The size of the Amherst campus workforce continued to rebound, after falling to a low of 4,757 employees in 2004. During the 2006-2008 time period, the total number of employees increased by 128, from 5,145 in 2006 to 5,273 in 2008; this represents a 2.5% increase. The total number of women in the workforce increased from 2,560 in 2006 to 2,647 in 2008, and the percentage female increased slightly to 50.2 in 2008. The total number of minorities increased by 83, from 769 in 2006 to 852 in 2008, and the overall percentage of minority employees increased from 15.0 in 2006 to 16.2 in 2008.

As compared to 2007, the size of the overall workforce in 2008 increased by 31, from 5,242 to 5,273 employees. The one year increase in the total number of women in the workforce was 22 and their percentage representation inched up to 50.2. The one year increase in the total number of minority employees was 38, and the percentage representation of minorities rose from 15.5 in 2007 to 16.2 in 2008.

For minorities, growth on both a headcount and percentage basis between 2006 and 2008 occurred in six out of seven EEO-6 workforce categories as follows: EAM, Faculty, Professional/Non-Faculty, Secretarial/Clerical, Technical/Paraprofessional and Service/Maintenance. The largest increase for minorities was in the Professional/Non-Faculty area, where the number of minority employees increased by 32, from 220 (14.1%) in 2006 to 252 (15.3%) in 2008. In the Faculty, the number of minorities increased by 21, from 213 to 234, and the percentage representation of minority faculty increased from 16.5 in 2006 to 17.5 in 2008. In the EAM category, the number of minorities increased from 14 in 2006 to 16 in 2008, and the percentage representation increased from 11.8 to 13.6. The number of minorities employed in Service/Maintenance grew by 21, from 204 (27.6%) in 2006 to 225 (30.2%) in 2008. Smaller increases for minorities were seen in the Secretarial/Clerical and the Technical/Paraprofessional areas. The number of minority employees in Secretarial/Clerical increased by 5, from 79 (8.9%) in 2006 to 84 (9.6%) in 2008. In Technical/Paraprofessional, there was a gain of three minority employees, and their numbers increased to 31 (9.8%) in 2008. There was a decrease of one minority employee in Skilled Crafts, from 11 in 2006 (4.6%) to 10 (4.4%) in 2008.

For women, increases on both a headcount and percentage basis between 2006 and 2008 occurred in the Faculty, Professional/Non-Faculty, and in the Technical/Paraprofessional categories. Growth for women occurred in the Faculty, where the number of women increased by 49, from 463 in 2006 to 512 in 2008; the percentage representation of women faculty increased from 35.8 in 2006 to 38.3 in 2008. Women increased their headcount by 50 in the Professional/Non-Faculty category; from 833 (53.4%) in 2006 to 883 (53.6%) in 2008. The number of female workers in Technical/Paraprofessional increased by eight to 144, and the percentage representation of women in these occupations increased from 44.7 in 2006 to 45.3 in 2008. In the EAM, the number of women remained at 48, while their percentage representation increased slightly, from 40.3 in 2006 to 40.7 in 2008. The Secretarial/Clerical category saw a loss of 9 female workers between 2006 and 2008, from 761 to 752. This area is still a stronghold of female employment, as women made up 85.6% of Secretarial/Clerical employees in 2008. In Skilled Crafts, the number of female workers declined by 2, from 13 in 2006 (5.5%) to 11 in 2008, and the percentage of women decreased to 4.8 in 2008.

Table 2
Workforce Change
The University of Massachusetts Amherst
2006-2008

EEO-6 Category	Year	Total	Female		Minority	
		#	#	%	#	%
Executive/Admin./Managerial	2008	118	48	40.7	16	13.6
	2007	125	49	39.2	18	14.4
	2006	119	48	40.3	14	11.8
Faculty	2008	1,336	512	38.3	234	17.5
	2007	1,334	493	37.0	221	16.6
	2006	1,295	463	35.8	213	16.5
Professional/Non-Faculty	2008	1,647	883	53.6	252	15.3
	2007	1,622	866	53.4	243	15.0
	2006	1,561	833	53.4	220	14.1
Secretarial/Clerical	2008	879	752	85.6	84	9.6
	2007	895	769	85.9	80	8.9
	2006	889	761	85.6	79	8.9
Technical/Paraprofessional	2008	318	144	45.3	31	9.8
	2007	307	136	44.3	31	10.1
	2006	304	136	44.7	28	9.2
Skilled Crafts	2008	229	11	4.8	10	4.4
	2007	225	12	5.3	10	4.4
	2006	237	13	5.5	11	4.6
Service/Maintenance	2008	746	297	39.8	225	30.2
	2007	734	300	40.9	211	28.7
	2006	740	306	41.4	204	27.6
GRAND TOTAL	2008	5,273	2,647	50.2	852	16.2
	2007	5,242	2,625	50.1	814	15.5
	2006	5,145	2,560	49.8	769	15.0

AFFIRMATIVE INITIATIVES

Employment

The University of Massachusetts Amherst is committed to providing an opportunity to increase the employment of qualified persons from protected racial and ethnic groups, women, persons with disabilities, and protected veterans. The following programs and procedures help to illustrate the campus' commitment in this area.

The Search Process

One of the ways that the campus seeks to provide opportunity is through its active monitoring of the search process. The Equal Opportunity and Diversity Office (EO&D) reviews recruitment plans and advises search committees and hiring authorities on matters related to affirmative action and equal opportunity. Department heads and/or search committee chairs will normally be informed by EO&D when, based on the utilization analysis, there are affirmative action goals for a position vacancy. Guidelines on how to incorporate affirmative action principles into the search process are included in the campus' *Search Procedures: Faculty and Professional Staff*; this document is distributed to all hiring authorities. EO&D routinely reviews search related documentation to ensure that campus procedures have been followed and to offer technical assistance.

Faculty Recruitment and Retention

The goal of increasing the diversity of the faculty and supporting the long-term success of faculty from underrepresented groups requires a coordinated strategy of several components. The Provost's Office appointed a senior faculty member in 2005 as the Associate Provost for Faculty Recruitment and Retention; this individual assists in developing guidelines to support and facilitate the recruitment of a diverse and high quality faculty. The Deans have been directed to develop and distribute faculty hiring plans based on availability data for women and minorities. During Academic Year 2008-09, 78 new tenure system faculty members were hired. Of these, 33 (42.3%) were women, and 27 (34.6%) were members of a racial/ethnic minority group; this included 9 African Americans; 4 of Hispanic/Latino descent; and 14 of Asian/Pacific Islander heritage. Over the last decade, out of a total of 515 tenure system faculty hires, 226 (43.9%) were women, and 141 (27.4%) were members of a racial/ethnic minority group.

The Office of Faculty Development (OFD) supports faculty in their roles as scholars, teachers, and members of the University and wider community. Its mission is to assist new and underrepresented faculty develop and advance their careers, particularly as they work towards tenure and promotion. OFD has developed a strategic array of Mutual Mentoring-driven programs and resources. In 2007, the OFD established two new faculty grant programs and a Five Colleges professional network to encourage mentoring as part of UMass Amherst's new Melon Mutual Mentoring Initiative, which is funded by a three-year, \$400,000 grant from the Andrew W. Mellon Foundation.

Classified Positions

The Employment Office, a department within Human Resources, accepts applications from current classified employees and off-campus applicants, administers qualifying tests, and processes notices of position vacancies, including producing and distributing position announcements. For off-campus applicants, the Employment Office forwards rosters of qualified applicants to the hiring official; the rosters are determined by a computerized matching of the requisite skills for the position

as identified by the hiring official and applicant qualifications as self-identified by the applicants. On-campus applicants are referred according to union guidelines.

In the area of classified employment, vacancies in job groups where women or minorities are underrepresented can be targeted for special recruitments efforts. The department head or hiring authority will be notified via memorandum by the EO&D Office when a position is designated as an Affirmative Action Target Position. The purpose of the targeting process is to ensure that, in accordance with contractual agreements, qualified women and minority candidates receive full consideration for positions that fall within job groups that have been determined to be underutilized.

This past year the Employment Office continued and strengthened its recruitment efforts for qualified African-American and Latino applicants by taking a lead role in Five College Inc. job fair in the greater Springfield/Holyoke metropolitan area. The Employment Office also worked with the campus Police Department to expand female and minority participation in the police entrance examinations it conducts on behalf of the campus police.

Improving Campus Diversity

A special Commission on Campus Diversity at the University of Massachusetts Amherst was appointed by Chancellor John V. Lombardi during fall of 2004. Saying that he was “seriously concerned about the effectiveness” of the campus’ approach to diversity issues, Chancellor Lombardi asked the 23 member Commission to assess the campus record and to make recommendations for improvement. Chaired by Dr. Orlando Taylor, Dean of the Graduate School of Howard University in Washington, D.C., the Commission delivered a comprehensive report to Chancellor Lombardi in March, 2005. The report, entitled “*Diversity and Inclusion at UMass Amherst: a Blueprint for Change*” featured recommendations designed to enhance and sustain an inclusive environment at UMass Amherst.

After a period of extensive public review and commentary on the recommendations offered by the Commission, Chancellor Lombardi released a plan of action entitled “*On Improving Campus Diversity Action Plan, April 29, 2005.*” This plan proposed action in the two major areas of Academic Affairs and Student Affairs, outlined many new programs, reaffirmed the importance of some established programs, and called for a variety of new initiatives. Associate Chancellor Esther Terry was named to assume responsibility for monitoring and tracking the implementation of the plan and to coordinate with all relevant units the development of an implementation schedule.

In June of 2007 Associate Chancellor Terry released a progress report entitled, *Continuing a Focus in Diversity and Positive Climate: An Update of the Actions Indicated in the Campus “Action Plan”*. This report details both the steps that were proposed in the “Action Plan” of April, 2005 and a listing of the actions that had been taken by the campus in response. Within Academic Affairs, major areas included: Improving Undergraduate Advising; Faculty Recruitment and Retention; Faculty Development; and Re-Thinking General Education. Within Student Affairs, major areas included: Reorganization; Undergraduate Recruitment; and Retention.

Mentoring

The *Mutual Mentoring Initiative* is a campus-wide faculty development initiative that seeks to support, develop and retain new and under-represented faculty through mentoring; this program is funded by a generous three-year grant from the Andrew W. Mellon Foundation. With this grant, the Provost’s Office and the Office of Faculty Development have established two grant programs for UMass Amherst faculty.

- The Mellon Mutual Mentoring (M³) Grant Program: M³ Grants are team mentoring grants designed to support faculty-driven, context-sensitive mentoring projects for early career or

underrepresented faculty based at the departmental, school/college, interdisciplinary, or inter-institutional levels.

- The Mellon Mutual Mentoring Micro-Grant (M⁴) Program: M⁴ Grants are individual mentoring grants that are intended to encourage pre-tenure faculty to identify desirable areas for professional growth and opportunity, and to develop the necessary mentoring relationships to make such change(s) possible.

Training Programs

During the past year, the campus' *Labor Management Workplace Education Program* (LMWEP) conducted 520 hours of classroom training on workplace ESOL and offered workshops and courses to address issues of classism and conflict in the workplace that affect the non-exempt workforce on campus. LMWEP was also successful in securing additional grant funding to provide educational services at workplaces throughout western Massachusetts. The grant funding allowed LMWEP to address pressing regional diversity-related issues such as education for a workforce in need of workplace English skills and education geared to older employees via a four employer, three union model partnership coordinated by LMWEP. This effort received statewide attention as an innovative workplace training model.

In response to campus need for more training opportunities, the *Office of Equal Opportunity & Diversity* expanded the number and variety of educational workshops and trainings it provides to the campus community to assist in combating sexual harassment, discrimination and retaliation. The following types of workshops/trainings are provided: Diversity Training, New Employee Training, Complaint Handler Training, Individualized Training, Search Procedures Training, Sexual Harassment Prevention Training, and Harassment/Discrimination Prevention Training. This expanded training program is being rolled out during 2008-09. Workshops can be tailored for specific audience needs or workplace area; separate trainings can be provided for supervisors.

Workplace Learning and Development (WLD), a division of Human Resources, continued to provide organizational development services to support diversity and inclusion across campus by facilitating diversity related retreats, by designing and delivering ongoing customized diversity training, by responding to requests from a variety of campus departments and organizations to support the improvement of supervision, and by continuing its work with client organizations on comprehensive diversity audits. WLD has worked on diversity and inclusion issues with departments and organizations in each of the executive areas of the university.

A cornerstone of the WLD training program for supervisors is the Supervisory Leadership Development Program. This six series program focuses on four competency areas: Managing Self, Managing Others, Managing the Work, and Managing the System. Included in these competencies are both the knowledge and skills required to be an effective manager in a multicultural workplace. Administration & Finance (A&F) continues to require that anyone supervising other employees attend some level of supervisory training.

This year WLD partnered with Public Safety to develop both their internal diversity training programs and the capacity of Public Safety Officers to deliver these programs. For FY'08 "Policing in Today's Society", a four hour training was designed and delivered to all Public Safety staff (60 staff members in seven sessions), in May and June of 2008. This Program was also delivered last summer for Mount Holyoke, Smith and Hampshire College Public Safety staff (32 staff members).

WLD offered a certificate series focusing on the respectful workplace. This three part certificate series assists participants with developing a comprehensive perspective on the importance of a respectful workplace, the tools needed to foster and sustain a respectful workplace and strategies to apply when disrespect exists in the workplace. In addition to offering diversity specific sessions, all workshop facilitators presenting programs incorporate diverse perspectives into training sessions.

WLD offered Respectful Workplace training to several departments on campus and continued to offer organizational services which promote the respectful workplace and assisted many departments with collaboratively developing their own respectful workplace guidelines. WLD continues to facilitate the new employee orientations for A&F and Student Affairs which focus on expectations for the respectful workplace.

Student Programs: Academic Affairs

A number of the schools and colleges within Academic Affairs have developed **recruitment and retention programs** aimed specifically at increasing the number of underrepresented students at UMass Amherst. An overview of some of these programs is provided.

College of Engineering:

The College has a professionally staffed office – The Diversity Programs Office – which directs two long-term programs concerned with the retention and recruitment of minority and female students: the Multicultural Engineering Program (MEP) and the Women in Engineering Program (WEP).

The Diversity Programs office continued to offer services and programs that included seminars, tutoring, professional development and leadership opportunities, industry-speakers and social events to help students achieve their academic goals. As part of their activities to reach K-12 female and minority students, WEP hosted annual career day for high school students in October 2007 and in conjunction with The Society of Women Engineers worked with the Western Massachusetts Girl Scout Council to host “Girls Scouts Day.” In 2007-2008, new expanded space in Marcus Hall was refurbished for the use of MEP, WEP and our new chapter of Engineers without Borders.

College of Natural Sciences and Mathematics:

Faculty from Natural Sciences and Mathematics (NSM) continue to collaborate actively with the Northeast Alliance for Graduate Education and the Professoriate (NEAGEP) in graduate recruiting and networking. Two of the co-PIs for this program are NSM faculty. Several departments, including Computer Science and Polymer Science & Engineering, ran active and successful weekends for recruiting minority graduate students. The Chemistry Department sponsors underrepresented minority students as part of the UMass Amherst Summer Program of Undergraduate Research, a NEAGEP affiliate. Four African American students were involved in summer 2008. Computer Science is the lead department in the Commonwealth Alliance for Information Technology Education that received nearly \$2 million in NSF funding in an effort to recruit more women and minorities into careers in information technology and computing.

Isenberg School of Management:

The Undergraduate Programs office applied for and received a \$500,000 gift from the Ernst & Young Foundation to enhance the recruitment efforts of students of color. Specifically, this gift has created the Ernst & Young Partners in Education program, which will help in the recruitment, orientation, and progression of students of color through the Isenberg School of Management Bachelors of Business degree program. We would not have received this gift without the involvement of faculty and staff members who are committed to the promotion of a diverse environment within the Isenberg School.

School of Nursing:

In a continuing effort to recruit more minority and disadvantaged students to the field, the School of Nursing (SON) at UMass Amherst has been involved in the “Embracing the Challenge” program. In 2008, a series of three “Cultural Awareness and Proficiency” workshops were offered to SON students, faculty and staff through this project. Over 200 nursing students, faculty and staff participated in these workshops. This project held its Third Annual Nursing Conference on November 18, 2008, and works to encourage minority and disadvantaged youth in middle and high school to consider nursing as a career.

School of Education:

Each of the School of Education’s three academic departments, Educational Policy, Research and Administration, Student Development and Pupil Personnel Services, and Teach Education and Curriculum Studies, received funding from the Graduate School’s Graduate Recruitment and Retention Initiative, with matching funds from the School, to enhance their efforts to recruit and retain high quality diverse graduate students. Activities include attending national conferences, hosting events for potential local students, developing and distributing promotional materials, and supporting diverse graduate students to attend the School’s Centennial Celebration and Dinner in June, 2008.

School of Public Health & Health Sciences

SPHHS has actively pursued new learning opportunities to address diversity and health disparities. Through a recent USDA-funded scholarship program in Nutrition, five underrepresented undergraduate students can receive \$6000 scholarships for 3 years to study nutrition. Kinesiology faculty are actively involved in the Northeast Alliance for Graduate Education and the Professoriate to recruit and support underrepresented doctoral students, and Professors Braun and Alhassan recently received a Diversity Grant from the University to incorporate diversity into the Kinesiology curriculum. Many new courses have been developed in the past two years, including those addressing global health, health disparities, multiculturalism, and social justice.

The Graduate School

The mission of the Graduate School is to advocate, enhance, and support graduate education and the research, scholarship, teaching, academic outreach, and economic development associated with graduate level work. The Graduate School continues to make important contributions in supporting and advancing graduate education and scholarly activities of graduate students, faculty, and staff from diverse and underrepresented groups. The following programs are actively supported: The Northeast Alliance for Graduate Education and the Professoriate; Graduate Student Recruitment Awards, and other programs and opportunities designed to enhance the chances of success of our enrolled graduate students. Supported opportunities include internships, travel grants, fellowships and scholarships.

The Office of Graduate Student Recruitment and Retention (OGSRR) facilitates the recruitment and retention of graduate students. The OGSRR director coordinated several “recruitment teams” of faculty, graduate students and staff travel to regional and national recruitment events, such as the Annual Biomedical Research Conference for Minority Students, the Society for the Advancement of Chicanos and Native Americans in Science, the National Organization for Black Chemists and Chemical Engineers, and visits to several minority serving institutions. Other key recruitment activities included participation in several national consortiums designed to broaden the participation, on campuses across the nation, of students from groups who have been traditionally underrepresented within graduate education, e.g., Project 1000 – a national Hispanic name exchange program, and the National Physical Science Consortium.

The Northeast Alliance for Graduate Education and the Professoriate (NEAGEP) at the University of Massachusetts recruits, supports, and mentors underrepresented minority students interested in academic careers so they may pursue Ph.D.s in science, mathematics or engineering and become college and university faculty. The University of Massachusetts at Amherst leads the Northeast Alliance for Graduate Education and the Professoriate. Other members of the Alliance include: Boston University, Massachusetts Institute of Technology, Pennsylvania State University, and Rutgers, The State University of New Jersey. In addition, there are five minority-serving partner institutions: Jackson State University, Lincoln University, Long Island University, Medgar Evers College and the University of Puerto Rico. The National Science Foundation provides base funding for The Alliance. For activities at UMass-Amherst, the University of Massachusetts at Amherst provides additional funds through the Graduate School and the degree programs. The NEAGEP is now a well-recognized asset to graduate programs and interdisciplinary programs at UMass Amherst. During the past 5 years, we have achieved a retention rate of over 90% and most, if not all, students are graduating in the time normally required by their specific programs.

Student Affairs and Campus Life

In support of the University's goal to be a multicultural campus, the Student Affairs and Campus Life division provides a number of services and programs that affirm its commitment to affirmative action and diversity for both employees and students. The offices reporting to the Vice Chancellor for Student Affairs and Campus Life are committed to developing responsible adults who will become leaders in a global, multicultural world. The staff is dedicated to the goals and policies that support and sustain an inclusive and affirming campus community.

Within Student Affairs there are a number of programs and services designed to enhance the recruitment and retention of underrepresented students. The *Office of Admissions* uses an admissions procedure that is consistent with current legal guidelines on affirmative action. Effective recruitment of underrepresented students in Western Massachusetts is undertaken in collaboration with the Committee for the Collegiate Education of Black and other Minority Students (CCEBMS), the Bilingual Collegiate Program (BCP), the United Asia Learning Resource Center (UALRC), and Native American Student Support Services (NASSS). All of these efforts increase the representation of students of color in our student body. These programs offer a broad spectrum of support and advocacy that aid the campus in recruiting, retaining, and graduating students of color.

The *New Students Orientation* (NSO) introduces entering first year students and parents to campus life. For many students, heading off to college represents the first time they are immersed in a diverse living and learning environment. While the time spent at orientation with peers and student counselors begins to advance the goal of multicultural literacy, specific activities are also used to set a tone that emphasizes the need for diversity. NSO sessions include dramatic skits that introduce many of the issues affecting society and college campuses: diversity, multiculturalism, safety and security, eating disorders, and drugs and alcohol as well as other issues. Skits raise the issues, speak to the services we offer on campus and provide the opportunity to discuss the topics in detail in break out sessions. Parents and entering students participate.

The New Students Orientation also continues many of its programs and activities designed to implement its long-standing commitment to pro-active programming to increase awareness of the multicultural and diverse campus community for incoming first-year students. A two day orientation program for parents has also been implemented. All parents were encouraged to attend, particularly parents of first-generation and ALANA students.

The *Center for Student Development* offers resources to students for academic and personal success and includes the following organizations and resources: the Student Government

Association, student businesses, fraternities and sororities, student success centers and multicultural resources. Student Success Centers offer assistance and enrichment to students of diverse backgrounds. The Student Success Centers include:

- Everywoman's Center,
- Military Community Resource Center,
- The Office of Jewish Affairs,
- The Office of Programs and Services for ALANA (Asian, Latino(a), African and Native American) Students, and
- Stonewall Center (a resource center for lesbian, gay, bisexual, and transgender students, faculty, and staff).

The newest student success center is the *Military Community Resource Center*, which was created to assist student veterans in transitioning from the military to student life. The Center offers a network of support services for students including peer support programs, counseling, and referrals. The Center is also an advocate for the student veteran community with regard to their concerns and acts as a liaison between the student veteran community and the university administration, state and federal governments and community government officials.

The *Office of Programs & Services for ALANA Students* (OPSAS) provides academic support, cultural enrichment, and student development, as well as support for institutional diversity on the campus. Individual programs within the OPSAS Student Success Center include:

- The Bilingual Collegiate Program,
- The Committee for the Collegiate Education of Black and other Minority Students,
- Native American Student Support Program,
- United Asia Learning Resource Center, and
- Women of Color Leadership Network.

During the past year, OPSAS worked with the New Student Orientation program to develop a new strategy for introducing the components of OPSAS to students of color who attended orientation and to students who have an interest in participating in a more culturally diverse campus. The office held 30 minute info sessions as well as to have all of the main components represented during the Resource Fair. The office also expanded its "Finding Common Ground" diversity workshops to include representation from the Stonewall Center and the Office of Jewish Affairs in an effort to facilitate these 45 minute sessions.

In another collaboration, OPSAS partnered with Professor Zuniga to offer Inter-Group Dialogues (EDUC 395Z) to a broader cross-section of undergraduates seeking to build their communication skills with others who are different from them. Additionally, the office coordinated efforts to increase recruitment for 4 sections of the semester long class (which deals with issues of race, gender, class and immigrant status). Through this effort, two weekend Intra-group Dialogues: *Ethnicity within the African Diaspora* and *Gender and Leadership* were designed and implemented.

AREAS OF SPECIAL CONCERN

Effects of Fiscal Constraints

The size of the Amherst campus began to rebound in 2005, after falling steadily since 2000. This decline occurred primarily due to earlier budget cuts that affected staffing levels. Progress towards achieving affirmative action goals is promoted by robust placement opportunities, which become more limited in times of fiscal constraint. The total number of employees increased from 5,145 in 2006 to 5,273 in 2008, a 2.5% increase. The overall percentage of women in the workforce increased slightly from 49.8 in 2006 to 50.2 in 2008, while the percentage of minorities increased from 15.0 in 2006 to 16.2 in 2008. Due to budget cuts ordered by Governor Patrick to close the state's projected budget gap, the Amherst campus will lose more than \$11 million this fiscal year. In response, Chancellor Holub imposed a hiring freeze with exceptions for only the most critical, strategic positions, and formed a Budget Planning Task Force to develop recommendations on how to weather both the cuts this year and anticipated reductions for the future.

Faculty Resources

Although the campus has been successful in recruiting outstanding new faculty, the number of full-time faculty is still below the level reached earlier this decade, before early retirements and budget cuts took a toll. The *Amherst 250 Plan*, an initial blueprint released in 2005 for hiring 250 additional faculty members over five years, targets teaching deficits in academic departments as well as key research needs across the campus. A key goal of the Amherst 250 Plan was to rebuild and rebalance the faculty after years of random attrition that left the campus with significant gaps between instructional demand and teaching resources. During Academic Year 2008-09, 78 new tenure system faculty members were hired. Although current fiscal realities necessitated a reconsideration of all aspects of the Plan, campus leaders continue to seek ways to support its priority for faculty resources and recruitment.

Skilled Crafts Workforce

Few women and minorities work in the Skilled Crafts area. In 2008, there were a total of 11 women (4.8%) and 10 minorities (4.4%) in the Skilled Crafts workforce. Both women and minorities were underutilized in three Skilled Crafts job groups in 2008 (Construction Trades, Non-Supervisory; Mechanics and Repairers, Non-Supervisory; and Skilled Crafts, Supervisory). There were no female employees in the Plant & System Operation area.

To help address issues of access, the Apprenticeship Program in the Physical Plant was reinstated in FY2000. The Apprenticeship Program provides opportunities for advancement in the trades to traditionally under-represented populations as well as current employees seeking to improve their skills and promotional potential. During Spring of 2008, the Physical Plant added two apprentice Skilled Laborer positions to the program and is in the process of adding an apprenticeship for a 2nd Class Power Plant Engineer. At the present time there are three active apprentices in the program, one of whom is female.

Training Needs

Employee training is an essential component of developing a workforce that is culturally competent. While campus leadership has reinforced the expectation that promoting employee

development is an essential supervisory responsibility, it is still the case that employees, particularly classified employees, have difficulty obtaining release time to take job related classes or attend training. This ongoing issue has been identified by many constituents including the Faculty Senate Council on the Status of Women, the Labor/Management Workplace Education Advisory Council and in the context of departmental focus group sessions and a campus wide needs assessment survey.

Often, diversity related problems involve supervisory relationships. The Administration and Finance executive area has made it an expectation of performance that all of its supervisory staff attend some level of supervisory training offered through the Supervisory Leadership Development Program. This six series program focuses on four competency areas: Managing Self, Managing Others, Managing the Work, and Managing the System. Included in these competencies are the knowledge and skills required to be an effective manager in a multicultural workplace. One of the stated goals of this program is to increase supervisory expertise in diversity and multiculturalism.

In response to campus need for more training opportunities, the Office of Equal Opportunity & Diversity has expanded the number and variety of educational workshops and trainings it provides to the campus community to assist in combating sexual harassment, discrimination and retaliation. The following types of workshops/trainings are provided: Diversity Training, New Employee Training, Complaint Handler Training, Individualized Training, Search Procedures Training, Sexual Harassment Prevention Training, and Harassment/Discrimination Prevention Training. This expanded training program is being rolled out during 2008-09. Workshops can be tailored for audience needs or workplace area; separate trainings can be provided for supervisors.

UTILIZATION ANALYSIS

As set forth in federal regulations, a utilization analysis is a comparison of the availability of women and minorities with the current representation of women and minorities in each workforce job group. Underutilization is defined as having fewer minorities or women in a particular job group than would reasonably be expected by their availability. There are three tests of underutilization considered valid by the Office of Federal Contract Compliance Programs: the 80% rule, a shortfall in persons, and the two-standard deviations test. For this analysis, underutilization was determined based on a combination of the 80% rule and the one-person shortfall test. This works as follows. First, the workforce is checked to see if representation equals or exceeds 80% of the availability estimate. Second, in cases where the 80% rule is not met, the shortfall in persons is calculated. If the shortfall is equal to or greater than one person, then underutilization is said to exist.

Based on the 2000 census, it is estimated that civilian veterans comprise 12.7% of the civilian population. Based on information provided by the State Office of Affirmative Action, the parity statistic for disabled workers is 12%. Federal regulations do not require that a utilization analysis pertaining to the workforce representation of employees with disabilities and veterans be conducted, nor have methods for such an analysis been developed. Therefore, a utilization analysis has not been performed for these groups. As is the case with data on gender and ethnicity, data on disability and veteran status is collected by the University through the voluntary, self-disclosure of the employee. Summary statistics on the number of employees who are disabled or who are veterans are included in the Affirmative Action Plan.

Faculty Availability Estimates and Utilization Analysis

Availability data for faculty were drawn primarily from a 20 year composite of the Survey of Earned Doctorates (1984-2003), which includes the gender and racial/ethnic heritage of degree recipients. Only degrees granted to U.S. Citizens and permanent residents are included in the totals. The doctorates reported include research and applied-research doctorates in all fields; professional degrees are not included in this source. There were five departments for which an alternate data source was used in whole or in part: Art, Communication, Legal Studies, Music & Dance, and Nursing. For three departments (Art, the Journalism program in Communication, and Music & Dance) availability data were drawn from a multi-year (1960-1995) composite master's level faculty workforce availability table compiled by the University of Washington. The estimate for Nursing was based on The National Sample of Registered Nurses (2000), and Census 2000 data cited by the American Bar Association was used as the source of availability data for Legal Studies.

Using the Survey of Earned Doctorates' list of specialties, the disciplinary composition of the faculty in each academic department was identified by a survey conducted in 2002 by the EO&D Office. Availability estimates for faculty in each academic department were determined as follows: the total number of degrees earned in the respective discipline(s) were summed for the time period and the total percentage of degrees earned by women and minorities, respectively, were calculated. In cases where the department identified a single discipline, these percentages equaled the availability estimate for women and minorities, respectively. For departments which identified more than one discipline, degrees in the relevant subdisciplines were also included. If a weighted formula for the disciplinary composition of the department was provided to the EO&D Office, this formula was used to produce the departmental availability estimate. It should be noted that, for any department, weight factors can be developed to reflect either the proportion of current faculty trained in each discipline or subdiscipline or the department's anticipated future directions in hiring.

The EEO-6 category Faculty is divided into two primary job groups: Tenure System Faculty (tenured/tenure-track), and Other Faculty (non-tenure track). The Tenure System Faculty job group includes a separate subgroup for each department or program budgetary unit where a tenured/tenure-track faculty member is employed. Similarly, the Other Faculty job group includes departmental subgroups. It should be noted that some of the faculty subgroups are very small in size. For example there are some academic departments with as few as three or four tenure system faculty members. Achievement of diversity within these subgroups, therefore, may be restricted by their small size. Due to the smaller number of non-tenure system faculty, data for the job group Other Faculty have been summarized by school and college.

Statistics on the utilization of women and minorities among the faculty are presented in Table 3, Faculty Utilization Report. This table displays the current composition of the faculty with respect to the total number, the number and percentage female, and the number and percentage of minority group members; the availability estimate for female and minority faculty (percentage basis), the shortfall between current utilization and the availability estimate (percentage basis), and the determination of whether or not underutilization exists.

As of 3/31/08, there were 985 tenure system faculty members at the University of Massachusetts Amherst; 332 (33.7%) were women and 187 (19.0%) were minority group members. Using the definition of utilization as described in "Availability Estimates & Utilization Analysis," out of the 54 academic departments of Regular Faculty of sufficient size for analysis, 21 (38.9%) were underutilized for women and 8 (14.8%) were underutilized for minorities. There were six departments without any minority faculty members (Accounting & Information Systems, Judaic & Near Eastern Studies, Labor Relations, Landscape Architecture & Regional Planning, Music & Dance, and Philosophy). All 54 academic departments had at least one female tenure system faculty member on staff.

The following 26 departments were found to meet utilization standards for both women and minority faculty: Anthropology, Art, Astronomy, Biochemistry, Biology, Classics, Communication, Communication Disorders, Economics, English, EPRA, Finance and Operations Management, History, Hospitality & Tourism Management, Judaic & Near Eastern Studies, Labor Relations, Legal Studies, Mechanical Engineering, Nursing, Philosophy, Political Science, Public Health, Resource Economics, Sociology, Teacher Education, and Women's Studies.

The utilization analysis for non-tenure system faculty is displayed at the school/college level in Table 3, Faculty Utilization Report; see "Other Faculty", page 21. Please note that only non-tenure system faculty who work half-time or greater are included in these numbers. A weighted availability estimate was calculated for each school and college, by using the departmental availability estimate weighted by the number of non-tenure track faculty in each of their departments.

There were 351 non-tenure track faculty as of 3/31/08; 180 (51.3%) were women, and 47 (13.4%) were minority group members. The representation of women among the non-tenure system faculty was found to meet utilization standards at the school/college level across all deaneries except for two (Natural Science & Mathematics and Engineering). The representation of minorities among the non-tenure system faculty was found to meet utilization standards in six deaneries: Humanities & Fine Arts, Education, Engineering, Natural Sciences & Mathematics, Nursing, and Social & Behavioral Sciences. Minorities were underrepresented among the non-tenure system faculty in four areas: Management, Natural Resources & the Environment, Public Health & Health Sciences and Other.

Table 3
Faculty Utilization Report
The University of Massachusetts Amherst
3/31/08

	Total #	Current Workforce		Availability		Shortfall		Underutilized			
		Female #	%	Minority #	%	Fem %	Min %	Fem %	Min %	Fem	Min
Tenure System Faculty	985	332	33.7	187	19.0						
Chancellor	1										
Information Systems	1										
Academic Affairs	984	331	33.6	187	19.0						
<i>Provost</i>	6	3	50.0	1	16.7						
Commonwealth College	1										
Continuing & Prof. Education	3	2	66.7	0	0.0	44.5	16.2		16.2	No	No
Extension	1										
Fine Arts Center	1										
<i>College of Humanities & Fine Arts</i>	225	94	41.8	43	19.1						
Afro-American Studies	10	2	20.0	7	70.0	44.1	16.0	24.1		Yes	No
Art	28	14	50.0	6	21.4	57.4	8.5	7.4		No	No
Classics	9	4	44.4	1	11.1	43.6	3.8			No	No
English	41	19	46.3	9	22.0	57.7	8.6	11.4		No	No
History	30	14	46.7	4	13.3	38.2	11.9			No	No
Judaic & Near Eastern Studies	5	3	60.0	0	0.0	43.0	11.0		11.0	No	No
Languages, Literatures & Cultures	41	17	41.5	9	22.0	59.3	23.7	17.8	1.7	Yes	No
Linguistics	14	6	42.9	2	14.3	60.4	18.6	17.5	4.3	Yes	No
Music & Dance	21	4	19.1	0	0.0	48.0	10.1	28.9	10.1	Yes	Yes
Philosophy	12	3	25.0	0	0.0	26.1	7.8	1.1	7.8	No	No
Theater	10	4	40.0	2	20.0	51.8	9.3	11.8		Yes	No
Women's Studies	4	4	100.0	3	75.0	46.2	14.8			No	No

Note: Underutilization occurs when the workforce composition is less than 80% of the availability estimate and there is a one-person or greater shortfall in the respective job group. Data not reported for units with fewer than three employees.

Table 3 (Continued)
Faculty Utilization Report
The University of Massachusetts Amherst
3/31/08

	Total #	Current Workforce		Minority		Availability		Shortfall		Underutilized	
		Female #	%	#	%	Fem %	Min %	Fem %	Min %	Fem	Min
Tenure System Faculty											
<i>College of Natural Sci. & Math.</i>	216	40	18.5	37	17.1						
Astronomy	14	2	14.3	3	21.4	18.1	10.7	3.8		No	No
Biochemistry & Molecular Bio.	14	5	35.7	2	14.3	38.0	20.7	2.3	6.4	No	No
Biology	25	10	40.0	5	20.0	43.6	16.5	3.6		No	No
Chemistry	23	3	13.0	3	13.0	28.7	16.2	15.7	3.2	Yes	No
Computer Science	39	5	12.8	9	23.1	16.9	20.2	4.1		Yes	No
Geosciences	19	8	42.1	1	5.3	25.1	11.5		6.2	No	Yes
Mathematics & Statistics	37	3	8.1	8	21.6	25.1	16.9	17.0		Yes	No
Physics	27	3	11.1	3	11.1	12.5	16.6	1.4	5.5	No	Yes
Polymer Science & Engineering	18	1	5.6	3	16.7	24.5	27.1	18.9	10.4	Yes	Yes
<i>College of Social & Behavioral Sci.</i>	159	73	45.9	31	19.5						
Anthropology	19	11	57.9	4	21.1	52.4	13.9			No	No
Communication	27	13	48.2	8	29.6	53.9	13.9	5.7		No	No
Economics	22	6	27.3	5	22.7	26.3	18.5			No	No
Labor Relations Research Ctr.	3	2	66.7	0	0.0	48.5	17.8		17.8	No	No
Legal Studies	6	2	33.3	2	33.3	27.0	10.0			No	No
Political Science	22	9	40.9	5	22.7	34.9	15.5			No	No
Psychology	38	19	50.0	2	5.3	56.5	12.9	6.5	7.6	No	Yes
Sociology	22	11	50.0	5	22.7	48.9	19.9			No	No
<i>School of Management</i>	63	15	23.8	13	20.6						
Accounting & Info. Systems	10	1	10.0	0	0.0	39.6	12.3	29.6	12.3	Yes	Yes
Finance & Operations Mgmt.	15	3	20.0	4	26.7	21.2	20.4	1.2		No	No
Hospitality & Tourism Mgmt.	9	3	33.3	1	11.1	43.6	16.6	10.3	5.5	No	No
Management	13	5	38.5	4	30.8	48.2	14.5	9.7		Yes	No
Marketing	9	1	11.1	3	33.3	37.7	15.1	26.6		Yes	No
Sport Management	7	2	28.6	1	14.3	50.7	19.2	22.1	4.9	Yes	No

Note: Underutilization occurs when the workforce composition is less than 80% of the availability estimate and there is a one-person or greater shortfall in the respective job group. Data not reported for units with fewer than three employees.

Table 3 (Continued)
Faculty Utilization Report
The University of Massachusetts Amherst
3/31/08

	Total #	Current Workforce				Availability		Shortfall		Underutilized	
		Female #	%	Minority #	%	Fem %	Min %	Fem %	Min %	Fem	Min
Tenure System Faculty											
<i>College of Engineering</i>	90	10	11.1	21	23.3						
Chemical Engineering	14	2	14.3	2	14.3	18.9	22.1	4.6	7.8	No	Yes
Civil & Environmental Engin.	22	3	13.6	7	31.8	18.8	23.1	5.2		Yes	No
Electrical & Computer Engin.	30	2	6.7	6	20.0	10.8	31.6	4.1	11.6	Yes	Yes
Mechanical & Industrial Engin.	24	3	12.5	6	25.0	13.0	26.9	0.5	1.9	No	No
<i>School of Public Health & Health Sci.</i>	48	28	58.3	11	22.9						
Communication Disorders	10	8	80.0	1	10.0	72.5	13.6		3.6	No	No
Kinesiology	11	3	27.3	1	9.1	40.7	9.2	13.4	0.1	Yes	No
Nutrition	7	4	57.1	4	57.1	74.7	19.5	17.6		Yes	No
Public Health	20	13	65.0	5	25.0	60.0	19.8			No	No
<i>School of Nursing</i>	16	16	100.0	2	12.5	94.6	11.1			No	No
<i>School of Education</i>	50	27	54.0	13	26.0						
Educ. Policy, Resrch., & Admin.	18	10	55.6	4	22.2	63.7	15.6	8.1		No	No
Student Development	12	6	50.0	3	25.0	63.7	15.6	13.7		Yes	No
Teacher Education	20	11	55.0	6	30.0	63.7	15.6	8.7		No	No
<i>College Natural Resources & the Environ.</i>	111	25	22.5	15	13.5						
Environmental Science	1										
Food Science	12	2	16.7	3	25.0	42.3	30.5	25.6	5.5	Yes	No
Landscape Arch. & Reg. Planning	11	5	45.5	0	0.0	42.0	19.8		19.8	No	Yes
Microbiology	11	2	18.2	1	9.1	41.9	16.2	23.7	7.1	Yes	No
Natural Resources Conservation	19	2	10.5	2	10.5	25.1	9.9	14.6		Yes	No
Plant, Soil & Insect Sciences	29	5	17.2	4	13.8	29.3	12.5	12.1		Yes	No
Resource Economics	14	4	28.6	2	14.3	23.3	19.5		5.2	No	No
Veterinary & Animal Sciences	14	5	35.7	3	21.4	46.6	17.9	10.9		Yes	No

Note: Underutilization occurs when the workforce composition is less than 80% of the availability estimate and there is a one-person or greater shortfall in the respective job group. Data not reported for units with fewer than three employees.

Table 3 (Continued)
Faculty Utilization Report
The University of Massachusetts Amherst
3/31/08

	Total #	Current Workforce				Availability		Shortfall		Underutilized	
		Female #	%	Minority #	%	Fem %	Min %	Fem %	Min %	Fem	Min
Other Faculty											
College of Humanities & Fine Arts	69	36	52.2	15	21.7	51.8	13.7			No	No
College of Natural Sciences & Math.	52	9	17.3	9	17.3	26.3	17.0	9.0		Yes	No
College of Social & Behavioral Sciences	50	25	50.0	6	12.0	45.3	14.7		2.7	No	No
School of Education	16	11	68.8	4	25.0	63.7	15.6			No	No
College of Engineering	6	0	0.0	1	16.7	25.0	22.8	25.0	6.1	Yes	No
School of Management	37	22	59.5	3	8.1	40.5	16.1		8.0	No	Yes
College of Natural Resources & the Environ.	29	14	48.3	2	6.9	38.6	15.1		8.2	No	Yes
School of Nursing	17	16	94.1	1	5.9	94.6	11.1	0.5	5.2	No	No
School of Public Health & Health Sci.	12	9	75.0	1	8.3	60.9	18.4		10.1	No	Yes
Other	63	38	60.3	5	7.9	44.5	16.2		8.3	No	Yes
Totals	351	180	51.3	47	13.4						

Note: Underutilization occurs when the workforce composition is less than 80% of the availability estimate and there is a one-person or greater shortfall in the respective job group. Data not reported for units with fewer than three employees.

Availability Estimates and Utilization Analysis for Non-Faculty Job Groups

For non-faculty job groups, data from the 2000 Census data was used as the source for raw statistics on the availability of women and minorities in the population and labor market. Depending on the usual recruitment area for the specific job group, statistics for local (Franklin, Hampden, and Hampshire Counties), state/regional (New England states), or national levels were used. Availability estimates obtained through the utilization analysis process are also influenced by the composition of the University's workforce, as the presence of promotable and transferable women and minorities within the organization is factored into the overall determination of availability.

Statistics on the utilization of minorities and women among non-faculty employees is reported in Table 4, Non-Faculty Utilization Report. This table displays the current composition of the workforce with respect to the total number of employees, the number and percentage female, and the number and percentage of minority group members; the availability estimate for female and minority workers (percentage basis), the shortfall between current utilization and the availability estimate (percentage basis), and the determination of whether or not underutilization exists

Overall, the workforce was found to meet utilization standards for minorities in 21 out of 37 (56.8%) non-faculty job groups. Minorities were utilized in three out of four EAM job groups. Minorities were underutilized in EAM C (which includes associate and assistant deans and other executive level administrators); the shortfall here for minorities was 6%. Minorities were underutilized in three Professional/Non-Faculty job groups as follows: Institutional Relations (shortfall=5.5%); Medical Care (shortfall=13.9%); and Technical (shortfall=6.1%). Minorities were underutilized in five Secretarial/Clerical job groups as follows: Administrative Support (shortfall=3.3%); Secretaries/Clerks/Typists (shortfall=3.5%); Library (shortfall=2.2%); Duplicating/Mail (shortfall=14.7%); and Sales (shortfall=7.7%). Minorities were underutilized in three job groups within the Technical/Paraprofessional category as follows: Science & Other Technicians (shortfall=4.4%); Business & Related (shortfall=3.2%); and Fire & Safety Officers (shortfall=15.0%). Minorities were underutilized in three of four job groups within Skilled Crafts as follows: Mechanics & Repairers, Non-Supervisory (shortfall=11.5%); Construction Trades, Non-Supervisory (shortfall=7.1%); and Skilled Crafts, Supervisory (shortfall=5.2%). Minorities were underutilized in one out of eight job groups in the Service/Maintenance area; this was the Cleaning/Building Services, Supervisory job group (minority shortfall=8.1%).

Overall, the workforce was found to meet utilization standards for women in 29 out of 37 (78.4%) non-faculty job groups. Women were utilized in three out of four Executive, Administrative & Managerial (EAM) job groups. Women were underutilized in EAM D (which includes major department heads) where the shortfall for women was 12.4%. Women were utilized in the entire Professional/Non-Faculty area. Women were utilized in all job groups within the Secretarial/Clerical area with the exception of the Sales job group, where the shortfall for women was 13%. In the Technical/Paraprofessional area, women were underutilized in one job group, Fire & Safety Officers, where the shortfall for women was 20.1%. Women were underutilized in three Skilled Crafts job groups as follows: Mechanics & Repairers, Non-Supervisory (shortfall=9.7%); Skilled Crafts, Supervisory (shortfall=9.8%); and Construction Trades, Non-Supervisory (shortfall=13.5%). Women were underutilized in two Service/Maintenance job groups: Institutional Guards (shortfall=9.5%); and Departmental Assistant (shortfall=25.4%).

Table 4
Non-Faculty Utilization Report
The University of Massachusetts Amherst
3/31/08

	Total #	Current Workforce		Minority		Availability		Shortfall		Underutilized	
		Female # %		# %		Fem %	Min %	Fem %	Min %	Fem	Min
EEO-6 Category 1: Executive/Administrative/Managerial (EAM)											
EAM A*	8	4	50.0	2	25.0	55.2	13.3	5.2		No	No
EAM B	28	11	39.3	4	14.3	42.7	16.9	3.4	2.6	No	No
EAM C	40	20	50.0	3	7.5	49.1	13.5		6.0	No	Yes
EAM D	41	13	31.7	6	14.6	44.1	16.2	12.4	1.6	Yes	No
EEO-6 Category 3: Professional/Non-Faculty											
Administrative	446	310	69.5	51	11.4	60.9	13.9		2.5	No	No
Education/Training	301	191	63.5	53	17.6	62.5	17.1			No	No
Institutional Relations	117	70	59.8	5	4.3	57.8	9.8		5.5	No	Yes
Library Sciences	45	31	68.9	4	8.9	72.6	9.9	3.7	1.0	No	No
Research/Post Doctorates	279	117	41.9	107	38.4	32.4	18.8			No	No
Medical Care	44	33	75.0	2	4.6	76.6	18.5	1.6	13.9	No	Yes
Technical	383	110	28.7	25	6.5	35.2	12.6	6.5	6.1	No	Yes
Professional Non-Faculty, Other	1										
Allied Health	31	21	67.7	5	16.1	64.6	15.3			No	No
EEO-6 Category 4: Secretarial/Clerical											
Administrative Support	332	304	91.6	26	7.8	88.3	11.1		3.3	No	Yes
Secretaries/Clerks/Typists	378	344	91.0	40	10.6	87.8	14.1		3.5	No	Yes
Data Entry Operator	15	10	66.7	4	26.7	66.4	20.3			No	No
Financial Records	32	31	96.9	4	12.5	76.6	10.3			No	No
Duplicating/Mail	25	10	40.0	1	4.0	37.7	18.7		14.7	No	Yes
Library	63	46	73.0	5	7.9	77.8	10.1	4.8	2.2	No	Yes
Sales	34	7	20.6	4	11.8	33.6	19.5	13.0	7.7	Yes	Yes

Note: Underutilization occurs when the workforce composition is less than 80% of the availability estimate and there is a one-person or greater shortfall in the respective job group.

** The position of Chancellor is not included in the utilization analysis as the hiring decision for this position is made external to the campus.*

Table 4 (continued)
Non-Faculty Utilization Report
The University of Massachusetts Amherst
3/31/08

	Total #	Current Workforce				Availability		Shortfall		Underutilized	
		Female #	%	Minority #	%	Fem %	Min %	Fem %	Min %	Fem	Min
EEO-6 Category 5: Technical/Paraprofessional											
Science & Other Technicians	171	76	44.4	12	7.0	46.5	11.4	2.1	4.4	No	Yes
Comp., Eng., & Related Tech.	11	3	27.3	0	0.0	23.8	6.8		6.8	No	No
Fire & Safety Officers	13	3	23.1	1	7.7	43.2	22.7	20.1	15.0	Yes	Yes
Business & Related	33	27	81.8	2	6.1	66.0	9.3		3.2	No	Yes
Health Services	31	28	90.3	10	32.3	82.6	20.2			No	No
Protective Services	59	7	11.9	6	10.2	7.4	7.4			No	No
EEO-6 Category 6: Skilled Crafts											
Mech. & Repairers, Non-Suprv.	24	3	12.5	1	4.2	22.2	15.7	9.7	11.5	Yes	Yes
Skilled Crafts, Suprv.	88	2	2.3	1	1.1	12.1	6.3	9.8	5.2	Yes	Yes
Construction Trades, Non-Suprv.	94	6	6.4	6	6.4	19.9	13.5	13.5	7.1	Yes	Yes
Plant & System Operation	23	0	0.0	2	8.7	1.2	7.3	1.2		No	No
EEO-6 Category 7: Service/Maintenance											
Food Prep. & Serv., Non-Suprv.	186	115	61.8	88	47.3	60.4	40.4			No	No
Cleaning/Bldg. Serv., Non-Suprv.	402	132	32.8	113	28.1	37.6	30.4	4.8	2.3	No	No
Motor Vehicle Operators	15	0	0.0	1	6.7	5.7	9.8	5.7	3.1	No	No
Farming & Forestry	13	2	15.4	1	7.7	20.7	5.3	5.3		No	No
Guards, Institutional	12	3	25.0	2	16.7	34.5	22.1	9.5	5.4	Yes	No
Food Prep. & Serv., Suprv.	46	18	39.1	11	23.9	45.5	28.1	6.4	4.2	No	No
Cleaning/Bldg. Serv., Suprv.	59	20	33.9	8	13.6	33.1	21.7		8.1	No	Yes
Departmental Assistant	13	7	53.9	1	7.7	79.3	10.9	25.4	3.2	Yes	No

Note: Underutilization occurs when the workforce composition is less than 80% of the availability estimate and there is a one-person or greater shortfall in the respective job group.