AFFIRMATIVE ACTION PROGRAM

University of Massachusetts Amherst
Amherst, Massachusetts

Facility EEO-6 Identification Number: 25-1260-002221 008017
Facility Dun & Bradstreet Identification Number: 04-6014838W
Inclusive Dates of the Update: September 2015 to August 2016
Name of University System: The University of Massachusetts
Location of System Headquarters: Boston, Massachusetts
System Chief Executive Officer: Martin T. Meehan, President
Telephone Number: (617) 287-7050
System EEO Official: Mark Preble, Associate Vice President for Policy & Labor Relations

System Dun & Bradstreet Identification Number: 107-906-854
System Headquarters EEO-6 Identification Number: 25-1250-00-8017

Program Completed By __________________________________________________
Débora D. Ferreira, Executive Director for Equal Opportunity & Diversity
(413) 545-3464

Program Read and Approved By ___________________________________________
Kumble R. Subbaswamy, Chancellor
(413) 545-2211
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## STAFF

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Director for Equal Opportunity and Diversity</td>
<td>Débora D. Ferreira</td>
</tr>
<tr>
<td>Associate Director for Equal Opportunity and Diversity</td>
<td>Ryan K. Morse</td>
</tr>
<tr>
<td>Assistant Director for Equal Opportunity and Diversity</td>
<td>Kelly A. Burgess</td>
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<tr>
<td>Assistant Director for Equal Opportunity and Diversity</td>
<td>Lori L. Prince</td>
</tr>
<tr>
<td>Director for Administrative Data</td>
<td>F. Ann Carr</td>
</tr>
<tr>
<td>Policy Researcher/Compliance Analyst</td>
<td>Laurie J. Anastasia</td>
</tr>
<tr>
<td>Business Manager</td>
<td>Brenda Young</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>Cynthia Milewski</td>
</tr>
</tbody>
</table>
STATEMENT OF AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY

The University of Massachusetts is committed to a policy of equal opportunity without regard to race, color, religion, gender, gender identity or expression, age, sexual orientation, national origin, ancestry, disability, military status, or genetic information in employment, admission to and participation in academic programs, activities, and services, and the selection of vendors who provide services or products to the University.

To fulfill that policy, the University of Massachusetts is further committed to a program of affirmative action to eliminate or mitigate artificial barriers and to increase opportunities for the recruitment and advancement of qualified minorities, women, persons with disabilities, and covered veterans.

It is the policy of the University of Massachusetts to comply with the applicable federal and state statutes, rules, and regulations concerning equal opportunity and affirmative action (T92-034).

RESOLUTION IN SUPPORT OF PLURALISM

The Board of Trustees affirms its commitment to maintaining an academic environment in which all individuals benefit from each other’s experiences through pluralism, mutual respect, appreciation of divergent views, and awareness of the importance of individual rights. To this end, we reassert the importance of civility and the valuable contribution that individuals of all backgrounds bring to the University community (T92-035).

POLICY AGAINST INTOLERANCE

The Board of Trustees denounces intolerance which interferes with those rights guaranteed by law or policy, and insists that such conduct has no place in a community of learning. We also recognize the obligation of the University to protect the rights of free inquiry and expression, and nothing in the Resolution in Support of Pluralism or Policy Against Intolerance shall be construed or applied so as to abridge the exercise of rights under the Constitution of the United States and other Federal and State laws (T92-036).
AFFIRMATIVE ACTION AND NON-DISCRIMINATION POLICY STATEMENT

The University of Massachusetts Amherst prohibits discrimination on the basis of race, color, religion, creed, sex, age, marital status, national origin, mental or physical disability, political belief or affiliation, veteran status, sexual orientation, gender identity and expression, genetic information and any other class of individuals protected from discrimination under state or federal law in any aspect of the access to, admission, or treatment of students in its programs and activities, or in employment and application for employment. Furthermore, University policy prohibits harassment of students and employees, i.e., racial harassment, sexual harassment, and retaliation for filing complaints of discrimination.

Affirmative action in employment is required for women; racial and ethnic minorities; disabled veterans, recently separated veterans, active duty wartime or campaign badge veterans, and Armed Forces service medal veterans; and individuals with disabilities in order to address under-representation in the workforce. Inquiries concerning applicable laws, regulations, and policies should be addressed to the Equal Opportunity and Diversity Office (EO&D), 243 Lederle Lowrise Building, main number and TTY (413) 545-3464, email: eod@admin.umass.edu, web: www.umass.edu/eod/.

The Executive Director for EO&D, Débora D. Ferreira, is the Title IX Coordinator for the campus. Matters dealing with Title IX can be reported to EO&D at the above address. Inquiries regarding contact information for the Title IX Coordination Team members may also be directed to EO&D. In addition, the following individuals may be contacted for Title IX related matters: Patricia Cardoso-Erase, Associate Dean for Conduct and Compliance, Dean of Students Office, 227 Whitmore, (413) 545-2684, email: pcardoso@umass.edu, web: www.umass.edu/dean_students; Becky Lockwood, Associate Director, Rape Crisis/Violence Prevention, Center for Women and Community, 180 Infirmary Way, New Africa House, main number: (413) 545-0883, 24 Hour Rape Crisis Hotline: (413) 545-0800, TTY: 413-577-0940, email cwc@umass.edu, web: www.umass.edu/cwc/; and Brian Henault, Lieutenant, UMass Amherst Police Department, 585 East Pleasant Street, Amherst, MA 01003, non-emergency phone: (413) 545-2121 (Emergency: 911), email: pspmail@admin.umass.edu, web: www.umass.edu/umpd/.

The Executive Director for EO&D, Débora D. Ferreira, or designee, is the Title VI, Title IX, Section 504, and Americans with Disabilities Act Coordinator for the campus. This person will provide information about the University's obligations with respect to the provisions of nondiscrimination statutes including information about the requirement to provide program accessibility for persons with disabilities.

The University is committed to compliance with Title VI and Title VII of the Civil Rights Act of 1964, Title VI of the Civil Rights Act of 1968, Title I and Title II of the Civil Rights Act of 1991, the Equal Pay Act of 1963, Executive Order 11246 (1965), Title IX of the Education Amendments of 1972 and its regulations found at 34 C.F.R. part 106, Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the Vietnam-era Veterans Readjustment Act of 1974, the Age Discrimination Act of 1975, the Age Discrimination in Employment Act of 1967, the Family and Medical Leave Act of 1993, and with Massachusetts General Laws, Chapters 151B, 151C, and Chapter 149, all as amended. Inquiries regarding federal laws may be directed to:

Office for Civil Rights John F. Kennedy Federal Building
5 Post Office Square, 8th Floor 475 Government Center
Boston, MA 02109-3921 Boston, MA 02203
Telephone: (617) 289-0111 Telephone: (800) 669-4000
TTY: (800) 877-8339 TTY: (800) 669-6820

Inquiries regarding state laws may be directed to: Massachusetts Commission Against Discrimination, 436 Dwight Street, Room 220, Springfield, MA 01103. Telephone: (413) 739-2145.
The University of Massachusetts Amherst strives 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 requires diligent efforts to protect students and employees from discrimination based upon race, color, religion, creed, sex, age, marital status, national origin, mental or physical disability, political belief or affiliation, veteran status, sexual orientation, gender identity and expression or genetic information.

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, active duty wartime or campaign badge veterans, and Armed Forces service medal veterans. This effort is visible in our recruitment, hiring, promotion, transfer, training, career development, compensation, benefits, and termination decisions.

I ask every member of the University of Massachusetts Amherst community to join me in implementing our 2015-2016 Affirmative Action Plan.

Date

Kumble R. Subbaswamy
Chancellor
STATEMENT FROM THE EXECUTIVE DIRECTOR

The workforce of the University of Massachusetts Amherst increased from 2011 to 2015, beginning with 5,244 employees in 2011 and ending with 5,506 employees in 2015. During the same period, the percentage of minorities represented in our campus workforce increased from 17.1 percent to 18.1 percent, with a minority headcount increase from 895 to 995. Growth on both a headcount and a percentage basis for minorities occurred in 5 out of 7 workforce categories: the Faculty (from 255 to 312), Secretarial/Clerical (from 75 to 85), Technical/Paraprofessional (from 36 to 49), the Service/Maintenance category (237 to 284), Skilled Crafts (from 10 to 12), and Executive/Administrative/Managerial (EAM, from 11 to 12). In the Professional/Non-Faculty category, the number of minority employees decreased from 271 in 2011 (16.5%) to 241 in 2015 (14.6%).

For women, increases occurred on both headcount and percentage bases in the EAM (from 43 to 59), the Faculty (from 555 to 634, with a percentage increase to 43.5), the Professional/Non-faculty (from 870 to 899), and the Technical/Paraprofessional (from 157 to 192). In Skilled Crafts, the number of women decreased by two, from 12 in 2011 to 10 in 2015. The number of women in the Secretarial/Clerical category decreased from 712 in 2011 to 684 in 2015, and the percentage representation decreased to 85.4%. In Service/Maintenance, the number of female employees increased by 5 to 283 in 2015, while the percentage representation dipped to 34.9 percent.

In 2014, two new rules that represent an historic advance for veterans and individuals with disabilities became effective. By strengthening longstanding regulations under the *Vietnam Era Veterans’ Readjustment Assistance Act* and *Section 503 of the Rehabilitation Act*, the new rules provide guidelines to measure federal contractors’ progress toward achieving equal opportunity for people with disabilities and protected veterans. In keeping with these new regulations, additional information on veterans and individuals with disabilities is now included in the Affirmative Action Plan.

A complete listing of the total number of employees within each job category may be found in the Appendices of this report. Although that complete listing reveals that UMass has not yet achieved the ideal workforce composition, we have taken notable steps forward while also increasing the size of our workforce (from 5,244 to 5,506 employees). For instance, the number of tenure system minority faculty increased to 23.5 percent (from 200 to 247), and the number of tenure system women faculty increased to 40.0 percent (from 358 to 420). Indeed, this record demonstrates our solid commitment to diversity and inclusion as core values. Moreover, the campus engaged in a diversity strategic planning process that resulted in a Diversity Strategic Plan in 2015. The Diversity Strategic Plan presents information on the current state of diversity at the University and puts forth recommendations based on available data and conversations with numerous constituencies on campus. Progress on the completion of recommendations made in this Plan are being evaluated and tracked by the existing groups whose charges include studying the state of diversity on our campus.

Date

Débora D. Ferreira
Executive Director, EO&D
INTERNAL AND EXTERNAL DISSEMINATION OF 
THE AFFIRMATIVE ACTION AND NONDISCRIMINATION POLICY

The following procedures are in effect to provide internal dissemination of the University of Massachusetts Amherst Affirmative Action and Nondiscrimination Policy:

- Personnel Manuals include a statement on affirmative action and nondiscrimination.
- Nondiscrimination clauses are included in all union agreements; contractual provisions are included to guarantee that union agreements are nondiscriminatory.
- Each department, division, school, and college receives a copy of the annual Affirmative Action Plan. To request a print/large print copy of this plan, contact the Office of Equal Opportunity and Diversity at 413-545-3464. A copy of the Affirmative Action Plan and other affirmative action documents are also available at http://www.umass.edu/eod/aa.html.
- The Equal Opportunity and Diversity Office distributes the Affirmative Action and Non-discrimination Policy, the Grievance Policy and Procedures and the Sexual Harassment Policy. All Equal Opportunity and Diversity Office Policies and Procedures are available at http://www.umass.edu/edu/eod/policies.html.

The University of Massachusetts Amherst disseminates its policy externally through the following procedures:

- Recruitment sources are informed of the University’s policy and application process and requests are made to refer qualified women, minorities, veterans and individuals with disabilities to the University of Massachusetts Amherst.
- An equal employment opportunity clause is incorporated in all purchase orders, leases, contracts, and subcontracts. It appears on employment opportunity communications and various other communications external to the University.
- All recruitment advertisements placed in outside publications (e.g. newspapers, journals, magazines or newsletters) carry a standard University of Massachusetts Affirmative Action/Equal Opportunity statement, thus publicly disseminating our policy to a vast audience.
- The Affirmative Action and Nondiscrimination Policy is included on the notice of Employment Opportunities, which is sent by the Employment Office on a weekly basis to various minority and women’s organizations, community agencies, agencies that serve veterans and the disabled, and other agencies that provide referrals for employment opportunities.
- Through requesting voluntary self-identification of protected group status as part of the employee application process, the University of Massachusetts Amherst communicates the existence of its Affirmative Action Program.
The Chancellor of the University of Massachusetts Amherst is the executive officer charged by the Board of Trustees with the responsibility for administering the University and its resources. The Chancellor has broad powers and full responsibility for the educational program, as well as for the business and fiscal functions of all aspects of the University. The Office of the Chancellor has delegated to the Senior Vice Chancellor for Academic Affairs and Provost, the Deputy Chancellor, the Vice Chancellor for Administration and Finance, the Vice Chancellor for Student Affairs and Campus Life, the Vice Chancellor for University Relations, the Vice Chancellor for Development and Alumni Relations, the Vice Chancellor for Information Services & Strategy and Chief Information Officer, the Vice Chancellor for Research & Engagement, and the Director of Athletics, oversight responsibility and accountability for the respective areas to which they have been appointed. The deans have been delegated significant responsibility for the academic and administrative functions of the schools and colleges. See Appendix A for a summary of the organizational chart for the University of Massachusetts Amherst.

The University of Massachusetts Amherst operates under the principle of shared governance. The Faculty Senate, the Student Government Association, and the Graduate Student Senate may make recommendations to the administration concerning their respective constituencies and the governance of the campus.

The majority of employees of the University of Massachusetts Amherst are represented by a union. Union contracts currently in existence contain nondiscrimination clauses which commit the parties to equal opportunity; in addition, these contracts contain language upholding affirmative action. The unions include:

- American Federation of State, County, and Municipal Employees (AFSCME), Council 93, Local 1776, AFL/CIO – For service/maintenance and skilled craft personnel;
- Graduate Employee Organization (GEO), Local 2322, UAW – For teaching assistants, research assistants, and graduate students with similar assignments;
- New England Police Benevolent Association (NEPBA) – For police officers;
- International Brotherhood of Police Officers (IBPO-B) – For police sergeants and lieutenants;
- The Massachusetts Society of Professors/Faculty Staff Union (MSP) – For faculty members and librarians;
- Professional Staff Union Massachusetts Teachers Association (PSU/MTA) – For non-faculty professional personnel;
- Resident Assistant (RA) Union, Local 2322, UAW – For Resident Assistants;
- Postdoctoral Researchers (PRO/UAW), Local 2322, UAW – For Post-Doctoral Research Associates and Senior Post-Doctoral Research Associates; and
- University Staff Association, an Affiliate of Massachusetts Teachers Association/NEA (USA/MTA/NEA) – For secretarial/clerical and technical/paraprofessional personnel.
RESPONSIBILITY FOR IMPLEMENTATION
OF THE AFFIRMATIVE ACTION PLAN

The Chancellor shall:

- Designate a senior-level staff person to direct the EO&D Office and to develop the University of Massachusetts Amherst Affirmative Action Plan.
- Ensure that appropriate sanctions are taken against any employee or student who violates the Affirmative Action and Nondiscrimination Policy of the University.
- Oversee the development, implementation, and maintenance of procedures which conform to the University’s Affirmative Action and Nondiscrimination Policy and the Affirmative Action Plan.

The Executive Director for Equal Opportunity and Diversity shall:

- Direct the EO&D Office and its staff.
- Ensure that University policy, practices, procedures, and programs meet applicable federal and state affirmative action and equal opportunity requirements.
- Oversee the development and implementation of the Affirmative Action Program at the University of Massachusetts Amherst.
- Serve as campus spokesperson on issues concerned with affirmative action and equal opportunity.

The Equal Opportunity and Diversity Office shall:

- Administer the University Grievance Policy and Procedures and conduct investigations relative to affirmative action and equal opportunity complaints.
- Administer the University Sexual Harassment Policy and provide advice and counsel to the campus community on all related issues.
- Conduct outreach to campus personnel to increase and assess effectiveness of efforts in affirmative action and equal opportunity.
- Develop and implement uniform affirmative action and equal opportunity policies and procedures for the entire campus.
- Develop monitoring systems to assess recruitment efforts and the progress of campus programs toward affirmative action goals.
- Establish record keeping systems to maintain adequate empirical data for monitoring affirmative action and equal opportunity efforts on the Amherst campus.
- Prepare state, federal, and University system mandated reports.
- Provide training programs for academic and non-academic managers regarding the role of affirmative action and equal opportunity on the Amherst campus.
- Write all Affirmative Action Plans.
Vice Chancellors, Deans, Department Chairs/Heads, Directors, and Supervisors shall:

- Address the goals and provisions of the Affirmative Action Plan within their respective units.
- Cooperate with the Executive Director for EO&D in the development and implementation of the Affirmative Action Plan.
- Work toward developing an inclusive living, working, and learning environment free from harassment and discrimination.
- Hear and resolve informal discrimination and sexual harassment complaints.
- Provide information and guidance to departmental and division employees that will contribute to the effectiveness of the Affirmative Action Plan.

University Employees shall:

- Share responsibility for compliance with the Affirmative Action Plan.
- Act in a manner that ensures an inclusive environment free from harassment or discrimination for all employees and students of the University.
- Contribute to the effectiveness of the Affirmative Action Plan as appropriate to their positions and job assignments.

University Students shall:

- Share responsibility for supporting an inclusive environment free from harassment or discrimination where students and employees live, work, and study.
- Respect the rights of others in an academic environment and behave in accordance with the Code of Student Conduct (Trustee Document #T86-030C).
WORKFORCE PROFILE

The workforce was analyzed for its representation of women and 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/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 EO&D Office. Appendix B lists definitions of protected group categories used in the workforce analysis. 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 requirements set forth in 41 CFR § 60-2.11(b). The EEO-6 classification system contains seven categories of personnel: 1: Executive/Administrative/Managerial (EAM), 2: Faculty, 3: Professional/Non-Faculty, 4: Secretarial/Clerical, 5: Technical/Paraprofessional, 6: Skilled Crafts, and 7: 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 opportunity for advancement. Appendix C displays EEO-6 categories, University job groups, and job titles within groups.

Table 1 shows a summary analysis of the campus workforce by EEO-6 category, which includes the representation of women, minorities, veterans and individuals with disabilities. As of March 31, 2015, the University of Massachusetts Amherst workforce included 5,506 employees (excludes all student, hourly employees and those who work less than half-time). Women represented 50.2% of the total workforce, minority group members represented 18.1%, protected veterans represented 2.2%, and individuals with disabilities represented 1.2%. As compared to 2014, the size of the overall workforce increased by 79 employees, from 5,427 to 5,506 employees. The overall representation of women in the workforce increased and stands at 50.2%. The number of minority employees increased to 995, and the percentage representation of minorities increased to 18.1%. The number of disabled employees decreased to 67, and the percentage declined to 1.2%. Protected Veterans, including disabled veterans, Armed Forces service medal veterans, active duty wartime or campaign badge veterans, and recently separated veterans, comprised 2.2% of the UMass Amherst workforce.

Table 1
Workforce Representation by Protected Category and by EEO-6 Category
March 31, 2015

<table>
<thead>
<tr>
<th>EEO-6 Category</th>
<th>Total</th>
<th>Female</th>
<th>Minority</th>
<th>Veterans</th>
<th>Disabled</th>
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<tr>
<td></td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
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<tr>
<td>Executive/Admin./Managerial</td>
<td>136</td>
<td>59</td>
<td>12</td>
<td>4</td>
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<tr>
<td>Faculty</td>
<td>1,458</td>
<td>634</td>
<td>312</td>
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<td>15</td>
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<tr>
<td>Professional/Non-Faculty</td>
<td>1,648</td>
<td>899</td>
<td>241</td>
<td>25</td>
<td>20</td>
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<tr>
<td>Secretarial/Clerical</td>
<td>801</td>
<td>684</td>
<td>85</td>
<td>14</td>
<td>19</td>
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<tr>
<td>Technical/Paraprofessional</td>
<td>400</td>
<td>192</td>
<td>49</td>
<td>14</td>
<td>2</td>
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<tr>
<td>Skilled Crafts</td>
<td>251</td>
<td>10</td>
<td>12</td>
<td>18</td>
<td>4</td>
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<tr>
<td>Service/Maintenance</td>
<td>812</td>
<td>283</td>
<td>284</td>
<td>27</td>
<td>6</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>5,506</td>
<td>2,761</td>
<td>995</td>
<td>122</td>
<td>67</td>
</tr>
<tr>
<td></td>
<td>50.2%</td>
<td>18.1%</td>
<td>2.2%</td>
<td>2.2%</td>
<td>1.2%</td>
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</table>
### Table 2

Workforce Representation by Protected Category and by EEO-6 Job Category and University Job Group

March 31, 2015

<table>
<thead>
<tr>
<th>EEO-6 Category 1: Executive/Administrative/Managerial (EAM)</th>
<th>Total Employees</th>
<th>Female</th>
<th>Total Minorities</th>
<th>Black/ African Amer.</th>
<th>Amer. Ind./ Native</th>
<th>Nat. Hawaiian/ Islander</th>
<th>Two or More Races</th>
<th>Veterans Disabled</th>
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<td>EAM A</td>
<td>14</td>
<td>6</td>
<td>42.9</td>
<td>2 14.3</td>
<td>1 7.1</td>
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<td>EAM B</td>
<td>25</td>
<td>7</td>
<td>28.0</td>
<td>2 8.0</td>
<td>0 0.0</td>
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<tr>
<td>EAM C</td>
<td>54</td>
<td>28</td>
<td>51.9</td>
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<td>3 5.6</td>
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<tr>
<td>EAM D</td>
<td>43</td>
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<td>41.9</td>
<td>3 7.0</td>
<td>1 2.3</td>
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<td>1 2.3</td>
</tr>
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<td><strong>Category Total</strong></td>
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<td><strong>59</strong></td>
<td><strong>43.4</strong></td>
<td><strong>12 8.8</strong></td>
<td><strong>5 3.7</strong></td>
<td><strong>3 2.2</strong></td>
<td><strong>0 0.0</strong></td>
<td><strong>1 0.7</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EEO-6 Category 2: Faculty</th>
<th>Total Employees</th>
<th>Female</th>
<th>Total Minorities</th>
<th>Black/ African Amer.</th>
<th>Amer. Ind./ Native</th>
<th>Nat. Hawaiian/ Islander</th>
<th>Two or More Races</th>
<th>Veterans Disabled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenure System Faculty</td>
<td>1,051</td>
<td>420</td>
<td>40.0</td>
<td>247 23.5</td>
<td>52 4.9</td>
<td>141 13.4</td>
<td>40 3.8</td>
<td>10 1.0</td>
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<tr>
<td>Other Faculty</td>
<td>407</td>
<td>214</td>
<td>52.6</td>
<td>65 16.0</td>
<td>13 3.2</td>
<td>31 7.6</td>
<td>6 1.5</td>
<td>4 1.0</td>
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<td><strong>312 21.4</strong></td>
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<td><strong>172 11.8</strong></td>
<td><strong>10 0.7</strong></td>
<td><strong>14 1.0</strong></td>
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<table>
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<th>Female</th>
<th>Total Minorities</th>
<th>Black/ African Amer.</th>
<th>Amer. Ind./ Native</th>
<th>Nat. Hawaiian/ Islander</th>
<th>Two or More Races</th>
<th>Veterans Disabled</th>
</tr>
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<tr>
<td>Administrative</td>
<td>460</td>
<td>312</td>
<td>67.8</td>
<td>47 10.2</td>
<td>17 3.7</td>
<td>17 3.7</td>
<td>2 0.4</td>
<td>10 2.2</td>
</tr>
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<td>214</td>
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<td>49 15.1</td>
<td>30 9.2</td>
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<td>2 0.6</td>
<td>9 2.8</td>
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<td>96</td>
<td>65.3</td>
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<td>3 2.0</td>
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</tr>
<tr>
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<td>34</td>
<td>70.8</td>
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<td>0 0.0</td>
<td>2 4.2</td>
</tr>
<tr>
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<td>94</td>
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<td>90 38.3</td>
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<td>79 33.6</td>
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<td>6 2.6</td>
</tr>
<tr>
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<td>27.1</td>
<td>37 10.2</td>
<td>9 2.5</td>
<td>16 4.4</td>
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<td>22</td>
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<td><strong>54.6</strong></td>
<td><strong>241 14.6</strong></td>
<td><strong>65 3.9</strong></td>
<td><strong>123 7.5</strong></td>
<td><strong>9 0.5</strong></td>
<td><strong>37 2.2</strong></td>
</tr>
</tbody>
</table>

*Note: Data not reported for units with fewer than three employees.*
Table 2 (continued)
Workforce Representation by Protected Category
and by EEO-6 Job Category and University Job Group
March 31, 2015

<table>
<thead>
<tr>
<th>EEO-6 Category 4: Secretarial/Clerical</th>
<th>Total Employees #</th>
<th>Female #</th>
<th>Female %</th>
<th>Total Minorities #</th>
<th>Minorities %</th>
<th>Black/ African Amer. #</th>
<th>African Amer. %</th>
<th>Amer. Ind./ Alaskan Native #</th>
<th>Alaskan Native %</th>
<th>Hispanic/ Latino #</th>
<th>Latino %</th>
<th>Nat. Hawaiian/ Other Pacific Islander #</th>
<th>Other Pacific Islander %</th>
<th>Two or More Races #</th>
<th>Veterans Disabled #</th>
<th>Disabled %</th>
</tr>
</thead>
<tbody>
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<td>47</td>
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</tr>
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<td>Secretaries/Clerks/Typists</td>
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<td>210</td>
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</tr>
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<td>7.1</td>
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<td>11.1</td>
<td>4</td>
<td>14.8</td>
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<td>1</td>
<td>3.7</td>
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<td>0.0</td>
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<td>0.6</td>
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<td>0.1</td>
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<td></td>
<td></td>
</tr>
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<td>Science &amp; Other Technicians</td>
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<td>1</td>
<td>3.4</td>
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</tr>
<tr>
<td>Fire &amp; Safety Officers</td>
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<td>16.7</td>
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<tr>
<td>Business &amp; Related</td>
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<td>14.9</td>
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<td>4.1</td>
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</tr>
<tr>
<td>EEO-6 Category 6: Skilled Crafts</td>
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<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mech. &amp; Repairers, Non-Sup.</td>
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<td>8.3</td>
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<td>8.3</td>
<td>2</td>
<td>16.7</td>
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<td>0.9</td>
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<tr>
<td>Construction Trades, Non-Sup.</td>
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<td>7.7</td>
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<td>2.9</td>
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<td>Plant &amp; System Operation</td>
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</tr>
</tbody>
</table>

Note: Data not reported for units with fewer than three employees.
### Table 2 (continued)

**Workforce Representation by Protected Category and by EEO-6 Job Category and University Job Group**  
**March 31, 2015**

<table>
<thead>
<tr>
<th>EEO Category 7: Service/Maintenance</th>
<th>Total Employees</th>
<th>Total #</th>
<th>Female #</th>
<th>Female %</th>
<th>Minority #</th>
<th>Minority %</th>
<th>Black/ African Amer. #</th>
<th>Black/ African Amer. %</th>
<th>Asian #</th>
<th>Asian %</th>
<th>Amer. Ind./ Alaskan Native #</th>
<th>Amer. Ind./ Alaskan Native %</th>
<th>Hispanic/ Latino #</th>
<th>Hispanic/ Latino %</th>
<th>Nat. Hawaiian/ Other Pacific #</th>
<th>Nat. Hawaiian/ Other Pacific %</th>
<th>Two or More Races #</th>
<th>Two or More Races %</th>
<th>Veterans Disabled #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Prep. &amp; Serv., Non-Sup.</td>
<td>145</td>
<td>83</td>
<td>57.2</td>
<td>73</td>
<td>50.3</td>
<td>5</td>
<td>3.4</td>
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<td>37.9</td>
<td>0</td>
<td>13</td>
<td>9.0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Cleaning/Bldg. Serv., Non-Sup.</td>
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<td>143</td>
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<td>36.8</td>
<td>24</td>
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<td>0</td>
<td>17</td>
<td>5</td>
</tr>
<tr>
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<tr>
<td>Food Prep. &amp; Serv., Sup.</td>
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<td>50.8</td>
<td>15</td>
<td>24.6</td>
<td>3</td>
<td>4.9</td>
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<td>0</td>
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<td>1</td>
</tr>
<tr>
<td>Cleaning/Bldg. Serv., Sup.</td>
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<td>33.3</td>
<td>12</td>
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<td>2.9</td>
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<td>812</td>
<td>283</td>
<td>34.9</td>
<td>284</td>
<td>35.0</td>
<td>35</td>
<td>4.3</td>
<td>178</td>
<td>21.9</td>
<td>1</td>
<td>70</td>
<td>8.6</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>27</td>
<td>6</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>5,506</td>
<td>2,761</td>
<td>50.2</td>
<td>995</td>
<td>18.1</td>
<td>209</td>
<td>3.8</td>
<td>514</td>
<td>9.3</td>
<td>28</td>
<td>213</td>
<td>3.9</td>
<td>1</td>
<td>0.02</td>
<td>30</td>
<td>0.5</td>
<td>122</td>
<td>67</td>
<td></td>
</tr>
</tbody>
</table>

*Note:* Data not reported for units with fewer than three employees.
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 (85.4%) and the least representation of women in the Skilled Crafts area (4.0%). Minorities are employed in the greatest numbers as Faculty (n=312, 21.4%), followed by Service/Maintenance (n=284, 35.0%), and Professional staff (n=241, 14.6%). Minorities are least well represented in the Skilled Crafts area (n=12, 4.8%). The greatest percentage representation of veterans occurs in the Skilled Crafts area (n=18, 7.2%). For more detail, see Table 2, “Workforce Representation of Protected Group Members by EEO-6 Job Category and University Job Group”, which displays this information by University job group and includes a breakdown by racial/ethnic origin.

With respect to minority representation within racial/ethnic categories, Asians constituted the largest employee minority group on campus (n=514, 9.3%). Hispanic/Latino employees were the second largest minority group (n=213, 3.9%), followed closely by Black/African Americans (n=209, 3.8%). There were 28 (0.5%) American Indians/Alaskan Natives and one (0.02%) Native Hawaiian/Other Pacific Islander. Thirty employees (0.5%) self-identified with Two or More Races.

The appendices provide a further breakdown of workforce data: Appendix D provides Workforce Representation of Protected Group Members, by EEO-6 Job Category Within Executive Area, and Appendix E presents Workforce Representation by Racial/Ethnic Origin and Gender by EEO-6 Job Category.

The EEO-6 classification system includes six categories of non-faculty personnel. The EAM category is divided into four job groups, relative to the extent of the position’s direct decision-making authority, e.g., campus-wide or unit based. The Professional/Non-Faculty category is divided into nine job groups based on job content as follows: Administrative, Education/Training, Institutional Relations, Library Sciences, Research/Post-Doctorates, Medical Care, Allied Health, Technical, and Other Professional. The remaining four EEO-6 categories (Secretarial/Clerical, Technical/Paraprofessional, Skilled Crafts, and Service/Maintenance) are divided into content specific job groups including job titles which reflect clear promotion opportunities, e.g., Typist I, Typist II.

There are two major job groups in the EEO-6 category of Faculty: Tenure System Faculty and Other Faculty. Tenure System Faculty includes all tenured and tenure-track faculty; academic department heads are normally included in this category. Other Faculty consists of non-tenure track faculty, including visiting faculty. As with other types of employees, only faculty who are employed half-time or greater are included. Each department or program budgetary unit with one or more faculty employees is considered a job subgroup. Due to the relatively small number of non-tenure system faculty, data on Other Faculty is presented by school and college rather than by department.

Table 3, “Diversity of Tenure System Faculty by School or College,” shows the total number of tenured/tenure-track faculty, the number and percentage of female faculty, and the number and percentage of minority group members within each academic area. Out of a total of 1,051 tenure system faculty members as of March 31, 2015, 420 faculty (40.0%) were women, and 247 faculty (23.5%) were minority group members. Last year, 38.7% of the tenure system faculty were women, and 22.6% were minority group members.

Among the eight schools and colleges, the representation of tenure system women faculty ranges from a low of 15.0% in the College of Engineering to a high of 100% in the School of Nursing. The representation of minorities ranges from a low of 18.2% in the School of Nursing to a high of 31.4% in the College of Social & Behavioral Sciences. The greatest number of women faculty (n=125) is in the College of Humanities and Fine Arts. The greatest number of minority faculty is in the College of Natural Sciences (n=66).
Table 3
Diversity of Tenure System Faculty, by School or College
March 31, 2015

<table>
<thead>
<tr>
<th>School or College</th>
<th>Total #</th>
<th>Female #</th>
<th>Female %</th>
<th>Minority #</th>
<th>Minority %</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Humanities &amp; Fine Arts</td>
<td>252</td>
<td>125</td>
<td>49.6</td>
<td>58</td>
<td>23.0</td>
</tr>
<tr>
<td>College of Natural Sciences</td>
<td>347</td>
<td>97</td>
<td>28.0</td>
<td>66</td>
<td>19.0</td>
</tr>
<tr>
<td>College of Social &amp; Behavioral Sciences</td>
<td>153</td>
<td>75</td>
<td>49.0</td>
<td>48</td>
<td>31.4</td>
</tr>
<tr>
<td>College of Education</td>
<td>57</td>
<td>37</td>
<td>64.9</td>
<td>13</td>
<td>22.8</td>
</tr>
<tr>
<td>College of Engineering</td>
<td>100</td>
<td>15</td>
<td>15.0</td>
<td>25</td>
<td>25.0</td>
</tr>
<tr>
<td>Isenberg School of Management</td>
<td>63</td>
<td>20</td>
<td>31.7</td>
<td>18</td>
<td>28.6</td>
</tr>
<tr>
<td>School of Nursing</td>
<td>11</td>
<td>11</td>
<td>100.0</td>
<td>2</td>
<td>18.2</td>
</tr>
<tr>
<td>School of Public Health &amp; Health Sciences</td>
<td>67</td>
<td>40</td>
<td>59.7</td>
<td>16</td>
<td>23.9</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1,051</strong></td>
<td><strong>420</strong></td>
<td><strong>40.0</strong></td>
<td><strong>247</strong></td>
<td><strong>23.5</strong></td>
</tr>
</tbody>
</table>

Workforce Change

The workforce was analyzed for changes in its composition by reviewing five years of data generated using the Criterion Affirmative Action Management System. Table 4, “Historical Workforce Comparison by EEO-6 Category,” presents summary annual workforce statistics for the 2011 through 2015 time period and includes the total number of employees, the number and percent female employees, and the number and percent minority employees for each EEO-6 category.

The workforce increased between 2011 and 2015, beginning with 5,244 employees in 2011 and ending with 5,506 employees in 2015. The overall percentage of minorities increased from 17.1% in 2011 to 18.1% in 2015. The overall percentage of females was largely stable and stood at 50.2% in 2015.

For minorities, growth on both a headcount and percentage basis over this five-year period occurred in the following categories: Faculty, Secretarial/Clerical, Skilled Crafts, Technical/Paraprofessional, and Service/Maintenance. In Faculty, the number of minorities increased by 57, from 255 in 2011 to 312 in 2015, and the percentage representation rose to 21.4% in 2015. The number of minorities employed in Service/Maintenance grew from 237 in 2011 to 284 in 2015, and the percentage representation increased to 35.0%. In the Technical/Paraprofessional area, the number of minority employees increased by 13, from 36 in 2011 to 49 (12.3%) in 2015. The number of minorities in Skilled Crafts increased from 10 (4.4%) in 2011 to 12 (4.8%) in 2015. In the EAM category, the number of minorities increased by one to 12 in 2015, but the percentage representation decreased to 8.8%. In Secretarial/Clerical, the number of minority employees increased to 85, and the percentage ticked up to 10.6%. In the Professional/Non-Faculty area, minority representation decreased by 30 employees to 241 (14.6%) in 2015.

For women, increases on both a headcount and percentage basis occurred in the EAM, Faculty, Professional, and Technical/Paraprofessional areas. The largest increase for women was in the Faculty, where the number of women increased by 79, from 555 in 2011 to 634 in 2015; the percentage representation of women faculty increased to 43.5% in 2015. The number of female workers in Technical/Paraprofessional increased by 35, to 192 in 2015, and the percentage representation increased to 48.0%. In the EAM, the number of women increased by 16 and the percentage representation increased from 37.1% to 43.4% over the five-year time period. In the Professional/Non-Faculty area, the number of women increased by 29, from 870 in 2011 to 899 in 2015, while the percentage representation increased to 54.6%. The Secretarial/Clerical category saw a decrease of 28 female workers between 2011 and 2015, from 712 to 684. This area is still a stronghold of female employment, as women represented 85.4% of all Secretarial/Clerical employees in 2015. The number of female employees in Skilled Crafts decreased by two over the period, and stood at 10 (4.0%) in 2015. In Service/Maintenance, the number of women increased by 5, and the percentage declined to 34.9% in 2015.
<table>
<thead>
<tr>
<th>EEO-6 Category</th>
<th>Year</th>
<th>Total #</th>
<th>Female #</th>
<th>Female %</th>
<th>Minority #</th>
<th>Minority %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive/Admin./Managerial</td>
<td>2015</td>
<td>136</td>
<td>59</td>
<td>43.4</td>
<td>12</td>
<td>8.8</td>
</tr>
<tr>
<td></td>
<td>2014</td>
<td>127</td>
<td>51</td>
<td>40.2</td>
<td>13</td>
<td>10.2</td>
</tr>
<tr>
<td></td>
<td>2013</td>
<td>122</td>
<td>49</td>
<td>40.2</td>
<td>13</td>
<td>10.7</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>117</td>
<td>47</td>
<td>40.2</td>
<td>11</td>
<td>9.4</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>116</td>
<td>43</td>
<td>37.1</td>
<td>11</td>
<td>9.5</td>
</tr>
<tr>
<td>Faculty</td>
<td>2015</td>
<td>1,458</td>
<td>634</td>
<td>43.5</td>
<td>312</td>
<td>21.4</td>
</tr>
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<td>1,503</td>
<td>649</td>
<td>43.2</td>
<td>295</td>
<td>19.6</td>
</tr>
<tr>
<td></td>
<td>2013</td>
<td>1,482</td>
<td>635</td>
<td>42.9</td>
<td>280</td>
<td>18.9</td>
</tr>
<tr>
<td></td>
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<td>590</td>
<td>41.1</td>
<td>279</td>
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</tr>
<tr>
<td></td>
<td>2011</td>
<td>1,381</td>
<td>555</td>
<td>40.2</td>
<td>255</td>
<td>18.5</td>
</tr>
<tr>
<td>Professional/Non-Faculty</td>
<td>2015</td>
<td>1,648</td>
<td>899</td>
<td>54.6</td>
<td>241</td>
<td>14.6</td>
</tr>
<tr>
<td></td>
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<td>1,666</td>
<td>893</td>
<td>53.6</td>
<td>248</td>
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<tr>
<td></td>
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<td>886</td>
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<td>251</td>
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<tr>
<td></td>
<td>2012</td>
<td>1,622</td>
<td>875</td>
<td>53.9</td>
<td>264</td>
<td>16.3</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>1,640</td>
<td>870</td>
<td>53.0</td>
<td>271</td>
<td>16.5</td>
</tr>
<tr>
<td>Secretarial/Clerical</td>
<td>2015</td>
<td>801</td>
<td>684</td>
<td>85.4</td>
<td>85</td>
<td>10.6</td>
</tr>
<tr>
<td></td>
<td>2014</td>
<td>788</td>
<td>677</td>
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<td>83</td>
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<tr>
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<td>2013</td>
<td>803</td>
<td>695</td>
<td>86.6</td>
<td>86</td>
<td>10.7</td>
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<tr>
<td></td>
<td>2012</td>
<td>822</td>
<td>710</td>
<td>86.4</td>
<td>82</td>
<td>10.0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>825</td>
<td>712</td>
<td>86.3</td>
<td>75</td>
<td>9.1</td>
</tr>
<tr>
<td>Technical/Paraprofessional</td>
<td>2015</td>
<td>400</td>
<td>192</td>
<td>48.0</td>
<td>49</td>
<td>12.3</td>
</tr>
<tr>
<td></td>
<td>2014</td>
<td>363</td>
<td>174</td>
<td>47.9</td>
<td>45</td>
<td>12.4</td>
</tr>
<tr>
<td></td>
<td>2013</td>
<td>358</td>
<td>173</td>
<td>48.3</td>
<td>43</td>
<td>12.0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>345</td>
<td>161</td>
<td>46.7</td>
<td>39</td>
<td>11.3</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>334</td>
<td>157</td>
<td>47.0</td>
<td>36</td>
<td>10.8</td>
</tr>
<tr>
<td>Skilled Crafts</td>
<td>2015</td>
<td>251</td>
<td>10</td>
<td>4.0</td>
<td>12</td>
<td>4.8</td>
</tr>
<tr>
<td></td>
<td>2014</td>
<td>233</td>
<td>9</td>
<td>3.9</td>
<td>12</td>
<td>5.2</td>
</tr>
<tr>
<td></td>
<td>2013</td>
<td>227</td>
<td>11</td>
<td>4.9</td>
<td>12</td>
<td>5.3</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>232</td>
<td>11</td>
<td>4.7</td>
<td>13</td>
<td>5.6</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>226</td>
<td>12</td>
<td>5.3</td>
<td>10</td>
<td>4.4</td>
</tr>
<tr>
<td>Service/Maintenance</td>
<td>2015</td>
<td>812</td>
<td>283</td>
<td>34.9</td>
<td>284</td>
<td>35.0</td>
</tr>
<tr>
<td></td>
<td>2014</td>
<td>747</td>
<td>265</td>
<td>35.5</td>
<td>251</td>
<td>33.6</td>
</tr>
<tr>
<td></td>
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<td>698</td>
<td>257</td>
<td>36.8</td>
<td>229</td>
<td>32.8</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>709</td>
<td>264</td>
<td>37.2</td>
<td>232</td>
<td>32.7</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>722</td>
<td>278</td>
<td>38.5</td>
<td>237</td>
<td>32.8</td>
</tr>
<tr>
<td>GRAND TOTAL</td>
<td>2015</td>
<td>5,506</td>
<td>2,761</td>
<td>50.2</td>
<td>995</td>
<td>18.1</td>
</tr>
<tr>
<td></td>
<td>2014</td>
<td>5,427</td>
<td>2,718</td>
<td>50.1</td>
<td>947</td>
<td>17.5</td>
</tr>
<tr>
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<td>5,332</td>
<td>2,706</td>
<td>50.8</td>
<td>914</td>
<td>17.1</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>5,283</td>
<td>2,658</td>
<td>50.3</td>
<td>920</td>
<td>17.4</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>5,244</td>
<td>2,627</td>
<td>50.1</td>
<td>895</td>
<td>17.1</td>
</tr>
</tbody>
</table>
AVAILABILITY ESTIMATES & UTILIZATION ANALYSIS:

For Women and Minorities

Availability estimates for women and minorities were computed using the Criterion Affirmative Action Management System (CAAMS), and in accordance with federal regulations. A separate availability estimate was developed for each non-faculty job group and for each faculty subgroup (department or program budgetary unit).

As set forth in CFR § 60-2.11(b), a utilization analysis is a comparison of the availability (percentage basis) 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 several tests of underutilization considered valid by the Office of Federal Contract Compliance Programs including 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.

Data on gender, race/ethnicity, disability and veteran status is collected by the University through the voluntary, self-disclosure by the employee.

Availability Estimates and Utilization Analysis For Non-Faculty Job Groups:

Women and Minorities

For non-faculty job groups, data from the 2010 Census 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 are reported in Table 5, “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 of female employees, and the number and percentage of minority group employees; 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 meets utilization standards for minorities in 17 out of 38 (44.7%) non-faculty job groups. Minorities were underutilized all four Executive, Administrative & Managerial (EAM) job groups. Specifically, minorities were underutilized in EAM A (includes the Provost and Vice-Chancellor positions), where the shortfall for minorities was 9.7%; EAM B (deans and major division heads), where the minority shortfall was 7.3%; EAM C (which includes associate and assistant deans and other executive level administrators), where the shortfall for minorities was 6.3%; and EAM D (includes major department heads), where the minority shortfall was 7.8%. Minorities were underutilized in five Professional/Non-Faculty job groups as follows: Education/Training (shortfall=6.3%); Institutional Relations (shortfall=7.8%); Library Sciences (shortfall=3.3%); Medical Care (shortfall=12.7%); and Allied Health (shortfall=11.0%). Minorities were underutilized in three Secretarial/Clerical job groups: Secretarial/Clerks/Typists (shortfall=5.6%); Duplicating/Mail (shortfall=20.5%); and Sales (shortfall=14.9%). Minorities were underutilized in three job groups within the Technical/Paraprofessional category: Science & Other Technicians.
### Table 5
**Non-Faculty Utilization Report, by University Job Group**
**March 31, 2015**

<table>
<thead>
<tr>
<th>EEO-6 Category 1: Executive/Administrative/Managerial (EAM)</th>
<th>Total</th>
<th>#</th>
<th>Female</th>
<th>%</th>
<th>Minority</th>
<th>%</th>
<th>Availability</th>
<th>Female</th>
<th>%</th>
<th>Min</th>
<th>%</th>
<th>Shortfall</th>
<th>Female</th>
<th>%</th>
<th>Min</th>
<th>%</th>
<th>Underutilized</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAM A*</td>
<td>13</td>
<td>6</td>
<td>46.2</td>
<td>1</td>
<td>7.7</td>
<td></td>
<td>47.1</td>
<td>17.4</td>
<td>0.9</td>
<td>9.7</td>
<td>No</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EAM B</td>
<td>25</td>
<td>7</td>
<td>28.0</td>
<td>2</td>
<td>8.0</td>
<td></td>
<td>48.2</td>
<td>15.3</td>
<td>20.2</td>
<td>7.3</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EAM C</td>
<td>54</td>
<td>28</td>
<td>51.9</td>
<td>5</td>
<td>9.3</td>
<td></td>
<td>60.3</td>
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<td>Yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EAM D</td>
<td>43</td>
<td>18</td>
<td>41.9</td>
<td>3</td>
<td>7.0</td>
<td></td>
<td>40.2</td>
<td>14.8</td>
<td>7.8</td>
<td>7.8</td>
<td>No</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**EEO-6 Category 3: Professional/Non-Faculty**

| Administrative                                             | 460   | 312| 67.8   | 47| 10.2     |   | 66.3         | 12.8   | 2.6 | No | No       |        |   |     |   |              |
| Education/Training                                         | 325   | 214| 65.8   | 49| 15.1     |   | 64.0         | 21.4   | 6.3 | No | Yes       |        |   |     |   |              |
| Institutional Relations                                    | 147   | 96 | 65.3   | 7 | 4.8      |   | 62.8         | 12.6   | 7.8 | No | Yes       |        |   |     |   |              |
| Library Sciences                                           | 48    | 34 | 70.8   | 4 | 8.3      |   | 77.2         | 11.6   | 6.4 | 3.3 | No| Yes       |        |   |     |   |              |
| Research/Post Doctorates                                   | 235   | 94 | 40.0   | 90| 38.3     |   | 36.6         | 26.1   |     |     | No| No       |        |   |     |   |              |
| Medical Care                                              | 35    | 26 | 74.3   | 2 | 5.7      |   | 74.4         | 18.4   | 0.1 | 12.7| No| Yes       |        |   |     |   |              |
| Technical                                                 | 362   | 98 | 27.1   | 37| 10.2     |   | 28.5         | 12.3   | 1.4 | 2.1| No| No       |        |   |     |   |              |
| Professional Non-Faculty, Other                           | 4     | 3  | 75.0   | 2 | 50.0     |   | 66.4         | 13.4   |     |     | No| No       |        |   |     |   |              |
| Allied Health                                             | 32    | 22 | 68.8   | 3 | 9.4      |   | 66.8         | 20.4   | 11.0| No| Yes       |        |   |     |   |              |

**EEO-6 Category 4: Secretarial/Clerical**

| Administrative Support                                    | 449   | 410| 91.3   | 47| 10.5     |   | 84.7         | 12.9   | 2.4 | No | No       |        |   |     |   |              |
| Secretaries/Clerks/Typists                                | 235   | 210| 89.4   | 25| 10.6     |   | 77.2         | 16.2   | 5.6 | No| Yes       |        |   |     |   |              |
| Data Entry Operator                                       | 10    | 8  | 80.0   | 4 | 40.0     |   | 89.8         | 27.9   | 9.8 | No| No       |        |   |     |   |              |
| Financial Records                                         | 17    | 17 | 100.0  | 1 | 5.9      |   | 90.3         | 10.5   | 4.6 | No| No       |        |   |     |   |              |
| Duplicating/Mail                                          | 14    | 6  | 42.9   | 1 | 7.1      |   | 66.8         | 27.6   | 23.9| 20.5| Yes| Yes      |        |   |     |   |              |
| Library                                                   | 49    | 30 | 61.2   | 3 | 6.1      |   | 71.8         | 5.2    | 10.6| No| No       |        |   |     |   |              |
| Sales                                                     | 27    | 3  | 11.1   | 4 | 14.8     |   | 29.1         | 29.7   | 18.0| 14.9| Yes| Yes      |        |   |     |   |              |

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

*The position of Chancellor is not included in the utilization analysis as the hiring decision for this position is made external to the campus.*
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<thead>
<tr>
<th>EEO-6 Category 5: Technical/Paraprofessional</th>
<th>Total #</th>
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<th>Female %</th>
<th>Minority #</th>
<th>%</th>
<th>Availability Fem %</th>
<th>Min %</th>
<th>Shortfall Fem %</th>
<th>Min %</th>
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<td>Science &amp; Other Technicians</td>
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<td>42.1</td>
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Note: Underutilization occurs when the workforce composition is less than 80% of the availability estimate and there is a one-person or shortfall in the respective job group. Data not reported for units with fewer than three employees.
Minorities were underutilized in two of four job groups within Skilled Crafts as follows: Construction Trades, Non-Supervisory (shortfall=7.4%); and Skilled Crafts, Supervisory (shortfall=4.3%). Minorities were underutilized in four out of eight job groups in the Service/Maintenance area: Motor Vehicle Operators (shortfall=13.0%); Farming & Forestry (shortfall=21.7%); Food Preparation & Services, Supervisory (shortfall=9.5%); and Cleaning/Building Services, Supervisory job group (shortfall=7.4%).

Overall, the workforce met utilization standards for women in 27 out of 38 (71.1%) non-faculty job groups. Women were underutilized in one out of four Executive, Administrative & Managerial job groups (EAM B). Women made up 28.0% of the EAM B job group which includes deans and major division heads (shortfall=20.2%). Women were utilized in the entire Professional/Non-Faculty area, as well as in the Secretarial/Clerical area with the exception of Sales (shortfall=18.0%) and Duplicating/Mail (shortfall=23.9%). In the Technical/Paraprofessional area, women were underutilized in two job groups: Science & Other Technicians (shortfall=15.9%); and Computer, Engineering & Related Technicians, where the shortfall for women was 7.4%. Women were underutilized in three Skilled Crafts job groups as follows: Skilled Crafts, Supervisory (shortfall=4.3%); Construction Trades, Non-Supervisory (shortfall=4.6%); and Plant & System Operation (shortfall=4.6%). Women were underutilized in three Service/Maintenance job groups: Motor Vehicle Operators (shortfall=24.9%); Farming & Forestry (shortfall=9.5%); and Departmental Assistant (shortfall=42.1%).

Faculty Availability Estimates and Utilization Analysis:

For Women and Minorities

Availability data for faculty were drawn primarily from a 10-year composite of the Survey of Earned Doctorates (SED) 1998-2008, 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 three departments for which an alternate data source was used in whole or in part: Art; Nursing; and Women, Gender, Sexuality Studies. For Art, availability data were drawn from a combination of the 1998-2008 SED data and master’s degrees granted data for the corresponding period. The estimate for Nursing was based on The National Sample of Registered Nurses (2008). For Women, Gender, Sexuality Studies, availability data were drawn from a combination of the 1998-2008 SED data and corresponding data from the Digest of Education Statistics.

EO&D distributed a survey based on the SED list of specialties to identify the disciplinary composition of the faculty in each academic department. 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 that 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.

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 that employs a
tenured/tenure-track faculty member. 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 6, “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 March 31, 2015, there were 1,051 tenure system faculty members at the University of Massachusetts Amherst; 420 (40.0%) were women and 247 (23.5%) were minority group members. Using the definition of utilization as described in “Availability Estimates & Utilization Analysis,” out of the 56 academic departments of Regular Faculty of sufficient size for analysis, 17 (30.4%) were underutilized for women and 11 (19.6%) were underutilized for minorities. There was one department without any minority faculty members (Judaic & Near Eastern Studies). All of these academic departments had at least one female tenure system faculty member on staff.

The following 31 departments were found to meet utilization standards for both women and minority faculty: Afro-American Studies; Anthropology; Art; Astronomy; Biochemistry & Molecular Biology; Classics; Communication Disorders; Economics; Educational Policy, Research & Administration; English; Environmental Conservation; Finance; Geosciences; History; History of Art & Architecture; Hospitality & Tourism Management; Journalism; Kinesiology; Landscape Architecture & Regional Planning; Marketing; Nursing; Operations & Information; Philosophy; Physics; Political Science; Resource Economics; School of Computer Science; Sociology; Teacher Education & Curriculum Studies; Theater; and Women, Gender, Sexuality Studies.

The utilization analysis for non-tenure system faculty is displayed at the school/college level in Table 6, “Faculty Utilization Report”; see “Other Faculty”. 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 407 non-tenure track faculty as of March 31, 2015; 214 (52.6%) were women, and 65 (16.0%) 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 in all deaneries. The representation of minorities among the non-tenure system faculty was found to meet utilization standards in three deaneries: Humanities & Fine Arts; Social & Behavioral Sciences; and Other. Minorities were underrepresented among the non-tenure system faculty in seven areas: Commonwealth Honors College (shortfall=15.7%); Engineering (shortfall=11.3%); Education (shortfall=23.2%); Isenberg School of Management (shortfall=16.6%); Natural Sciences (shortfall=8.5%); Nursing (shortfall=13.0%); and Public Health & Health Sciences (shortfall=9.1%).
### Table 6

**Faculty Utilization Report by Department/Program Within University Job Group**

**March 31, 2015**

<table>
<thead>
<tr>
<th>Department/Program</th>
<th>Total #</th>
<th>Current Workforce Female #</th>
<th>Female %</th>
<th>Minority Female #</th>
<th>Minority %</th>
<th>Availability Female %</th>
<th>Minority %</th>
<th>Shortfall Female %</th>
<th>Minority %</th>
<th>Underutilized Female</th>
<th>Minority</th>
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<td><strong>Tenure System Faculty</strong></td>
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<td><strong>College of Humanities &amp; Fine Arts</strong></td>
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**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 6 (Continued)
Faculty Utilization Report, by Department/Program Within University Job Group
March 31, 2015

<table>
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<th>Tenure System Faculty</th>
<th>Total #</th>
<th>Current Workforce Female #</th>
<th>Minority %</th>
<th>Availability Female %</th>
<th>Min %</th>
<th>Shortfall Female %</th>
<th>Min %</th>
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Note: Underutilization occurs when the workforce composition is less than 80% of the availability estimate and there is a one-person or greater shortfall.
Table 6 (Continued)
Faculty Utilization Report, by Department/Program Within University Job Group
March 31, 2015

<table>
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<th>Tenure System Faculty</th>
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<th>Availability Minority %</th>
<th>Shortfall Female Min %</th>
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Note: Underutilization occurs when the workforce composition is less than 80% of the availability estimate and there is a one-person or greater shortfall.
Table 6 (Continued)

Faculty Utilization Report, by Department/Program Within University Job Group
March 31, 2015

<table>
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<th>Department/Program</th>
<th>Total #</th>
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<th>Minority %</th>
<th>Availability Female %</th>
<th>Shortfall Female %</th>
<th>Underutilized Female %</th>
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*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.*
A one-year comparison of the diversity of the non-faculty workforce is presented in Table 7, “Diversity of Non-Faculty Employees Workforce Comparison.” This table provides, by job group, the availability estimates and the percentage of women and minorities in the non-faculty workforce for 2014 and 2015. A workforce change indicator (increase, decrease, no change) provides a comparison of these statistics. Differences in availability estimates (2014 vs. 2015) are primarily due to yearly changes in the availability of women and minorities in feeder job groups within the University.

In total, the percentage of women in the non-faculty workforce decreased slightly, from 52.7% in 2014 to 52.5% in 2015. Changes in the percentage representation of women within the non-faculty job groups were as follows: 15 job groups increased in female representation, 16 job groups decreased in female representation, and 7 job groups remained the same. Among the EAM staff, female representation decreased in EAM D and increased in EAM A, EAM B and EAM C. Women held a majority of the Professional/Non-Faculty jobs in 2015 (53.6%) and were fully utilized in all of these job groups. Female representation increased in 5 professional job groups (Education/Training, Institutional Relations, Library Sciences, Research/Post Doctorates, and Other) and decreased in 4 (Administrative, Medical Care, Technical, and Allied Health). Women constituted a large majority (85.4%) of the Secretarial/Clerical category in 2015. From 2014 to 2015, female representation increased in the Library job group; stayed the same in Data Entry Operator and Financial Records; and decreased in the Administrative Support, Secretaries/Clerks/Typists, Duplicating/Mail, and Sales. In the Technical/Paraprofessional category, the representation of women increased in 3 job groups in 2015 (Science & Other Technicians; Business & Related; and Protective Services). In the Skilled Crafts category, the representation of women increased in Construction Trades, Non-Supervisory. The percentage of women decreased in Skilled Crafts, Supervisory, and remained the same in Mechanic & Repairers, Non-Supervisory. There remained no women in the Plant & System Operation area in 2015. In Service/Maintenance, the representation of women decreased in 3 job groups (Food Preparation & Services, Non-Supervisory; Cleaning/Building Services, Non-Supervisory; and Departmental Assistant); increased in two job groups (Food Preparation & Services, Supervisory and Cleaning/Building Services, Supervisory); and remained the same in 3 job groups (Motor Vehicle Operators, Farming & Forestry, and Parking Enforcement).

Overall, the representation of minorities in the non-faculty workforce increased slightly, from 16.6% in 2014 to 16.9% in 2015. Between 2014 and 2015, minority representation increased in 12 job groups, decreased in 18 job groups, and remained the same in 8. Minority representation within the EAM category increased in one job group (EAM B) and decreased in three job groups (EAM A, EAM C, and EAM D). In the Professional/Non-Faculty category, minority representation increased in three job groups (Institutional Relations, Technical, and Other); remained the same in three (Administrative, Education/Training, and Library Sciences); and decreased in three (Research/Post Doctorates, Medical Care, and Allied Health). In the Secretarial/Clerical category, minority representation increased in two job groups (Administrative Support and Financial Records); remained the same in three (Data Entry Operator, Duplicating/Mail, and Sales); and decreased in two (Secretaries/Clerks/Typists and Library). In the Technical/Paraprofessional category, the percentage representation of minorities decreased in three job groups (Computer, Engineering & Related Technicians; Health Services; and Protective Services) and increased in two (Science & Other Technicians and Business & Related). There continued to be no minority employees in the Fire & Safety Officers job group. In the Skilled Crafts area, the percentage representation of minorities decreased in 3 job groups (Skilled Crafts, Supervisory; Construction Trades, Non-Supervisory; and
Plant & System Operation) and remained the same in Mechanics & Repairers, Non-Supervisory. The representation of minorities in the Service/Maintenance area increased in 4 job groups (Food Preparation & Services, Non-Supervisory; Cleaning/Building Services, Non-Supervisory; Parking Enforcement; and Cleaning/Building, Supervisory). Additionally, four Service/Maintenance job groups decreased in minority percentage representation (Motor Vehicle Operators; Farming & Forestry; Food Preparation & Services, Supervisory; and Departmental Assistant).
Table 7
Diversity of Non-Faculty Employees
Workforce Comparison, 2015 vs. 2014

<table>
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<tr>
<th>EEO-6 Category 1: Executive/Administrative/Managerial (EAM)</th>
<th>2015</th>
<th>2014</th>
<th>Workforce Change 2015 v. 2014</th>
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<td>Min %</td>
<td>Fem %</td>
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<th>2014</th>
<th>Workforce Change 2015 v. 2014</th>
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<td>Education/Training</td>
<td>65.8</td>
<td>15.1</td>
<td>64.0</td>
</tr>
<tr>
<td>Institutional Relations</td>
<td>65.3</td>
<td>4.8</td>
<td>62.8</td>
</tr>
<tr>
<td>Library Sciences</td>
<td>70.8</td>
<td>8.3</td>
<td>77.2</td>
</tr>
<tr>
<td>Research/Post Doctorates</td>
<td>40.0</td>
<td>38.3</td>
<td>36.6</td>
</tr>
<tr>
<td>Medical Care</td>
<td>74.3</td>
<td>5.7</td>
<td>74.4</td>
</tr>
<tr>
<td>Technical</td>
<td>27.1</td>
<td>10.2</td>
<td>28.5</td>
</tr>
<tr>
<td>Professional Non-Faculty, Other</td>
<td>75.0</td>
<td>50.0</td>
<td>66.4</td>
</tr>
<tr>
<td>Allied Health</td>
<td>68.8</td>
<td>9.4</td>
<td>66.8</td>
</tr>
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<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Support</td>
<td>91.3</td>
<td>10.5</td>
<td>84.7</td>
</tr>
<tr>
<td>Secretaries/Clerks/Typists</td>
<td>89.4</td>
<td>10.6</td>
<td>77.2</td>
</tr>
<tr>
<td>Data Entry Operator</td>
<td>80.0</td>
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<td>89.8</td>
</tr>
<tr>
<td>Financial Records</td>
<td>100.0</td>
<td>5.9</td>
<td>90.3</td>
</tr>
<tr>
<td>Duplicating-Mail</td>
<td>42.9</td>
<td>7.1</td>
<td>66.8</td>
</tr>
<tr>
<td>Library</td>
<td>61.2</td>
<td>6.1</td>
<td>71.8</td>
</tr>
<tr>
<td>Sales</td>
<td>11.1</td>
<td>14.8</td>
<td>29.1</td>
</tr>
</tbody>
</table>

Note: Data not reported for units with fewer than three employees. The workforce change indicator is based on changes in percentage representation.
Table 7 (continued)
Diversity of Non-Faculty Employees
Workforce Comparison, 2015 vs. 2014

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Science &amp; Other Technicians</td>
<td>39.5% 9.7%</td>
<td>55.4% 14.9%</td>
<td>39.2% 8.4%</td>
<td>52.8% 13.2%</td>
<td>↑ ↑</td>
</tr>
<tr>
<td>Comp., Eng., &amp; Related Tech.</td>
<td>20.7% 6.9%</td>
<td>28.1% 15.6%</td>
<td>22.7% 9.1%</td>
<td>27.5% 15.5%</td>
<td>↓ ↓</td>
</tr>
<tr>
<td>Fire &amp; Safety Officers</td>
<td>16.7% 0.0%</td>
<td>22.6% 13.5%</td>
<td>18.2% 0.0%</td>
<td>22.6% 12.8%</td>
<td>↓ ↔</td>
</tr>
<tr>
<td>Business &amp; Related</td>
<td>87.8% 14.9%</td>
<td>84.0% 11.6%</td>
<td>86.8% 13.2%</td>
<td>87.7% 10.4%</td>
<td>↑ ↑</td>
</tr>
<tr>
<td>Health Services</td>
<td>86.0% 27.9%</td>
<td>82.3% 23.6%</td>
<td>87.5% 32.5%</td>
<td>75.1% 23.6%</td>
<td>↓ ↓</td>
</tr>
<tr>
<td>Protective Services</td>
<td>15.8% 10.5%</td>
<td>14.7% 11.8%</td>
<td>14.3% 12.5%</td>
<td>13.5% 12.7%</td>
<td>↑ ↓</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mech. &amp; Repairers, Non-Suprv.</td>
<td>8.3% 25.0%</td>
<td>6.3% 4.1%</td>
<td>8.3% 25.0%</td>
<td>20.6% 22.2%</td>
<td>↔ ↔</td>
</tr>
<tr>
<td>Skilled Crafts, Suprv.</td>
<td>0.9% 2.8%</td>
<td>5.2% 7.1%</td>
<td>1.0% 3.0%</td>
<td>5.8% 7.5%</td>
<td>↓ ↓</td>
</tr>
<tr>
<td>Construction Trades, Non-Suprv.</td>
<td>7.7% 3.8%</td>
<td>12.3% 11.2%</td>
<td>7.4% 4.2%</td>
<td>10.6% 11.1%</td>
<td>↑ ↓</td>
</tr>
<tr>
<td>Plant &amp; System Operation</td>
<td>0.0% 7.7%</td>
<td>4.6% 10.8%</td>
<td>0.0% 8.3%</td>
<td>18.4% 13.0%</td>
<td>↔ ↓</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EEO-6 Category 7: Service/Maintenance</th>
<th>2015 Workforce</th>
<th>Availability</th>
<th>2014 Workforce</th>
<th>Availability</th>
<th>Workforce Change 2015 v. 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Prep. &amp; Serv., Non-Suprv.</td>
<td>57.2% 50.3%</td>
<td>53.3% 41%</td>
<td>58.6% 49.3%</td>
<td>55.0% 41.2%</td>
<td>↓ ↑</td>
</tr>
<tr>
<td>Cleaning/Bldg. Serv., Non-Suprv.</td>
<td>29.7% 36.8%</td>
<td>30.9% 35.3%</td>
<td>30.2% 34.3%</td>
<td>33.6% 35.3%</td>
<td>↓ ↑</td>
</tr>
<tr>
<td>Motor Vehicle Operators</td>
<td>0.0% 7.4%</td>
<td>24.9% 20.4%</td>
<td>0.0% 8.3%</td>
<td>24.3% 21.5%</td>
<td>↔ ↓</td>
</tr>
<tr>
<td>Farming &amp; Forestry</td>
<td>9.1% 0.0%</td>
<td>18.6% 21.7%</td>
<td>9.1% 9.1%</td>
<td>21.5% 13.9%</td>
<td>↔ ↓</td>
</tr>
<tr>
<td>Parking Enforcement</td>
<td>0.0% 25.0%</td>
<td>0.0% 25.0%</td>
<td>0.0% 20.0%</td>
<td>0.0% 20.0%</td>
<td>↔ ↑</td>
</tr>
<tr>
<td>Food Prep. &amp; Serv., Suprv.</td>
<td>50.8% 24.6%</td>
<td>51.4% 34.1%</td>
<td>50.0% 25.0%</td>
<td>50.7% 34.1%</td>
<td>↑ ↓</td>
</tr>
<tr>
<td>Cleaning/Bldg. Serv., Suprv.</td>
<td>33.3% 17.4%</td>
<td>32.1% 24.8%</td>
<td>31.3% 17.2%</td>
<td>32.2% 22.2%</td>
<td>↑ ↑</td>
</tr>
<tr>
<td>Departmental Assistant</td>
<td>33.3% 33.3%</td>
<td>75.4% 19.5%</td>
<td>40.0% 40.0%</td>
<td>77.2% 19.5%</td>
<td>↓ ↓</td>
</tr>
</tbody>
</table>

**Note:** Data not reported for units with fewer than three employees. The workforce change indicator is based on changes in percentage representation.
Comparison of the Diversity of Tenure System Faculty: For Women and Minorities

A five-year comparison of the diversity of the tenure system faculty is presented in Table 8, “Diversity of Tenure System Faculty Workforce Comparison, 2015 vs. 2010.” Factors which contribute to changes in the representation of women and minorities in the faculty workforce include hiring and termination activity, as well as organizational restructuring. Hiring activity remained strong in 2014-2015, and a total of 73 tenure system faculty were hired (see Table 13); this included 36 women (49.3%) and 29 minority group members (39.7%). There were 62 tenure system faculty terminations in 2014-2015. Of those faculty terminated, 17 (27.4%) were women and 4 (6.5%) were minorities. Further information on faculty personnel activity is included under the section “Employment Practices.”

Between 2010 and 2015, the representation of women among the tenure system faculty increased from 35.5% to 40.0%. An increase in the representation of women among the tenure system faculty occurred in six schools and colleges: Humanities & Fine Arts, Natural Sciences, Social & Behavioral Sciences, Education, Engineering, and Management. Additionally, the percentage of women remained at 100% in the School of Nursing. The percentage of women declined in Public Health & Health Sciences, from 63.0% in 2010 to 59.7% in 2015. Between 2010 and 2015, the representation of racial/ethnic minorities in the tenure system faculty increased from 20.4% in 2010 to 23.5% in 2015. During this time period, the percentage representation of minorities improved in six schools and colleges: Humanities & Fine Arts, Natural Sciences, Social & Behavioral Sciences, Engineering, Management, and Nursing. Minority representation decreased slightly in Education and Public Health & Health Sciences.

Between 2010 and 2015, many departments improved the percentage representation of women and minority group members among their tenure system faculty. Please note that some departments, schools, and colleges were affected by organizational changes during this time period, so certain summary statistics may not be comparable.

In Humanities & Fine Arts, the representation of women faculty increased from 46.4% in 2010 to 49.5% in 2015, and the representation of minority faculty increased from 21.4% in 2010 to 23.0% in 2015. The following departments increased the percentage representation of women among their tenure system faculty: Afro-American Studies; Classics; English; Philosophy; and Theater. Over this five-year period, minority percentage representation improved in the following departments: Classics; English; History; Linguistics; and Music & Dance. In 2015, there were no minority faculty in the department of Judaic & Near Eastern Studies.

In the College of Natural Sciences, there were 97 (28.0%) women faculty and 66 (19.0%) minority faculty in 2015. The percentage representation of tenure system women increased in the following units: Astronomy; Biochemistry & Molecular Biology; Chemistry; School of Computer Science; Environmental Conservation; Food Science; Geosciences; Mathematics & Statistics; Physics; Polymer Science & Engineering; Psychological & Brain Sciences; and Veterinary & Animal Sciences. The representation of women decreased in Biology; Microbiology; and Stockbridge School of Agriculture. Minority representation of tenure system faculty improved in the following departments: Biochemistry & Molecular Biology; Chemistry; School of Computer Science; Food Science; Geosciences; Microbiology; Physics; Polymer Science & Engineering; Psychological & Brain Sciences; and Stockbridge School of Agriculture. Minority representation decreased between 2010 and 2015 in the following departments: Astronomy; Biology; Environmental Conservation; Mathematics & Statistics; and Veterinary & Animal Sciences.

In the College of Social & Behavioral Sciences, the representation of women faculty increased from 46.6% in 2010 to 49.0% in 2015, and the representation of minorities increased from 25.2% in 2010 to 31.4% in 2015. Organizational changes, including departmental restructuring, affected SBS
during this time period, so that certain summary statistics may not be comparable. There was an increase in the percentage representation of both tenure system women and minority faculty in four departments: Anthropology; Economics; Landscape Architecture & Regional Planning; and Resource Economics. In Communication, the percentage of women faculty increased to 45.5% in 2015, and the percentage of minority faculty decreased to 31.8% in 2015. In Political Science, the percentage of female faculty increased to 48.5% in 2015, and the percentage of minority faculty decreased to 21.2%. In Sociology, the percentage of women faculty decreased to 50 percent in 2015, and the percentage of minority faculty increased to 34.6% in 2015. During this time period, Journalism changed from a program to a department.

In the Isenberg School of Management, the representation of tenure system women faculty increased from 24.0% in 2010 to 31.7% in 2015; minority faculty representation increased from 21.3% in 2010 to 28.6% in 2015. Organizational changes, including departmental restructuring, affected ISOM during this time period, so that certain summary statistics may not be comparable. The percentage representation of female faculty increased in five departments (Accounting; Finance; Management; Marketing; and Sport Management), and remained the same in Hospitality & Tourism Management. Minority representation improved in four departments: Accounting, Finance, Management, and Sport Management. Minority representation decreased in Marketing and remained the same in Hospitality & Tourism Management.

In the College of Engineering, the representation of tenure system women faculty increased from 11.0% in 2010 to 15.0% in 2015; minority faculty representation increased from 24.2% to 25.0% over this five-year period. From 2010 to 2015, the number of female faculty increased in three departments (Chemical Engineering, Civil & Environment Engineering, and Mechanical & Industrial Engineering), and the number of female faculty remained at two in Electrical & Computer Engineering. Between 2010 and 2015, the number of minority faculty increased in Chemical Engineering and Mechanical & Industrial Engineering. Over the time period, the number of minority faculty remained at 8 in Civil & Environmental Engineering and Electrical & Computer Engineering.

In the School of Public Health & Health Sciences, the representation of women among the tenure system faculty decreased from 63.0% in 2010 to 59.7% in 2015. Minority representation decreased slightly, from 24.1% in 2010 to 23.9% in 2015. Female and minority representation increased in Kinesiology. In Communication Disorders, the percentage of women faculty remained at 83.3%, and the representation of minority faculty remained at 25.0%. In Nutrition, the representation of women faculty decreased to 55.6% in 2015, while that of minority faculty decreased to 33.3%. In Public Health, the percentage of female faculty decreased to 59.4% over the period, while the percentage of minority faculty remained at 25.0%.

The School of Nursing increased its representation of minority tenure system faculty members from 12.5% in 2010 to 18.2% in 2015. The tenure system faculty in the School of Nursing continued to be all female.

Over this period, the percentage of women faculty in the College of Education increased from 55.8% in 2010 to 64.9% in 2015. The percentage of minority tenure system faculty decreased slightly, from 23.1% in 2010 to 22.8% in 2015. In the department of Educational Policy, Research & Administration, the percentage of women faculty increased to 57.9% in 2015; the representation of minority faculty increased from 16.7% in 2010 to 21.1% in 2015. In Student Development and Pupil Personnel Services, the representation of women faculty increased to 64.3% in 2015, while the number of minority faculty decreased from two in 2010 to one in 2015. In Teacher Education and Curriculum Studies, the representation of women faculty increased to 70.8% in 2015, and the percentage of minority faculty increased to 33.3% in 2015.
## Table 8

**Diversity of Tenure System Faculty**  
**Workforce Comparison, 2015 vs. 2010**

<table>
<thead>
<tr>
<th>Tenure System Faculty</th>
<th>Workforce Composition</th>
<th>Availability Estimate</th>
<th>Workforce Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2015</td>
<td>2010</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total #</td>
<td>Female #</td>
<td>Female %</td>
</tr>
<tr>
<td>Provost</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fine Arts Center</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College of Humanities &amp; Fine Arts</td>
<td>252</td>
<td>125</td>
<td>49.6</td>
</tr>
<tr>
<td>Afro-American Studies</td>
<td>9</td>
<td>5</td>
<td>55.6</td>
</tr>
<tr>
<td>Architecture</td>
<td>10</td>
<td>7</td>
<td>70.0</td>
</tr>
<tr>
<td>Art</td>
<td>14</td>
<td>9</td>
<td>64.3</td>
</tr>
<tr>
<td>Classics</td>
<td>9</td>
<td>5</td>
<td>55.6</td>
</tr>
<tr>
<td>English</td>
<td>47</td>
<td>25</td>
<td>53.2</td>
</tr>
<tr>
<td>History</td>
<td>32</td>
<td>17</td>
<td>53.1</td>
</tr>
<tr>
<td>History of Art &amp; Architecture</td>
<td>8</td>
<td>6</td>
<td>75.0</td>
</tr>
<tr>
<td>Judaic &amp; Near Eastern Studies</td>
<td>6</td>
<td>3</td>
<td>50.0</td>
</tr>
<tr>
<td>Languages, Literatures &amp; Cultures</td>
<td>43</td>
<td>18</td>
<td>41.9</td>
</tr>
<tr>
<td>Linguistics</td>
<td>16</td>
<td>7</td>
<td>43.8</td>
</tr>
<tr>
<td>Music &amp; Dance</td>
<td>26</td>
<td>5</td>
<td>19.2</td>
</tr>
<tr>
<td>Philosophy</td>
<td>13</td>
<td>4</td>
<td>30.8</td>
</tr>
<tr>
<td>Theater</td>
<td>10</td>
<td>5</td>
<td>50.0</td>
</tr>
<tr>
<td>Women, Gender, Sexuality Studies</td>
<td>9</td>
<td>9</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Note:** Data not reported for units with fewer than three employees. Due to organizational change, historical school/college level data may not be comparable. The workforce change indicator is based on changes in percentage representation.
Table 8 (Continued)
Diversity of Tenure System Faculty
Workforce Comparison, 2015 vs. 2010

<table>
<thead>
<tr>
<th>Tenure System Faculty</th>
<th>Workforce Composition</th>
<th>Availability Estimate</th>
<th>Workforce Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2015</td>
<td>Female</td>
<td>Minority</td>
</tr>
<tr>
<td></td>
<td>Total #</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>College of Natural Sciences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Astronomy</td>
<td>14</td>
<td>3</td>
<td>21.4</td>
</tr>
<tr>
<td>Biochemistry &amp; Molecular Bio.</td>
<td>14</td>
<td>6</td>
<td>42.9</td>
</tr>
<tr>
<td>Biology</td>
<td>30</td>
<td>11</td>
<td>36.7</td>
</tr>
<tr>
<td>Chemistry</td>
<td>24</td>
<td>5</td>
<td>20.8</td>
</tr>
<tr>
<td>Computer Science, School of</td>
<td>36</td>
<td>6</td>
<td>16.7</td>
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<tr>
<td>Environmental Conservation</td>
<td>23</td>
<td>7</td>
<td>30.4</td>
</tr>
<tr>
<td>Food Science</td>
<td>13</td>
<td>4</td>
<td>30.8</td>
</tr>
<tr>
<td>Geosciences</td>
<td>17</td>
<td>8</td>
<td>47.1</td>
</tr>
<tr>
<td>Mathematics &amp; Statistics</td>
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<td>5</td>
<td>12.8</td>
</tr>
<tr>
<td>Microbiology</td>
<td>12</td>
<td>3</td>
<td>25.0</td>
</tr>
<tr>
<td>Physics</td>
<td>28</td>
<td>5</td>
<td>17.9</td>
</tr>
<tr>
<td>Polymer Science &amp; Engineering</td>
<td>18</td>
<td>1</td>
<td>5.6</td>
</tr>
<tr>
<td>Psychological and Brain Sciences</td>
<td>44</td>
<td>24</td>
<td>54.5</td>
</tr>
<tr>
<td>Stockbridge School of Agriculture</td>
<td>20</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>Veterinary &amp; Animal Sciences</td>
<td>15</td>
<td>7</td>
<td>46.7</td>
</tr>
<tr>
<td>College of Social &amp; Behavioral Sci.</td>
<td>153</td>
<td>75</td>
<td>49.0</td>
</tr>
<tr>
<td>Anthropology</td>
<td>14</td>
<td>10</td>
<td>71.4</td>
</tr>
<tr>
<td>Communication</td>
<td>22</td>
<td>10</td>
<td>45.5</td>
</tr>
<tr>
<td>Economics</td>
<td>27</td>
<td>10</td>
<td>37.0</td>
</tr>
<tr>
<td>Journalism</td>
<td>6</td>
<td>4</td>
<td>66.7</td>
</tr>
<tr>
<td>Landscape Arch. &amp; Reg. Planning</td>
<td>13</td>
<td>6</td>
<td>46.2</td>
</tr>
<tr>
<td>Political Science</td>
<td>33</td>
<td>16</td>
<td>48.5</td>
</tr>
<tr>
<td>Resource Economics</td>
<td>12</td>
<td>6</td>
<td>50.0</td>
</tr>
<tr>
<td>Sociology</td>
<td>26</td>
<td>13</td>
<td>50.0</td>
</tr>
</tbody>
</table>

Note: Data not reported for units with fewer than three employees. Due to organizational change, historical school/college level data may not be comparable. The workforce change indicator is based on changes in percentage representation.
## Table 8 (Continued)

### Diversity of Tenure System Faculty

#### Workforce Comparison, 2015 vs. 2010

<table>
<thead>
<tr>
<th>Tenure System Faculty</th>
<th>2015 Total #</th>
<th>Female #</th>
<th>Female %</th>
<th>Minority #</th>
<th>Minority %</th>
<th>2010 Total #</th>
<th>Female #</th>
<th>Female %</th>
<th>Minority #</th>
<th>Minority %</th>
<th>Workforce Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Isenberg School of Management</td>
<td>63</td>
<td>20</td>
<td>31.7</td>
<td>18</td>
<td>28.6</td>
<td>24.0</td>
<td>21.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>7</td>
<td>2</td>
<td>28.6</td>
<td>2</td>
<td>28.6</td>
<td>11.1</td>
<td>0.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finance</td>
<td>9</td>
<td>2</td>
<td>22.2</td>
<td>4</td>
<td>44.4</td>
<td>13.3</td>
<td>26.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hospitality &amp; Tourism Mgmt.</td>
<td>9</td>
<td>4</td>
<td>44.4</td>
<td>3</td>
<td>33.3</td>
<td>44.4</td>
<td>33.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management</td>
<td>12</td>
<td>4</td>
<td>33.3</td>
<td>3</td>
<td>25.0</td>
<td>30.8</td>
<td>23.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marketing</td>
<td>8</td>
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<td>14.3</td>
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<tr>
<td>Civil &amp; Environmental Engin.</td>
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<tr>
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<td>33.3</td>
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<td>11</td>
<td>100.0</td>
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<td>18.2</td>
<td>100.0</td>
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<tr>
<td>College of Education</td>
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<td>Educ. Policy, Resrch., &amp; Admin.</td>
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<td>11</td>
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<td>Student Dev. &amp; Pupil Pers. Services</td>
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<td>7.1</td>
<td>50.0</td>
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<tr>
<td>Teacher Ed. &amp; Curriculum Studies</td>
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<td>17</td>
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<td>31.8</td>
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</tbody>
</table>

**Note:** Data not reported for units with fewer than three employees. Due to organizational change, historical school/college level data may not be comparable. The workforce change indicator is based on changes in percentage representation.
GOALS: For Women and Minorities

Having identified a job group as underutilized for minorities and/or women, a goal to remedy underrepresentation must be established. An overall goal of the Affirmative Action Plan is to eliminate the underutilization of women and minorities in the workforce. 41 CFR § 60-2.16 (e) indicates that goals “may not be rigid and inflexible quotas which must be met, nor are they to be considered as either a ceiling or a floor for the employment of particular groups.” Goals for faculty are established at the department/program level. Goals for non-faculty job groups are established at the job group level campus-wide. All hiring officials share responsibility in reaching these affirmative action goals.

Table 9, “Non-Faculty Utilization, Expected Placements, and Annual Percentage Goal, by University Job Group, 2015-2016”, provides a summary of utilization, expected placements, and the annual percentage goal for non-faculty job groups. The number of expected placements includes all hires, promotions and transfers of non-faculty employees that are projected to occur between April 1, 2015 and March 31, 2016. Student and hourly employees are not included. The annual percentage goal is equal to the protected group availability estimate and is only displayed for underutilized job groups. Hiring officials and search chairs may use this information to assist them in evaluating the adequacy of applicant pools with respect to the representation of protected category applicants and to monitor their placement activities.

Table 10, “Faculty Utilization, Expected Hires, and Annual Percentage Goal, by Department/Program 2015-2016”, provides a summary of utilization, expected hires, and the annual percentage goal for hiring. The number of expected hires includes the total number of replacements and new positions to be filled during academic year 2015-2016. For tenured/tenure-track faculty positions, the number of expected hires is based on preliminary search information for positions to begin in academic year 2015-2016. For non-tenure track faculty, the number of expected hires is based on the number of terminations that occurred in 2014-2015. However, due to the fluctuations that occur in the hiring of non-tenure track faculty; this number is at best an approximation. The data for non-tenure system faculty is summarized by school or college. Annual percentage goals are displayed for underutilized groups only.

The EO&D Office will normally inform Department heads and/or search committee chairs when there are affirmative action goals for a position vacancy. For professional and faculty searches, EO&D sends to the search chair or identified contact information concerning availability and utilization statistics. One of the responsibilities of the search chair is to share this information with the search committee, and to instruct the committee to give full consideration to qualified women and minority candidates.
### Table 9

**Non-Faculty Utilization, Expected Placements, and Annual Percentage Goal**

**by University Job Group, 2015-2016**

<table>
<thead>
<tr>
<th>EEO-6 Category 1: Executive/Administrative/Managerial (EAM)</th>
<th>Total #</th>
<th>Female #</th>
<th>%</th>
<th>Minority #</th>
<th>%</th>
<th>Underutilized Fem</th>
<th>Min</th>
<th>Expected Placements</th>
<th>Annual Percentage Goal Fem</th>
<th>Min</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAM A*</td>
<td>13</td>
<td>6</td>
<td>46.2</td>
<td>1</td>
<td>7.7</td>
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<td></td>
<td>17.4</td>
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<tr>
<td>EAM B</td>
<td>25</td>
<td>7</td>
<td>28.0</td>
<td>2</td>
<td>8.0</td>
<td>Yes Yes</td>
<td>2</td>
<td>48.2</td>
<td>15.3</td>
<td></td>
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<tr>
<td>EAM C</td>
<td>54</td>
<td>28</td>
<td>51.9</td>
<td>5</td>
<td>9.3</td>
<td>No Yes</td>
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<td>15.6</td>
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<tr>
<td>EAM D</td>
<td>43</td>
<td>18</td>
<td>41.9</td>
<td>3</td>
<td>7.0</td>
<td>No Yes</td>
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<td></td>
<td>14.8</td>
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<table>
<thead>
<tr>
<th>EEO-6 Category 3: Professional/Non-Faculty</th>
<th>Total #</th>
<th>Female #</th>
<th>%</th>
<th>Minority #</th>
<th>%</th>
<th>Underutilized Fem</th>
<th>Min</th>
<th>Expected Placements</th>
<th>Annual Percentage Goal Fem</th>
<th>Min</th>
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</thead>
<tbody>
<tr>
<td>Administrative</td>
<td>460</td>
<td>312</td>
<td>67.8</td>
<td>47</td>
<td>10.2</td>
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<td>60</td>
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<td>Education/Training</td>
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<td>214</td>
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<td>49</td>
<td>15.1</td>
<td>No Yes</td>
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<td>Institutional Relations</td>
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<td>96</td>
<td>65.3</td>
<td>7</td>
<td>4.8</td>
<td>No Yes</td>
<td>12</td>
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<td>3</td>
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<td>11.6</td>
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<td>Research/Post Doctorates</td>
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<td>Medical Care</td>
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<td>26</td>
<td>74.3</td>
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<td>Technical</td>
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<td>Allied Health</td>
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<td>22</td>
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<td>9.4</td>
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<tr>
<th>EEO-6 Category 4: Secretarial/Clerical</th>
<th>Total #</th>
<th>Female #</th>
<th>%</th>
<th>Minority #</th>
<th>%</th>
<th>Underutilized Fem</th>
<th>Min</th>
<th>Expected Placements</th>
<th>Annual Percentage Goal Fem</th>
<th>Min</th>
</tr>
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<tr>
<td>Administrative Support</td>
<td>449</td>
<td>410</td>
<td>91.3</td>
<td>47</td>
<td>10.5</td>
<td>No No</td>
<td>72</td>
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<tr>
<td>Secretaries/Clerks/Typists</td>
<td>235</td>
<td>210</td>
<td>89.4</td>
<td>25</td>
<td>10.6</td>
<td>No Yes</td>
<td>28</td>
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<td>16.2</td>
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<td>Duplicating/Mail</td>
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<td>6</td>
<td>42.9</td>
<td>1</td>
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<td>66.8</td>
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<td>Library</td>
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<td>61.2</td>
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<td>6.1</td>
<td>No No</td>
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<tr>
<td>Sales</td>
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<td>11.1</td>
<td>4</td>
<td>14.8</td>
<td>Yes Yes</td>
<td>4</td>
<td>29.1</td>
<td>29.7</td>
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</table>

**Note**: Workforce as of March 31, 2015. Annual percentage goals are displayed for underutilized job groups. Placements include new hires, promotions and transfers.

* 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 9 (continued)

Non-Faculty Utilization, Expected Placements, and Annual Percentage Goal by University Job Group, 2015-2016

<table>
<thead>
<tr>
<th>EEO-6 Category 5: Technical/Paraprofessional</th>
<th>Total #</th>
<th>Fem %</th>
<th>Minorit %</th>
<th>Underutilized Fem</th>
<th>Min</th>
<th>Expected Placements</th>
<th>Annual Percentage Goal</th>
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</thead>
<tbody>
<tr>
<td>Science &amp; Other Technicians</td>
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<td>73</td>
<td>39.5</td>
<td>18</td>
<td>9.7</td>
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<td>Yes</td>
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<td>Comp., Eng., &amp; Related Tech.</td>
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<td>20.7</td>
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<td>6.9</td>
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<td>Fire &amp; Safety Officers</td>
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<td>16.7</td>
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<td>0.0</td>
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<td>Yes</td>
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<tr>
<td>Business &amp; Related</td>
<td>74</td>
<td>65</td>
<td>87.8</td>
<td>11</td>
<td>14.9</td>
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<td>Health Services</td>
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<td>86.0</td>
<td>12</td>
<td>27.9</td>
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<td>Protective Services</td>
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<td>15.8</td>
<td>6</td>
<td>10.5</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

| EEO-6 Category 6: Skilled Crafts            |         |       |           |                   |     |                      |                       |                       |                       |
| Mech. & Repairers, Non-Sup.                 | 12      | 1     | 8.3       | 3                 | 25.0 | No                   | No                     | 1                      |                       |                       |
| Skilled Crafts, Sup.                        | 109     | 1     | 0.9       | 3                 | 2.8  | Yes                  | Yes                    | 14                     | 5.2                   | 7.1                   |
| Construction Trades, Non-Sup.               | 104     | 8     | 7.7       | 4                 | 3.8  | Yes                  | Yes                    | 16                     | 12.3                  | 11.2                  |
| Plant & System Operation                    | 26      | 0     | 0.0       | 2                 | 7.7  | Yes                  | No                     | 4                      | 4.6                   |                       |

| EEO-6 Category 7: Service/Maintenance       |         |       |           |                   |     |                      |                       |                       |                       |
| Food Prep. & Serv., Non-Sup.                | 145     | 83    | 57.2      | 73                | 50.3 | No                   | No                     | 22                     |                       |                       |
| Cleaning/Bldg. Serv., Non-Sup.              | 481     | 143   | 29.7      | 177               | 36.8 | No                   | No                     | 120                    |                       |                       |
| Motor Vehicle Operators                     | 27      | 0     | 0.0       | 2                 | 7.4  | Yes                  | Yes                    | 2                      | 24.9                  | 20.4                  |
| Farming & Forestry                          | 11      | 1     | 9.1       | 0                 | 0.0  | Yes                  | Yes                    | 1                      | 18.6                  | 21.7                  |
| Parking Enforcement                         | 12      | 0     | 0.0       | 3                 | 25.0 | No                   | No                     | 1                      |                       |                       |
| Food Prep. & Serv., Sup.                    | 61      | 31    | 50.8      | 15                | 24.6 | No                   | Yes                    | 12                     |                       | 34.1                  |
| Cleaning/Bldg. Serv., Sup.                  | 69      | 23    | 33.3      | 12                | 17.4 | No                   | Yes                    | 18                     |                       | 24.8                  |
| Departmental Assistant                      | 6       | 2     | 33.3      | 2                 | 33.3 | Yes                  | No                     | 3                      |                       | 75.4                  |

*Note: Workforce as of March 31, 2015. Annual percentage goals are displayed for underutilized job groups. Placements include new hires, promotions and transfers.*
### Table 10

| Faculty Utilization, Expected Hires, and Annual Percentage Goal by Department/Program |
|---------------------------------|------------------|------------------|----------|----------------------------------|------------------|------------------|-------------------------------|
| 2015-2016                       |                  |                  |          |                                  |                  |                  |                               |
| **Total**                       | **Female**       | **Minority**     | **Underutilized** | **Expected** | **Hires** | **Annual Percentage Goal** |
| **#** | **%** | **#** | **%** | **Fem** | **Min** | **Hires** | **Fem** | **Min** |
|--------------------------------|------------------|------------------|----------|----------------------------------|------------------|------------------|-------------------------------|
| Tenure System Faculty          | 1051             | 420              | 247      | 62                               |                  |                  |                               |
| **Provost**                     |                  |                  |          |                                  |                  |                  |                               |
| Fine Arts Center                | 1                |                  |          |                                  |                  |                  |                               |
| **College of Humanities & Fine Arts** | 252             | 125              | 58       | 15                               |                  |                  |                               |
| Afro-American Studies           | 9                | 5                | 6        | 66.7                             | No               | No               |                               |
| Architecture                    | 10               | 7                | 1        | 10.0                             | No               | Yes              | 20.3                          |
| Art                            | 14               | 9                | 3        | 21.4                             | No               | No               | 2                             |
| Classics                       | 9                | 5                | 1        | 11.1                             | No               | No               |                               |
| English                        | 47               | 25               | 12       | 25.5                             | No               | No               | 2                             |
| History                        | 32               | 17               | 9        | 28.1                             | No               | No               | 2                             |
| History of Art & Architecture  | 8                | 6                | 1        | 12.5                             | No               | No               |                               |
| Judaic & Near Eastern Studies  | 6                | 3                | 0        | 0.0                              | No               | Yes              | 18.2                          |
| Languages, Literatures & Cultures | 43             | 18               | 10       | 23.3                             | Yes              | No               | 3                             |
| Linguistics                    | 16               | 7                | 3        | 18.8                             | Yes              | No               | 1                             |
| Music & Dance                  | 26               | 5                | 2        | 7.7                              | Yes              | Yes              | 3                             |
| Philosophy                     | 13               | 4                | 1        | 7.7                              | No               | No               | 1                             |
| Theater                        | 10               | 5                | 3        | 30.0                             | No               | No               | 1                             |
| Women, Gender, Sexuality Studies | 9               | 9                | 6        | 66.7                             | No               | No               |                               |

**Note**: Workforce as of March 31, 2015. Annual percentage goals are displayed for underutilized job groups. Data not displayed for units with fewer than three employees.
<table>
<thead>
<tr>
<th>Tenure System Faculty</th>
<th>Total</th>
<th>Female</th>
<th>Minority</th>
<th>Underutilized Fem</th>
<th>Expected Hires</th>
<th>Annual Percentage Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>College of Natural Sciences</strong></td>
<td>347</td>
<td>97</td>
<td>66</td>
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*Note*: Workforce as of March 31, 2015. Annual percentage goals are displayed for underutilized job groups. Data not displayed for units with fewer than three employees.
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*Note*: Workforce as of March 31, 2015. Annual percentage goals are displayed for underutilized job groups. Data not displayed for units with fewer than three employees.
Table 10 (continued)
Faculty Utilization, Expected Hires, and Annual Percentage Goal
by Department/Program
2015-2016

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<th>Department/Program</th>
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Note: Workforce as of March 31, 2015. Annual percentage goals are displayed for underutilized area. The data for Other Faculty (non-tenure system) are summarized by school or college.
Prior Year Goal Accomplishment: For Women and Minorities

Accomplishment of prior year goals is assessed by observing the current workforce representation of job groups that had been underutilized for women or minorities in the previous year. Generally, when the representation of women or minority group members meets or exceeds 80% of the availability estimate or there is less than a one-person shortfall, the job group is no longer underutilized, and the goal has been achieved. Additionally, goals for the hiring of women or minorities can be met when placements into the job group for the one-year review period have met the corresponding availability estimate.

Overall, the representation of women among the entire faculty increased from 43.2% in 2014 to 43.5% in 2015. Among the tenure system faculty, the percentage representation of women increased from 38.7% in 2014 to 40.0% in 2015. The percentage of women non-tenure system faculty decreased from 53.0% in 2014 to 52.6% in 2015. The overall representation of minority faculty increased to 21.4% in 2015. The percentage of minority tenure system faculty increased to 23.5% in 2015, while the percentage of minorities among the non-tenure system faculty increased to 16.0% in 2015.

The following is an analysis of prior year goal accomplishment for the tenure system faculty; statistics for faculty placements are based on new hires to the tenure-track. Overall, a total of 73 tenure system faculty members were hired during academic year 2014-2015. Women comprised 36 of these hires (49.3%), and 29 minority group members were hired (39.7%).

A number of areas for the tenure system faculty met their affirmative action hiring goals. Based upon the 2014-2015 Annual Percentage Goals for Faculty, 20 academic departments had hiring goals for tenure system women faculty. Of these 20, 11 departments hired one or more new tenure system faculty members during 2014-2015. Of these 11 departments, seven (63.6%) hired one or more female faculty members. In the College of Humanities & Fine Arts, there were hiring goals for women in three departments (Languages, Literatures & Cultures; Linguistics; and Music & Dance); Music & Dance hired two female faculty members, but the goal was not met. In the College of Social & Behavioral Sciences, Communication met its hiring goal for women by hiring two female faculty members. In the College of Natural Sciences, three areas met their hiring goals for women faculty: Astronomy, the School of Computer Science, and Microbiology. In the Isenberg School of Management, the Accounting department met its female faculty hiring goal. The College of Education, the College of Nursing, and the School of Public Health & Health Sciences did not have any hiring goals from the previous year for female faculty. In Engineering, two departments met female faculty hiring goals. In Chemical Engineering, two female faculty members were hired. In Mechanical and Industrial Engineering, two female faculty members were hired. Civil & Environmental Engineering and Electrical & Computer Engineering did not meet their hiring goals for women.

A number of areas met their affirmative action hiring goals for minority tenure system faculty. Based upon the 2014-2015 Annual Percentage Goals for Faculty, 13 academic departments had hiring goals for minority faculty. Of these 13, 10 departments made tenure system hires for academic year 2014-2015. Of these 10, eight departments (80%) met their hiring goal for minority faculty. In Humanities & Fine Arts, there were hiring goals for minorities in three departments (Art, Architecture & Art History; Judaic & Near Eastern Studies; and Music & Dance). Architecture & Art History and Music & Dance each hired one minority faculty member. In Natural Sciences, Psychology met its minority hiring goal by hiring three minority faculty members. Three departments in Engineering met their minority faculty hiring goals. In Chemical Engineering, one minority faculty member was hired. In Mechanical and Industrial Engineering, two minority faculty members were hired. In Electrical & Computer Engineering, one minority faculty member was hired. In the College of Education, Student Development and Educational Policy, Research & Administration met their hiring goals for minority faculty.
The representation of women among the non-tenure track faculty stood at 52.6% in 2015. Due to the small numbers of non-tenure track faculty at the department level, these data are summarized by school or college. In 2014, non-tenure track faculty positions were utilized for women across all deaneries. Thus, there were no hiring goals for women in the non-tenure system faculty. In 2014, minorities were underutilized in non-tenure track positions in seven areas (Education, Engineering, Management, Natural Sciences, Public Health & Health Sciences, Nursing, and Other). With the exception of “Other", these areas remained underutilized for minority non-tenure system faculty in 2015.

The following is an analysis of prior year goal accomplishment for non-faculty employees. Placement information was obtained from the CAAMS history file, which includes hires, promotions, and transfers for non-hourly positions (half-time or greater). In the EAM category, there were annual percentage goals this past year for women and minorities in EAM A (chancellor and vice chancellors), EAM B (deans and major division heads) and EAM C (associate and assistant deans and other executive level administrators). Both EAM A and EAM C became utilized for women in 2015, thus meeting their respective goals for women. The annual percentage goal for women was also met in EAM B. The minority annual percentage goal was not met in EAM A or in EAM C. The minority percentage goal (17.4%) was met in EAM B.

In the Professional/Non-Faculty category, there was one job group with an annual percentage goal for women (Other). This job group became utilized for women in 2015. There were six job groups with annual percentage goals for minorities (Education/Training, Institutional Relations, Library Sciences, Medical Care, Technical, and Allied Health). Institutional Relations and Technical met their respective goals for minorities. In Education/Training, Library Sciences, Medical Care, and Allied Health, the annual percentage goal for minorities was not met.

There were annual percentage goals for minorities in three job groups within the Secretarial/Clerical category (Administrative Support, Secretaries/Clerks/Typists, and Sales). Administrative Support became utilized for minorities in 2015. The annual percentage goal for minorities was not met in Secretaries/Clerks/Typists or in Sales. There was an annual percentage goal for women in the Sales job group; this goal was not met.

In Technical/Paraprofessional, there was an annual percentage goal for women in one job group (Science & Other Technicians); this goal was not met. There were annual percentage goals for minorities in three job groups: Science & Other Technicians; Computer Engineering & Related Technicians; and Fire & Safety Officers. There were four minority placements (10.8%) in Science & Other Technicians, but the annual minority percentage goal (13.2%) was not met. The minority percentage goal was not met in Computer & Engineering Technicians or in Fire & Safety Officers.

There were annual percentage goals for both women and minorities in three job groups within Skilled Crafts (Construction Trades, Non-Supervisory; Skilled Crafts, Supervisors; and Plant & System Operation). Additionally, there was an annual percentage goal for women in in Mechanics & Repairers, Non-Supervisory; this job group became utilized for women in 2015. The female annual percentage goal was met in Construction Trades, Non-Supervisory; the minority annual percentage goal was not met. The goals for both women and minorities were not met in Skilled Crafts, Supervisors. In 2015, the Plant & System Operation job group became utilized for minorities; the annual percentage goal for women was not met.

Within Service/Maintenance, there were annual percentage goals for women in three job groups: Motor Vehicle Operators; Farming & Forestry; and Departmental Assistant. These annual percentage goals were not met. There were annual percentage goals for minorities in three job groups: Motor Vehicle Operators; Food Preparation & Services, Supervisory; and Cleaning/Building Services, Supervisory. Two minorities were promoted in Food Preparation & Services, Supervisory; this placement percentage (11.8%) was short of the minority annual percentage goal (34.1%) for this job group. There were four minority placements (17.4%) in Cleaning/Building Services, Supervisory; this was short of the annual percentage goal of 22.2% for this job group.
EMPLOYMENT PRACTICES

A summary of employment practices, including hiring, promotion, transfer, and termination activity, follows for the University workforce.

Hires

EAM, faculty, and professional/non-faculty hires are normally made using a search committee and public announcement, including paid advertising, in the appropriate recruitment area. However, for professional/non-faculty hires at or below the Professional Salary Staff Administration Program (PSSAP) level 25, the appointing authority may conduct a search without the use of a search committee. The decision to recruit campus-wide, locally, regionally, or nationally, depends on such factors as job title and salary range, advertising budget, and availability of an appropriate pool of qualified applicants. The EO&D Office approves waivers of the normal search process on a case-by-case basis, based on departmental need, length of appointment, union guidelines, and affirmative action considerations. Waivers of the search process for faculty appointments are generally granted for appointments necessitated by immediate demands due to over-enrollment, faculty exchanges, visiting faculty appointments, and part-time and temporary appointments. Refer to Search Procedures: Faculty & Professional Staff for more information (available at www.umass.edu/eod).

Between April 1, 2014 and March 31, 2015, 143 full-time EAM and professional/non-faculty positions were filled by searches; women filled 79 of these positions (55.2%), and 16 positions (11.2%) were filled by minority group members. Refer to Table 11, “Number and Characteristics of EAM and Professional/Non-Faculty Hires by University Job Group, 2014-2015” for further details. Six part-time positions were filled by searches. Women filled four of these part-time positions, and two minority group members were hired.

Table 11
Number and Characteristics of EAM and Professional/Non-Faculty
Hires by University Job Group
2014-2015

<table>
<thead>
<tr>
<th>Type of Position</th>
<th>Full-Time</th>
<th></th>
<th></th>
<th>Part-Time</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Hiring Process</td>
<td>Search</td>
<td>Waiver</td>
<td>Search</td>
<td>Waiver</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job Group</td>
<td>Total Fem Min</td>
<td>Total Fem Min</td>
<td>Total Fem Min</td>
<td>Total Fem Min</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EAM A</td>
<td>1 1 0</td>
<td>0 - -</td>
<td>0 - -</td>
<td>0 - -</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EAM B</td>
<td>0 - -</td>
<td>0 - -</td>
<td>0 - -</td>
<td>0 - -</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EAM C</td>
<td>5 3 0</td>
<td>1 1 0</td>
<td>0 - -</td>
<td>0 - -</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EAM D</td>
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<td>1 1 0</td>
<td>0 - -</td>
<td>0 - -</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative</td>
<td>33 17 1</td>
<td>16 4 1</td>
<td>1 0 0</td>
<td>3 2 0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education/Training</td>
<td>33 24 6</td>
<td>25 16 7</td>
<td>2 2 0</td>
<td>9 7 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institutional Rel.</td>
<td>19 14 2</td>
<td>9 4 0</td>
<td>0 - -</td>
<td>0 - -</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td>4 4 0</td>
<td>0 - -</td>
<td>0 - -</td>
<td>0 - -</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research/Post-Doct.</td>
<td>11 3 3</td>
<td>173 63 80</td>
<td>2 1 2</td>
<td>42 24 13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical Care</td>
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<td>1 1 0</td>
<td>0 - -</td>
<td>0 - -</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical</td>
<td>23 3 3</td>
<td>8 2 0</td>
<td>1 1 0</td>
<td>0 - -</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>0 - -</td>
<td>0 - -</td>
<td>0 - -</td>
<td>0 - -</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Allied Health</td>
<td>4 4 0</td>
<td>3 1 0</td>
<td>0 - -</td>
<td>2 2 0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>143 79 16</td>
<td>237 93 88</td>
<td>6 4 2</td>
<td>56 35 16</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: EO&D Search and Waiver Databases.
A total of 237 full-time professional positions were filled by a search waiver; 93 of these were obtained for female candidates (39.2%), and 88 (37.1%) were obtained for minority candidates. A total of 56 part-time professional positions were filled by a waiver of search; 35 women (62.5%) and 16 minorities (28.6%) were hired into these positions.

Table 12, “Number and Characteristics of Faculty Hires by School or College, 2014-2015” presents information on faculty hiring activity. From April 1, 2015 through March 31, 2015, a total of 98 full-time faculty were hired through the search process; an additional 8 part-time positions were searched. In 51 of the 98 full-time searches (52.0%), a woman was appointed; 32 minority group members (32.7%) were hired into full-time faculty positions through the search process. Four of the eight part-time faculty members hired via the search process were women. No minority group member was hired for a part-time faculty position filled through the search process during this time period.

A total of 61 full-time and 310 part-time faculty appointments were made using a waiver of search, April 1, 2015 through March 31, 2015. Women were appointed to 31 of the 61 full-time positions (50.8%) and to 180 of the 310 part-time positions (58.1%) filled through the waiver process. Minorities were appointed to 13 of the 61 full-time positions (21.3%), and to 30 of the 310 part-time positions (9.7%) that were filled by a waiver of search.

### Table 12

**Number and Characteristics of Faculty Hires by School or College 2014-2015**

<table>
<thead>
<tr>
<th>School or College</th>
<th>Full-Time</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Fem</td>
<td>Min</td>
<td>Total</td>
<td>Fem</td>
<td>Min</td>
</tr>
<tr>
<td>Humanities &amp; Fine Arts</td>
<td>19</td>
<td>12</td>
<td>7</td>
<td>21</td>
<td>14</td>
<td>4</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>31</td>
<td>14</td>
<td>7</td>
<td>18</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>Social &amp; Behavioral Sci.</td>
<td>16</td>
<td>6</td>
<td>8</td>
<td>7</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Education</td>
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<td>5</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Engineering</td>
<td>8</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Management</td>
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<td>1</td>
<td>1</td>
<td>8</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Nursing</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Public Hlth. &amp; Hlth. Sci.</td>
<td>8</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other</td>
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<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>98</strong></td>
<td><strong>51</strong></td>
<td><strong>32</strong></td>
<td><strong>61</strong></td>
<td><strong>31</strong></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School or College</th>
<th>Part-Time</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Fem</td>
<td>Min</td>
<td>Total</td>
<td>Fem</td>
<td>Min</td>
</tr>
<tr>
<td>Humanities &amp; Fine Arts</td>
<td>64</td>
<td>32</td>
<td>9</td>
<td>64</td>
<td>32</td>
<td>9</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>73</td>
<td>38</td>
<td>7</td>
<td>73</td>
<td>38</td>
<td>7</td>
</tr>
<tr>
<td>Social &amp; Behavioral Sci.</td>
<td>62</td>
<td>26</td>
<td>7</td>
<td>62</td>
<td>26</td>
<td>7</td>
</tr>
<tr>
<td>Education</td>
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<td>9</td>
<td>1</td>
<td>12</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>Engineering</td>
<td>6</td>
<td>2</td>
<td>1</td>
<td>6</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Management</td>
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<td>1</td>
<td>11</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Nursing</td>
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<td>42</td>
<td>2</td>
<td>45</td>
<td>42</td>
<td>2</td>
</tr>
<tr>
<td>Public Hlth. &amp; Hlth. Sci.</td>
<td>18</td>
<td>15</td>
<td>1</td>
<td>18</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
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<td>10</td>
<td>1</td>
<td>19</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>310</strong></td>
<td><strong>180</strong></td>
<td><strong>30</strong></td>
<td><strong>310</strong></td>
<td><strong>180</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

Source: EO&D Search and Waiver Databases.

Table 13, “Composition of Tenure System Faculty Hires, Academic Year 2005-2006 to 2014-2015” presents historical information on tenure system faculty hiring. For each of the last ten years, the following information is provided: the total number of hires, the number (and percentage) of women hired, and the number and percentage of racial/ethnic minority group members hired. During Academic Year 2014-2015, 73 new tenure system faculty members were hired. Of these, 36 (49.3%) were women, and 29 (39.7%) were members of a racial/ethnic minority group; this included four African American/Blacks, five Hispanic/Latinos, and 20 people of Asian heritage. Over the last decade, out of a total of 595 tenure system faculty hires, 288 (48.4%) were women, and 199 (33.4%) were members of a racial/ethnic minority group.
### Table 13

**Composition of Tenure System Faculty Hires**

**Academic Year 2005-2006 to 2014-2015**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Total</th>
<th>Female</th>
<th>Minority Total</th>
<th>African American/Black</th>
<th>American Indian/Alaskan Native</th>
<th>Asian</th>
<th>Hispanic/Latino</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>2005-2006</td>
<td>68</td>
<td>30</td>
<td>44.1</td>
<td>29</td>
<td>42.7</td>
<td>7</td>
<td>24.1</td>
</tr>
<tr>
<td>2006-2007</td>
<td>61</td>
<td>27</td>
<td>44.3</td>
<td>17</td>
<td>27.9</td>
<td>6</td>
<td>35.3</td>
</tr>
<tr>
<td>2007-2008</td>
<td>67</td>
<td>36</td>
<td>53.7</td>
<td>30</td>
<td>44.8</td>
<td>11</td>
<td>36.7</td>
</tr>
<tr>
<td>2008-2009</td>
<td>78</td>
<td>33</td>
<td>42.3</td>
<td>27</td>
<td>34.6</td>
<td>9</td>
<td>33.3</td>
</tr>
<tr>
<td>2009-2010</td>
<td>37</td>
<td>16</td>
<td>43.2</td>
<td>8</td>
<td>21.6</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>2010-2011</td>
<td>40</td>
<td>17</td>
<td>42.5</td>
<td>8</td>
<td>20.0</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>2011-2012</td>
<td>57</td>
<td>30</td>
<td>52.6</td>
<td>16</td>
<td>28.1</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td>2012-2013</td>
<td>54</td>
<td>34</td>
<td>63.0</td>
<td>18</td>
<td>33.3</td>
<td>2</td>
<td>11.1</td>
</tr>
<tr>
<td>2013-2014</td>
<td>60</td>
<td>29</td>
<td>48.3</td>
<td>17</td>
<td>28.3</td>
<td>7</td>
<td>41.2</td>
</tr>
<tr>
<td>2014-2015</td>
<td>73</td>
<td>36</td>
<td>49.3</td>
<td>29</td>
<td>39.7</td>
<td>4</td>
<td>13.8</td>
</tr>
</tbody>
</table>

**NOTE:** Over the last decade, out of a total of 595 tenure system faculty hires, 288 (48.4%) were women, and 199 (33.4%) were members of a racial/ethnic minority group. Racial/ethnic percentages represent proportion of minority total.
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 the "yellow sheet" for on-campus position announcements, and the "buff sheet" for off-campus recruitment in accordance with the collective bargaining agreements covering those employees. 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.

Table 14, “Hire Rate and Determination of Adverse Impact, EAM, Faculty, and Professional/Non-Faculty Job Groups, 2014 – 2015” examines the selection rate for women and minorities among searches conducted for full-time EAM, faculty, and professional/non-faculty positions. This table displays the total number of hires made, the total hire rate (number of applicants selected/total number of applicants), gender-specific hire rates, determination of adverse impact, (male rate versus female rate), the non-minority hire rate, the minority hire rate, and determination of adverse impact (non-minority rate versus minority rate). Evidence of adverse impact occurs when the protected class hire rate is less than 80% of the non-protected class hire rate. However, differences in selection rate may not constitute adverse impact where the differences are based on small numbers and are not statistically significant, or where special recruiting or other programs cause the pool of minority or female candidates to be atypical of the normal pool of applicants from that group (CFR § 60-3.4 (D)). Therefore, in job groups where there was evidence of adverse impact, the shortfall between the actual number of female or minority hires and the expected number of these hires (based on the applicant pool composition) was calculated. If the shortfall was less than one person, this was also noted.

Between April 1, 2015 through March 31, 2015, 242 persons were hired into full-time EAM, faculty and professional/non-faculty positions filled though the search process. An analysis of gender-specific hire rates revealed that females were hired at a rate less than 80% of the male rate in four job groups (Administrative, Research/Post Doctorates, Medical Care, and Technical). In one of these job groups (Research/Post Doctorates), the difference did not exceed a one-person shortfall and did not constitute adverse action. In three job groups (Administrative, Medical Care, and Technical) the differences exceeded a one person shortfall and thus constituted adverse action. Minorities were hired at a rate less than 80% of the non-minority hiring rate in nine job groups. In six of these job groups (EAM A, EAM C, Institutional Relations, Library Sciences, Medical Care, and Allied Health), the difference did not exceed a one-person shortfall, and therefore did not constitute adverse impact. In three of these job groups (Administrative, Research/Post Doctorates and Technical), the differences exceeded a one person shortfall and thus constituted adverse action. The EO&D Office provides training to search committees and routinely reviews search related documentation to ensure that campus search procedures have been followed and to offer technical assistance.

Information on applicant pool representation of females and minorities in EAM and Professional/Non-faculty job groups is presented in Table 15, “The Representation of Women and Minorities in Search Pools for EAM and Professional/Non-Faculty Positions, 2014-2015”. An applicant pool analysis revealed that the representation of women in the pools fell below 80% of the corresponding availability estimate in three of the 11 job groups in which searches for full-time positions were conducted (EAM A, EAM C, and Technical). Representation of minority group applicants in the pools fell below 80% of the corresponding availability estimate in five of the 11 job groups (EAM C, EAM D, Library Sciences, Allied Health, and Medical Care). As part of the search process, applicant pool diversity is evaluated by the appointing authority. If the pool approximates the availability estimates, the search will go forward. If the pool does not approximate the available workforce and the campus has hiring goals for the position, the appointing official will contact the EO&D Office to discuss how to proceed.
**Table 14**

**Hire Rate and Determination of Adverse Impact**

**EAM, Faculty, and Professional/Non-Faculty Job Groups**

**2014-2015**

<table>
<thead>
<tr>
<th>Job Group</th>
<th>Total # of Hires</th>
<th>Total (% Rate)</th>
<th>Male (% Rate)</th>
<th>Female (% Rate)</th>
<th>Adverse Impact</th>
<th>Non-Minority (% Rate)</th>
<th>Minority (% Rate)</th>
<th>Adverse Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAM A</td>
<td>1</td>
<td>1.9</td>
<td>0.0</td>
<td>7.1</td>
<td>No</td>
<td>2.6</td>
<td>0.0</td>
<td>+</td>
</tr>
<tr>
<td>EAM B</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EAM C</td>
<td>5</td>
<td>3.9</td>
<td>2.5</td>
<td>6.0</td>
<td>No</td>
<td>4.2</td>
<td>0.0</td>
<td>+</td>
</tr>
<tr>
<td>EAM D</td>
<td>5</td>
<td>7.0</td>
<td>4.9</td>
<td>10.0</td>
<td>No</td>
<td>6.2</td>
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<tr>
<td>Tenure System Faculty</td>
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<td>1.0</td>
<td>2.3</td>
<td>No</td>
<td>1.2</td>
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<td>No</td>
</tr>
<tr>
<td>Other Faculty</td>
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<td>3.5</td>
<td>2.6</td>
<td>5.0</td>
<td>No</td>
<td>3.2</td>
<td>4.6</td>
<td>No</td>
</tr>
<tr>
<td>Administrative</td>
<td>33</td>
<td>8.3</td>
<td>9.4</td>
<td>7.5</td>
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<td>9.4</td>
<td>1.7</td>
<td>Yes</td>
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<tr>
<td>Education/Training</td>
<td>34</td>
<td>3.6</td>
<td>2.3</td>
<td>4.7</td>
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<td>3.6</td>
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<td>Research/Post Doctorates</td>
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<td>3.9</td>
<td>4.2</td>
<td>3.1</td>
<td>+</td>
<td>5.0</td>
<td>2.4</td>
<td>Yes</td>
</tr>
<tr>
<td>Medical Care</td>
<td>5</td>
<td>9.3</td>
<td>25.0</td>
<td>6.5</td>
<td>Yes</td>
<td>10.6</td>
<td>0.0</td>
<td>+</td>
</tr>
<tr>
<td>Technical</td>
<td>23</td>
<td>17.6</td>
<td>19.2</td>
<td>11.1</td>
<td>Yes</td>
<td>18.9</td>
<td>12.0</td>
<td>Yes</td>
</tr>
<tr>
<td>Professional Non-Fac., Other</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Allied Health</td>
<td>4</td>
<td>8.3</td>
<td>0.0</td>
<td>10.8</td>
<td>No</td>
<td>8.7</td>
<td>0.0</td>
<td>+</td>
</tr>
</tbody>
</table>

*NOTE:* Includes all full-time positions filled through the search process. Evidence of adverse impact occurs when the protected class hire rate is less than 80% of the non-protected class hire rate. Hire rate is based on number of hires compared to number of applicants for each job group.

*Source:* EO&D Search Database

+ *Actual vs. expected number of hires (based on applicant pool composition) represents less than a one person shortfall.*
Table 15
The Representation of Women and Minorities in Search Pools
For EAM and Professional/Non-Faculty Positions
2014-2015

<table>
<thead>
<tr>
<th>Job Group</th>
<th>Number of Hires</th>
<th>Female Search Pool %</th>
<th>Female Availability %</th>
<th>Minority Search Pool %</th>
<th>Minority Availability %</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAM A</td>
<td>1</td>
<td>26.4</td>
<td>47.1</td>
<td>28.3</td>
<td>17.4</td>
</tr>
<tr>
<td>EAM B</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EAM C</td>
<td>5</td>
<td>38.5</td>
<td>60.3</td>
<td>8.5</td>
<td>15.6</td>
</tr>
<tr>
<td>EAM D</td>
<td>5</td>
<td>42.3</td>
<td>40.2</td>
<td>8.5</td>
<td>14.8</td>
</tr>
<tr>
<td>Administrative</td>
<td>33</td>
<td>57.1</td>
<td>66.3</td>
<td>14.5</td>
<td>12.8</td>
</tr>
<tr>
<td>Education/Training</td>
<td>34</td>
<td>54.0</td>
<td>64.0</td>
<td>18.6</td>
<td>21.4</td>
</tr>
<tr>
<td>Institutional Relations</td>
<td>19</td>
<td>55.5</td>
<td>62.8</td>
<td>13.3</td>
<td>12.6</td>
</tr>
<tr>
<td>Library Sciences</td>
<td>4</td>
<td>73.0</td>
<td>77.2</td>
<td>2.7</td>
<td>11.6</td>
</tr>
<tr>
<td>Research/Post Doctorates</td>
<td>11</td>
<td>33.6</td>
<td>36.6</td>
<td>44.1</td>
<td>26.1</td>
</tr>
<tr>
<td>Medical Care</td>
<td>5</td>
<td>85.2</td>
<td>74.4</td>
<td>13.0</td>
<td>18.4</td>
</tr>
<tr>
<td>Technical</td>
<td>23</td>
<td>20.6</td>
<td>28.5</td>
<td>19.1</td>
<td>12.3</td>
</tr>
<tr>
<td>Professional Non-Fac., Other</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Allied Health</td>
<td>4</td>
<td>77.1</td>
<td>66.8</td>
<td>4.2</td>
<td>20.4</td>
</tr>
</tbody>
</table>

**NOTE**: Includes all full-time positions filled through the search process. Availability estimates as of 3-31-15.

Source: EO&D Search Database
Promotions and Transfers

Each semester, the Office of Institutional Research reports to the University on the status of faculty employment using files from the human resources computer system. The Fall 2014 Faculty Positions Report indicated that there were 276 faculty on tenure track including 146 women (52.9%) and 77 minority group members (27.9%). During 2014-2015, a total of 42 faculty were reviewed for tenure (see Section 4.9 of the Academic Personnel Policy, Doc. T76-081 for a discussion of eligibility requirements). Tenure decision outcomes were as follows:

<table>
<thead>
<tr>
<th>Tenure Decisions 2014-2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL</td>
</tr>
<tr>
<td>Positive</td>
</tr>
<tr>
<td>Negative</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>

Of the 36 faculty awarded tenure, 15 (41.7%) were women and 11 (30.6%) were racial/ethnic minority group members. Twenty-one male faculty were awarded tenure, including 11 White males, seven Asian males, one Black/African American male, and two males of unknown racial/ethnic heritage. Fifteen women were awarded tenure, including 10 White females, one Asian female, two Black/African American females and two females of unknown racial/ethnic heritage. Six faculty members were not awarded tenure, including four females and two minority group members.

As of Fall 2014, there were 520 full professors at UMass Amherst. Of these, 141 were women (27.1%) and 77 (14.8%) were members of a minority group. Criteria for determining eligibility for promotion to the next faculty rank are contained in Section 4.6 of the Academic Personnel Policy, Doc. T76-081. During academic year 2014-2015, 26 faculty members were promoted to the rank of full professor, including 11 women (42.3%) and 10 (38.5%) racial/ethnic minority group members. Twenty-five faculty members were promoted from the rank of assistant professor to associate professor, including nine women (36.0%) and seven minority group members (28.0%).

For EAM and professional staff, a promotion is defined as a bona fide change in duties and responsibilities which constitutes an advancement to a job with greater duties and responsibilities. For positions which fall under the Salary Administration Program, an increase in position level is requisite to a promotion. A transfer occurs when there is a change in primary department affiliation without a change in job title, or when there is a move from one job to another with equivalent duties and responsibilities. For classified staff, a promotion is defined as an appointment to a position of a higher job grade or to a professional position. A transfer is defined as a change in job title without a change in job grade or a change in primary departmental affiliation without a change in job title.
<table>
<thead>
<tr>
<th>Job Group</th>
<th>Total</th>
<th>Female</th>
<th>Female Avail %</th>
<th>Adverse Impact</th>
<th>Minority</th>
<th>Minority Avail %</th>
<th>Adverse Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAM A</td>
<td>2</td>
<td>50.0</td>
<td>28.0</td>
<td>No</td>
<td>0.0</td>
<td>8.0</td>
<td>+</td>
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<tr>
<td>EAM B</td>
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<td>50.0</td>
<td>45.5</td>
<td>No</td>
<td>50.0</td>
<td>8.1</td>
<td>No</td>
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<tr>
<td>EAM C</td>
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<td>58.9</td>
<td>No</td>
<td>8.3</td>
<td>10.3</td>
<td>No</td>
</tr>
<tr>
<td>EAM D</td>
<td>5</td>
<td>0.0</td>
<td>39.0</td>
<td>Yes</td>
<td>0.0</td>
<td>10.3</td>
<td>+</td>
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<tr>
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<td>68.1</td>
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<td>11.0</td>
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<tr>
<td>Education/Training</td>
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<td>68.6</td>
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<td>Institutional Relations</td>
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<td>8.3</td>
<td>+</td>
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<td>9.7</td>
<td>+</td>
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<td>Professional Non-Faculty, Other</td>
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<td>89.5</td>
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<td>18.4</td>
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<tr>
<td>Secretaries/Clerks/Typists</td>
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<td>10.8</td>
<td>+</td>
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<td>Comp., Eng., &amp; Related Tech.</td>
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<td>31.3</td>
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<td>16.7</td>
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<td></td>
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<tr>
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<td>11.9</td>
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<td>Mech. &amp; Repairers, Non-Sup.</td>
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<td>Skilled Crafts, Sup.</td>
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<td>0.0</td>
<td>5.7</td>
<td>+</td>
</tr>
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<td>Construction Trades, Non-Sup.</td>
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<td>12.3</td>
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<td>Plant &amp; System Operation</td>
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<td>0.0</td>
<td>4.3</td>
<td>Yes</td>
<td>0.0</td>
<td>3.3</td>
<td>+</td>
</tr>
<tr>
<td>Food Prep. &amp; Serv., Non-Sup.</td>
<td>16</td>
<td>56.3</td>
<td>57.2</td>
<td>No</td>
<td>56.3</td>
<td>50.3</td>
<td>No</td>
</tr>
<tr>
<td>Cleaning/Bldg. Serv., Non-Sup.</td>
<td>76</td>
<td>32.9</td>
<td>40.1</td>
<td>No</td>
<td>39.5</td>
<td>39.7</td>
<td>No</td>
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<tr>
<td>Motor Vehicle Operators</td>
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<td>0.0</td>
<td>29.7</td>
<td>Yes</td>
<td>0.0</td>
<td>36.8</td>
<td>+</td>
</tr>
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<td>Farming &amp; Forestry</td>
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<td></td>
</tr>
<tr>
<td>Food Prep. &amp; Serv., Sup.</td>
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<td>51.7</td>
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<td>15.4</td>
<td>36.3</td>
<td>Yes</td>
</tr>
<tr>
<td>Cleaning/Bldg. Serv., Sup.</td>
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<td>45.5</td>
<td>32.2</td>
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<td>18.2</td>
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<td>Yes</td>
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<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note: Evidence of adverse impact in promotion and transfers occurs when the representation of protected class members falls below 80% of the availability estimate. Availability estimates are based on the composition of feeder job groups within the University. Promotion/transfer rate is based on the number of promotions and transfers into and within each job group. + Difference is less than a one-person shortfall.*
Table 16, “Promotions and Transfers in Non-Faculty Job Groups, Selection of Protected Group Members, and Adverse Impact, 2014-2015” contains summary statistics for promotions and transfers among non-faculty employees. This information is obtained from the historical employee job information available on PeopleSoft and downloaded to CAAMS. The data contained in Table 16 represents a one year period (April 1, 2014 – March 31, 2015).

Evidence of adverse impact in promotions and transfers occurs when the representation of protected class members falls below 80% of the availability estimate. Job group availability estimates are based on the composition of the feeder job groups within the university. For women, there was evidence of adverse impact for promotions and transfers in 7 job groups. For 5 of these job groups, the number of promotions and transfers that women received differed from the expected number (based on availability in feeder job groups) by less than a one-person shortfall and therefore did not constitute adverse impact. In two job groups (EAM D and Technical) the number of promotions and transfers that women received differed from the expected number by more than a one-person shortfall and thus constituted adverse impact. For minorities, there was evidence of adverse impact in 19 job groups. For 14 of these job groups, the number of promotions and transfers that minorities received differed from the expected number (based on availability in feeder job groups) by less than a one-person shortfall and therefore did not constitute adverse impact. In five job groups (Education/Training; Business & Related; Construction Trade, Non-Supervisory; Food Preparation & Services, Supervisory; and Cleaning/Building Services, Supervisory) the difference met the one-person threshold and thus constituted adverse action.

Terminations

Terminations from the workforce between April 1, 2014 through March 31, 2015, including voluntary resignations and involuntary separations, were analyzed by job group across the campus. Table 17, “Termination Rate and Determination of Adverse Impact, by Gender and Minority Status Within University Job Group, 2014-2015”, reports the termination rate for women and minorities. The job group termination rate is calculated by identifying the job group total at the beginning of the period, adding the new hires into the job group during the period, then dividing the number of terminations from the job group during the period by the job group total at the end of the period.

For termination activity, evidence of adverse impact occurs when the non-protected class termination rate is less than 80% of the protected class termination rate. However, differences in termination rate may not constitute adverse impact where the differences are based on small numbers and are not statistically significant. Where there was evidence of adverse impact, the difference between the actual number of terminations and the expected number of terminations (based on job group composition) was calculated. Only when this difference equaled or exceeded a one-person shortfall was adverse impact indicated for the job group.

An analysis of gender-specific termination rates revealed that males terminated from the workforce at a rate less than 80 percent of the female rate in seven job groups. In four of these seven job groups the difference was less than a one-person shortfall. In three job groups (Technical; Library; and Food Preparation & Services, Supervisory) the difference was greater or equal to a one-person shortfall and thus constituted adverse action.

The non-minority termination rate was less than 80 percent of the minority termination rate in eight job groups. In six of these job groups, the difference was less than a one person shortfall. The difference between the expected and the actual number of terminations was equal to or greater than a one-person shortfall in two job groups (Secretaries/Clerks/Typists and Science & Other Technicians) and thus constituted adverse action.

An analysis of the reason for termination in job groups where there was evidence of adverse impact revealed that many of the terminations were voluntary, or due to completion of contract. A common reason for voluntary termination is retirement. During 2014-2015, 14 of the 725 terminations (1.9%) that occurred were involuntary. There was one involuntary termination of a protected category individual during 2014-2015 within job groups where numerical evidence of adverse impact was present. One minority was involuntarily terminated due to a staff reduction in the job group Secretaries/Clerks/Typists.
<table>
<thead>
<tr>
<th>Job Group</th>
<th>Total #</th>
<th>Total Rate (%)</th>
<th>Male Rate (%)</th>
<th>Female Rate (%)</th>
<th>Adverse Impact</th>
<th>Non-Min. Rate (%)</th>
<th>Minority Rate (%)</th>
<th>Adverse Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAM A</td>
<td>1</td>
<td>6.7</td>
<td>10.0</td>
<td>0.0</td>
<td>No</td>
<td>7.1</td>
<td>0.0</td>
<td>No</td>
</tr>
<tr>
<td>EAM B</td>
<td>1</td>
<td>4.0</td>
<td>5.6</td>
<td>0.0</td>
<td>No</td>
<td>4.3</td>
<td>0.0</td>
<td>No</td>
</tr>
<tr>
<td>EAM C</td>
<td>4</td>
<td>6.0</td>
<td>3.1</td>
<td>8.6</td>
<td>+</td>
<td>6.6</td>
<td>0.0</td>
<td>No</td>
</tr>
<tr>
<td>EAM D</td>
<td>4</td>
<td>8.3</td>
<td>13.8</td>
<td>0.0</td>
<td>No</td>
<td>7.0</td>
<td>20.0</td>
<td>+</td>
</tr>
<tr>
<td>Tenure System Faculty</td>
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<td>5.3</td>
<td>6.4</td>
<td>3.6</td>
<td>No</td>
<td>6.4</td>
<td>1.5</td>
<td>No</td>
</tr>
<tr>
<td>Other Faculty</td>
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<td>36.3</td>
<td>35.7</td>
<td>36.8</td>
<td>No</td>
<td>38.1</td>
<td>25.0</td>
<td>No</td>
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<tr>
<td>Administrative</td>
<td>39</td>
<td>7.2</td>
<td>8.7</td>
<td>6.4</td>
<td>No</td>
<td>7.3</td>
<td>5.7</td>
<td>No</td>
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<tr>
<td>Education/Training</td>
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<td>11.0</td>
<td>11.5</td>
<td>10.8</td>
<td>No</td>
<td>11.1</td>
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<td>No</td>
</tr>
<tr>
<td>Institutional Relations</td>
<td>15</td>
<td>10.3</td>
<td>9.8</td>
<td>10.6</td>
<td>No</td>
<td>10.9</td>
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<tr>
<td>Library Sciences</td>
<td>2</td>
<td>3.8</td>
<td>6.3</td>
<td>2.8</td>
<td>No</td>
<td>4.2</td>
<td>0.0</td>
<td>No</td>
</tr>
<tr>
<td>Research/Post Doctorates</td>
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<td>34.2</td>
<td>33.2</td>
<td>35.9</td>
<td>No</td>
<td>32.7</td>
<td>36.6</td>
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<tr>
<td>Medical Care</td>
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<td>16.3</td>
<td>18.2</td>
<td>15.6</td>
<td>No</td>
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<tr>
<td>Technical</td>
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Note: Evidence of adverse impact occurs when the non-protected class termination rate is less than 80% of the protected class termination rate. Termination rate is based on number of terminations compared to the number of incumbents in each job group. + Difference is less than a one-person shortfall.
AREAS OF SPECIAL CONCERN:  
IDENTIFICATION OF PROBLEM AREAS

Effects of Fiscal Constraints

The size of the Amherst campus workforce saw some growth between 2013 and 2015. The total number of employees increased by 174, from 5,332 in 2013 to 5,506 in 2015, an increase of 3.3 percent. The total number of women in the workforce increased by 55 to 2,761 in 2015, while the percentage representation dipped slightly to 50.2%. The total number of minorities increased by 81 to 995 in 2015, and the percentage of minorities increased to 18.1% in 2015. Progress towards achieving affirmative action goals is promoted by robust placement opportunities, which become more limited in times of fiscal constraint.

Faculty Resources

The campus has been successful in recruiting outstanding new faculty, and the number of full-time faculty is rebuilding. In 2012, Chancellor Subbaswamy and then Provost Staros launched a collaborative campus-wide strategic planning process. The phase one report was issued in 2013, and encouraged greater emphasis on faculty retention, among other issues. During the 2013-2014 academic year, additional phase two efforts continued. Year three launched unit planning, through which each academic and administrative area developed local plans aligned with campus priorities. During 2014-2015, a Diversity Strategic Plan Steering Committee, chaired by the Deputy Chancellor, took steps to develop a Diversity Strategic Plan. The Plan, which outlines steps to address diversity and related issues, was finalized on March 30, 2015. One of the goals of the Diversity Strategic Plan is to increase the focus on recruiting, retaining, and promoting a diverse faculty and staff.

Skilled Crafts Workforce

Few women and minorities work in the Skilled Crafts area. In 2015, there were a total of 10 women (4.0%) and 12 minorities (4.8%) in the Skilled Crafts workforce. Minorities were underutilized in two Skilled Crafts job groups in 2015 (Construction Trades, Non-Supervisory; and Skilled Crafts, Supervisory). Women were underutilized in three job groups within Skilled Crafts (Skilled Crafts, Supervisory; Construction Trades, Non-Supervisory; and Plant & System Operation). Between 2013 and 2015, the number of women within Skilled Crafts decreased by one, from 11 in 2013 to 10 in 2015, and the number of minorities remained at 12.

To help address issues of access, the Apprenticeship Program in the Physical Plant was reinstituted in fiscal year (FY) 2000. 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 FY 2015, the Labor Management Workplace Education Program moved forward on the launch of a campus-based Apprenticeship Program geared to women and minorities in the AFSCME bargaining unit. In collaboration with Residential Life and AFSCME, and to diversify the trades workforce, LMWE planned the launch of apprenticeship/career ladder services to prepare Maintainer I’s for advancement into the maintenance trades.
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 expanded the number and variety of educational workshops and trainings it provides to the campus community to assist in combating sexual harassment (including sexual assault), discrimination and retaliation. The following types of workshops/trainings are provided: diversity training, new employee training, individualized training, search procedures training, sexual harassment prevention training, and harassment/discrimination prevention training. Workshops can be tailored for specific audience needs or workplace area; separate trainings can be provided for supervisors. The series of workshops includes: Preventing Sexual Harassment; Responding to Complaints; Title IX for Employees and Administrators, ADA Accommodations and Leave Laws; and Diversity, Inclusion and Equity. Since 2012, Harassment Prevention Training has been a mandatory workshop for new faculty and staff.
AFFIRMATIVE INITIATIVES:
PROGRAMS TO ELIMINATE PROBLEMS & ATTAIN GOALS

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.

Hiring Procedures

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. 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, and is also available on the EO&D Web site (http://www.umass.edu/eod). These procedures outline recruitment activity for selecting qualified individuals for administrative, faculty and professional/non-faculty (exempt) positions at the University. One of the goals of these procedures is to train hiring officials to identify the EO&D Office staff as technical assistants and not as regulators in recruiting activity. The recruitment strategy stresses interaction between the EO&D Office, the hiring official, and the search committee at the beginning of the recruitment process in order to better insure creative and effective announcement of the position vacancy, as a means to generate a more diverse pool of qualified applicants.

The standard tag line (for non-faculty searches) is, “The University of Massachusetts Amherst is an Affirmative Action/Equal Opportunity Employer of women, minorities, protected veterans, and individuals with disabilities and encourages applications from these and other protected group members.” The EO&D Office notifies each hiring department at the beginning of every faculty or exempt staff recruitment effort about the utilization goal for women, minorities, and individuals with disabilities (IWD), as well as the hiring benchmark for protected veterans. The Office routinely offers training to search committees that includes information about effective ways to reach out to and give consideration to women, minorities, IWD’s and protected veterans. The training includes a discussion of the appropriate protocol for responding to job candidates’ requests for disability-related reasonable accommodations during the application and candidate selection process.

As outlined in the document Search Procedures: Faculty & Professional Staff, notice to the EO&D Office is required if the pool of qualified, bona fide applicants does not approximate availability and the hiring unit or campus is underrepresented with respect to protected group members. After considering what steps may be taken to address the underrepresentation identified in the pool of qualified applicants, the hiring official or designee may accept the pool, identify additional activities to improve the pool, or may close the search. It is anticipated that such monitoring by the hiring official (or designee) of the diversity of the applicant pool will encourage more attention to the importance of widespread, creative recruitment.

In 2012, the President’s Office signed a contract with InsideHigherEd.com, an electronic publication that provides news, opinion, and job postings for a higher education audience. The contract provides the Amherst campus with unlimited job posting capabilities, enables the campus to
link each of its postings to a Featured Employer Profile and a Diversity Profile, and gives the campus access to the site’s credentials bank. It is anticipated that the features that are included in the contract will assist the Amherst campus with its efforts to attract diverse candidates and to recruit dual-career couples.

In 2013, the university updated its applicant tracking system. At the conclusion of a competitive RFP process from companies who were interested in providing the University of Massachusetts with a system-wide electronic recruiting solution, the University of Massachusetts System Office entered into a system-wide contract with Interview Exchange (http://www.interviewexchange.com/), a Software as a Service (SaaS), cloud based on-line applicant tracking system (ATS). The Amherst campus began its multi-phase implementation process of the Interview Exchange applicant tracking system in September, 2013, by requiring hiring departments to post all vacant faculty and staff positions on the UMass Interview Exchange website and by asking all candidates to apply for positions through the website. During the initial phase of the implementation process, Interview Exchange’s functionality to manage searches online was used only for faculty searches.

The next phase of the implementation process began in 2014, when use of this functionality was expanded to allow searches for professional/exempt positions to be managed online. At that time, staff in each of the campus’s executive areas were designated to serve as Interview Exchange ATS administrators. These staff were provided with training on the role of the Interview Exchange ATS administrator and given responsibility for posting and editing jobs on Interview Exchange, adding and managing user accounts for search record keepers (IE-Hiring Managers) and search committee members (IE-Reviewers) and reassigning job postings to search record keepers after the jobs have been posted on Interview Exchange. The Employment Office continues to be responsible for managing the job posting and applicant process for all classified/non-exempt positions.

The Interview Exchange ATS provides a feature rich platform for posting positions and linking postings to many prominent online recruitment sources; for communicating with applicants and managing applicant flow and information; and for maintaining compliance with federal, state, and UMass System regulations, including EEOC and OFCCP reporting requirements. As part of the Interview Exchange application process, all applicants are given an opportunity to voluntarily answer questions identifying their sex, ethnicity, race, protected veteran status, and disability status. Candidate responses can only be accessed by users who have been assigned a Super Administrator or AA/EEO user account. The percentage of applicants who volunteer some protected status information has increased since the implementation of Interview Exchange.

**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. Within the Chancellor’s Office, the Faculty Advisor for Diversity and Excellence works with the Chancellor to implement programs that promote inclusive excellence. In the schools and colleges, a number of faculty advisors on diversity have been appointed to advance issues of faculty, staff and student diversity. During 2014-2015, a Diversity Strategic Plan Steering Committee, chaired by the Deputy Chancellor, took steps to develop a Diversity Strategic Plan. The Plan, which outlines steps to address diversity and related issues, was finalized on 3-30-15, and is posted online at https://www.umass.edu/chancellor/sites/default/files/Diversity-Strategic-Plan.04-06-15.pdf. One of the goals of the Diversity Strategic Plan is to increase the focus on recruiting, retaining and promoting a diverse faculty and staff.
During Academic Year 2014-2015, 73 new tenure system faculty members were hired. Of these, 36 (49.3%) were women, and 29 (39.7%) were members of a racial/ethnic minority group; this included 4 African American/Blacks, 5 Hispanic/Latinos, and 20 of Asian heritage. Over the last decade, out of a total of 595 tenure system faculty hires, 288 (48.4%) were women, and 199 (33.4%) were members of a racial/ethnic minority group.

The Institute for Teaching Excellence and Faculty Development (TEFD) supports faculty in their roles as scholars, teachers, and members of the University and wider community. The Institute supports the professional development of faculty across all career stages and disciplines with a wide range of programs and resources focused on teaching, mentoring, scholarly writing, tenure preparation, leadership and work life balance. TEFD encourages pre-tenure faculty to develop robust professional networks that include a variety of mentoring partners, and to use an approach referred to as “Mutual Mentoring.” In 2016, a Director of Intercultural Teaching and Faculty Development was hired to assist with diversity-related planning, strategies and programming.

**Grievance Procedures**

The University has established a system of grievance procedures to address complaints of alleged discrimination based on race, sex, sexual orientation, color, religion, creed, age, marital status, national origin, veteran status, and disability. Grievants are encouraged to resolve complaints informally by working with the relevant parties and administrators. The Ombuds Office and the Dean of Students Office together with the EO&D Office are available to assist in this resolution process. Formal charges of discrimination should be directed to the campus EO&D Office located at 243 Lederle GRC Lowrise, or call 545-3464. The University’s *Grievance Policy and Procedures* are available online and the print version may be obtained by contacting the EO&D Office. Please refer to Appendix H.

**Improving Campus Diversity**

The Chancellor’s Diversity Advisory Council (CDAC) has served as an advisory board on matters of diversity since 2010. This council brings together offices, programs and individuals who do important work to advance the campus’s commitment to diversity and equity, and is comprised of faculty, staff, students and community members, and chaired by Debora Ferreira, Executive Director of Equal Opportunity & Diversity. The Council was charged to: review campus policies and procedures related to diversity; help to develop new, coordinated initiatives to advance diversity and equity on campus; and contribute to the development of a comprehensive diversity and equity plan.

The Diversity Matters website (www.umass.edu/diversity) was launched in 2011. A key purpose of this website is to foster communication on diversity related topics, by providing a communication hub for all of the diversity work and activity taking place on campus and in the neighboring communities. *Diversity Matters* provides a place for the campus community to communicate and become informed on how to collaborate on issues of diversity, inclusion and equity. This website was upgraded and relaunched in 2015. Along with providing a trove of diversity-related information, the site is also intended to serve as tool for tracking the University’s progress on the Diversity Strategic Plan.

In 2012, the Chancellor and Provost launched a collaborative campus-wide strategic planning process. The Phase One report was issued in 2013, and encouraged greater emphasis on faculty retention, among other issues. During the 2013-14 academic year, Phase 2 efforts continued. Diversity Liaisons were appointed in key areas across campus to collaborate and share information on diversity efforts. During 2014-2015, a Diversity Strategic Plan Steering Committee, chaired by
the Deputy Chancellor, took steps to develop a Diversity Strategic Plan. The Plan, which was the result of a nine-month effort by the Diversity Strategic Planning Steering Committee in consultation with numerous campus constituencies, is a vital component of the overall campus strategic plan.

The Diversity Strategic Plan lays out a roadmap, with concrete steps to follow as we confront the myriad of challenges related to diversity and inclusion. In great detail, it outlines a strategy for how UMass Amherst can increase the recruitment and retention of students from underrepresented groups; improve the campus climate of inclusion; enhance curriculum with regard to diversity and inclusion; recruit, retain and promote diverse faculty and staff; and increase engagement with external communities and schools with large proportions of underrepresented minorities. The Diversity Strategic Plan was adopted March 30, 2015 and is posted at: www.umass.edu/chancellor/sites/default/files/Diversity-Strategic-Plan-04-06-15.pdf. Based on the recommendations made in the Plan, there were initiatives that were put in place immediately, such as creating a position and hiring an Assistant Provost for Diversity; this individual will develop a comprehensive action plan to coordinate and strengthen underrepresented minority recruitment efforts. Other actions that were completed included the upgrade of the Diversity Matters website to create the capacity to engage in ongoing communication about diversity and inclusion. This website will also report on the progress of implementing the recommendations stated in the Diversity Strategic Plan.

As it pertains to professional staff, our campus has embarked on the Diversity Marketing, Recruitment and Retention Initiative. This study was commissioned by Five Colleges, Inc. to improve the recruitment and retention of exempt staff of color for each and all of the five colleges. This study will elucidate current trends and practices in staff hiring while making recommendations to improve the hiring and retention of diverse staff on our campus.

Leading for Change

UMass Amherst is an active participant in the Leading for Change initiative. The Leading for Change Higher Education Diversity Consortium is a voluntary collaboration of higher education institutions in Massachusetts and New England committed to identifying student and employee diversity best practices through uniform and transparent use of data, institutional benchmarks and reflective practice. Experts from Bridgewater State University, Emerson College, University of Massachusetts Amherst, Massachusetts Institute of Technology, Bristol Community College and Harvard University have worked together to identify student and employee benchmarks for success in higher education. For more information, see http://vc.bridgew.edu/change/.

Mentoring

The Institute for Teaching Excellence & Faculty Development (TEFD) (www.umass.edu/ctfd) encourages pre-tenure faculty to develop robust professional networks that include a variety of mentoring partners within and outside the UMass Amherst campus, and at a wide variety of career stages. This approach, which the TEFD refers to as “Mutual Mentoring,” is based on the premise that the traditional mentoring model (i.e., top-down, one-on-one) does not necessarily fit all, and faculty should have access to funding and resources in order to proactively create the mentoring networks that best address their unique contexts and professional needs. The TEFD supports mentoring through the following:

- Mentoring Grants: Funded by The Andrew W. Mellon Foundation, these grants are awarded to teams and individuals to support mentoring projects that demonstrate a wide range of
mentoring forms – one-on-one; small and large group; peer and near-peer; cross-disciplinary; and intra- and inter-institutional.

- Mentoring Exemplars: Through its programming, the TEFD has identified numerous exemplary mentoring efforts.
- Mentoring Resources: The TEFD has written and compiled a number of resources to help faculty develop successful Mutual Mentoring networks.

**Springfield Initiatives**

Officials from the University of Massachusetts Amherst and the City of Springfield formalized a Greater Springfield-University of Massachusetts Amherst Partnership in 2008 designed to promote collaborations that will lead to the revitalization of Springfield’s economy. The partnership aims to position the city in the long term as a center for environmentally beneficial green industries, to boost the city’s arts and creative economy, and to expand relevant university teaching and outreach initiatives. Key goals include revitalizing Springfield’s economy and establishing an effective university-city framework for cooperative activities that benefit the citizens of Springfield and its surrounding communities.

In 2010, the UMass Center for Public Policy and Administration was awarded $40,000 by the UMass President’s creative Economy Initiative to help create a center dedicated to alleviating poverty and inequality in Springfield and other western Massachusetts cities. The Springfield Initiative provides a bridge between university research and resources and city residents working to make their lives and communities better. Its focus is on strategies to improve the lives of marginalized communities as an integral part of improving the prosperity of cities and regions. This program will bring together faculty and students on campus interested in working on areas of educational inequity in the Springfield Public Schools.

In 2012, the campus was awarded a five year, nearly $1.25 million grant from the U.S. Department of Education to reestablish an Upward Bound program in partnership with two high schools in Springfield. A new director was hired, and under this grant, UMass Amherst will work with up to 60 students at the High School of Commerce and Springfield High School.

In spring 2014, the University of Massachusetts opened a welcome center at its new downtown satellite center in Tower Square. The UMass Center at Springfield is the first satellite center for the five-campus University of Massachusetts system. UMass Amherst, located about 25 miles from Springfield, is the lead campus for the satellite center, with other UMass campuses also providing academic programs. The UMass Center at Springfield will complement UMass Amherst’s active involvement in the Springfield area, where faculty and staff are engaged in offering programs in health, fine arts and the creative economy, natural sciences, engineering, green industries, management, sports and education.

**Sexual Harassment Prevention**

Our Sexual Harassment Policy and Procedures manual was originally adopted in 1983. In 2001, the Sexual Harassment Procedures were modified to facilitate a more efficient process for handling complaints. Although the policy has remained the same, the following are a few notable changes in our procedures:

1. The Office of Equal Opportunity and Diversity maintains a current list of the Support and Referral contacts, who offer advice concerning options for confronting sexual harassment, make referrals, do follow-up and provide support during the complaint resolution process.
The names of the Support and Referral contacts are included in the EO&D Sexual Harassment brochure which is on its website: www.umass.edu/eod.

2. EO&D recruits members of the University community to serve as Sexual Harassment Board members per the University’s Sexual Harassment Policy and Procedures. These Board members comprise the Hearing Panels that adjudicate formal complaints arising under the Sexual Harassment Policy and Procedures. EO&D provides these Board members with training to educate them about sexual harassment as well as the procedures for conducting a sexual harassment hearing.

The Office of Equal Opportunity and Diversity offers sexual harassment prevention workshops to departments upon request. This past year, EO&D continued with trainings on sexual harassment for area managers, assistant managers, supervisors, and employees. The training focused on what is sexual harassment (including sexual assault), what is the law concerning sexual harassment, what to do if someone is being sexually harassed or accused of sexual harassment and how to address a problem dealing with sexual harassment. On an on-going basis, the EO&D office provides sexual harassment/discrimination training for new employees, employees that have not taken the training in a while, and other employees who want to get updated on the laws relating to sexual harassment. Workshops can be tailored for specific audience needs or workplace area; separate trainings can be provided for supervisors. The series of workshops includes: Prevention of Sexual Harassment, Responding to Complaints, Title IX for Employees and Administrators; ADA Accommodations and Leave Laws; and Diversity, Inclusion and Equity. Since 2012, Sexual Harassment Prevention Training has been a mandatory workshop for new faculty and staff.

The Sexual Harassment Policy and Procedures is available on the Equal Opportunity and Diversity website (www.umass.edu/eod). The Office of Equal Opportunity & Diversity has developed a sexual harassment brochure that has been distributed campus wide, and is also available on the EO&D website. Sexual harassment brochures are periodically distributed to deans, directors, department heads and chairpersons. The Title IX website (www.umass.edu/titleix) was launched in September, 2015. This website provides an overview of reporting and resources for Title IX.

**Title IX Coordination Team**

The University has created the *Title IX Coordination Team* to further evaluate, coordinate and address sexual harassment and sexual violence on our campus. The Executive Director for Equal Opportunity and Diversity, Debora Ferreira, is the chair of the Title IX Coordination Team. This team meets weekly to look at specific incidences of sexual harassment and sexual violence and to ensure that resources and responses are holistically coordinated across the University. Additionally, the Coordination Team ensures that Title IX education and training is provided on campus. The Title IX Coordination Team includes representatives from the following area: the Office of Equal Opportunity and Diversity, the Department of Athletics, the Center for Counseling and Psychological Health, University Health Services, International Programs, the UMass Amherst Police Department, the Provost’s Office, Residential Life, the Dean of Students Office, Student Activities and Involvement, and the Center for Women and Community. See Appendix I: *Title IX Comprehensive Resources to Address Sexual Harassment, Sexual Assault, Relationship Violence and Stalking.*

**Training Programs**

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 (including sexual assault), discrimination and retaliation. The following types of workshops/trainings are provided: diversity training, new employee training, individualized training, search procedures training, sexual harassment prevention training, and harassment/discrimination prevention training. Workshops can be tailored for specific audience needs or workplace area; separate trainings can be provided for supervisors. The series of workshops includes: Preventing Sexual Harassment; Responding to Complaints; Title IX for Employees and Administrators; ADA Accommodations and Leave Laws; and Diversity, Inclusion and Equity. Since 2012, Harassment Prevention Training has been a mandatory workshop for new faculty and staff.

Workplace Learning and Development (WLD) staff offerings include programs featuring diversity, inclusion and respectful workplace issues. During FY15, over 68 contact hours of customized training in the areas of diversity and inclusion were delivered to 283 participants; other campus offerings include training programs featuring respectful workplace, inclusion and diversity matters. WLD hosted the Harassment Prevention & Diversity, Equity and Inclusion workshops conducted by the Office of Equal Opportunity and Diversity for all new employees. WLD provided 18 hours of customized trainings addressing respectful workplace concerns to 258 participants.

WLD and the Labor Management Workplace Education Program (LMWEP) continue to play an integral role in the highly collaborative campus effort address issues of workplace bullying. Staff from WLD and LMWEP serve on the campus Committee on Workplace Climate and Bullying and on the Committee’s subcommittee on Education, which makes educational recommendations to the full committee, and worked collaboratively to develop anti bullying trainings for the campus.

LMWEP’s campus training included eight, semester-long Workplace English courses and integrated those classes with tutors from the University’s Community and Civic Engagement Program. Auxiliary Enterprises provided ESOL training for 18 employees in the fall semester and 16 employees in the spring semester.

LMWEP in FY2015 continued the Early Childhood Educators Project, which addresses the educational needs of a segment of the workforce that includes the low-paid, largely female, largely African-American and Latino workforce in the Springfield/Holyoke metropolitan area. Participants learned skills necessary for career ladder advancement and for success in area community colleges. LMWEP also continued its Community Works Partnership; there are 30 partners, including the mayors of Springfield and Holyoke, MGM, a community college, a vocational school, many employers, many unions, and virtually every joint apprenticeship program in western Massachusetts. The Community Works Partnership continued to address career advancement needs for under-represented populations in the trades and construction industry. Community Works is a pre-apprenticeship training plan designed to lead directly into apprenticeship programs and paid employment services to targeted low-income Holyoke and Springfield residents, especially veterans, women and people of color.

Beginning in 2013, all employees who were considered Title IX responsible employees or Campus Security Authorities per the Clery Act began taking a Title IX and Clery on-line training. More than 1,000 staff, faculty and administrators are took an online training program in 2015 to help them understand their responsibilities under these federal laws. Title IX requires federally funded educational institutions to prohibit discrimination on the basis of sex, including sexual harassment and sexual violence, while the Clery Act mandates that the university disclose security information, including crime statistics for reportable crimes, to the campus community and the U.S. Department of Education. Every university official who has significant responsibility for student and campus activities is identified as a Campus Security Authority (CSA) who is required by federal law to undergo the annual online course. In December, 2015, Chancellor Subbaswamy made the decision to require all faculty to be mandatory reporters under Title IX mandatory reporting procedures at UMass Amherst. Online training will be provided through Campus Clarity, a service of LawRoom.
REPORTS FROM CHANCELLOR’S & VICE CHANCELLOR’S AREAS

The Executive Director invited the senior administrators to report on activities related to affirmative action, equal opportunity and diversity during the past year, including recruitment and retention efforts for women and minority faculty, staff, and students, and to describe plans for the coming year. Their responses follow:

Chancellor’s Area

Athletics

Gender Equity, Diversity & Inclusion
UMass-Amherst is committed to the equitable treatment of male and female student-athletes in our intercollegiate athletics program. It is a goal and objective to continually enhance the experience of female student-athletes and provide all student-athletes and staff with equitable experiences as members of the Department of Athletics. Strategies and steps for implementation include: continued monitoring and managing of athletic participation opportunities, coaching opportunities, scholarships and funding plan, salaries for coaches of women’s teams, and recruiting and operating budgets for women’s varsity sports programs.

Student-Athlete Minority Opportunity
The Department of Athletics provides the NCAA with information on ethnicity of student-athletes through submission of the annual Sports Sponsorship Report. The data for 2014-2015 shows a total minority percentage of 29.37% (183/623). Further defined by gender, the total for males was 35.6% (115) and 23.6% (68) for females.

In regard to student-athletes receiving athletic aid, there were a total of 141 minority student-athletes in 2014-2015 receiving athletic aid, which corresponds to 35.6%. The percentage for males was 42.2% (90) and 28.2% (51) for females receiving athletic aid awards.

Department of Athletics and Human Resources
The Department of Athletics remains committed to its efforts to encourage and recruit minority applicants. We remain steadfastly committed to the following strategies:

- Proactive Outreach and Aggressive Recruitment
  - Our goal is to continue increasing our workplace diversity and inclusion through improved recruitment and hiring practices.

- Strategies to build diverse and competitive hiring pools
  - All of our positions are advertised in a wide variety of places, including but not limited to, different coaching associations and administrative associations.

- National Searches
  - To help ensure the selection of diverse talent, we conduct national searches for all open positions.

The Athletic Department will continue to work with the UMass Equal Opportunity and Diversity Office (EO&D) to try and find new advertising mediums and ways to attract a diverse pool of candidates for all open positions.
Disability Services

Disability Services works to ensure that reasonable and effective accommodations and support services are in place for members of the university community who have documented disabilities. The following services are provided on a case-by-case basis, depending on the details and salient factors in each case:

Intake Process
- Ongoing collection of medical, psychological, and educational records submitted by consumers (i.e., students and employees) in pursuit of recognition by the University as a person with a qualifying disability under current legislation
- Confidently store and maintain consumer files, including archiving upon separation from University, and appropriately destroying all records seven years after archiving
- Informing consumers of intake decision, including welcoming accepted applicants and advising those whose documentation was insufficient
- Disability Services supports a population of approximately 2,400 consumers with diverse disability diagnoses, including: learning disabilities, attention deficit/hyperactivity disorder, psychological disabilities, Autism spectrum disorders, traumatic brain injuries, medical conditions (e.g., Crohn’s disease), mobility challenges (e.g., quadriplegia), and sensory disabilities (e.g., blind, deaf)

Employee Services
- Provision of general advice and support for employees with disabilities
- Determination and provision of reasonable workplace accommodations
- Consult and support supervisors/personnel officers with provision of reasonable workplace accommodations
- Facilitation of departmental trainings related to supportive/best practices for colleagues with disabilities

Student Services
- Coordination of numerous support programs that provide direct accommodation services to students, as well as educate faculty and staff on how to properly provide direct accommodations. Disability Services Programs provide the following: ensure physical, communication and technology access in academic settings and materials; coordinate and facilitate exam proctoring and note taking accommodations; distribute nearly $10,000 in scholarship funds; and provide Learning Specialists for students with information processing disabilities.
- Determination and administration of reasonable accommodations, including sending notification of accommodation eligibility to course instructors, provision of disability advising and advocacy, and relocation of inaccessible classrooms
- Communication and collaboration with external offices and agencies to ensure consumers receive required services and accommodations. External offices and agencies include, but are not limited to: Residential Life, Dining Services, Special Transit Services, Commencement, Student Affairs, the College Writing program, Stockbridge School of Agriculture, Physical Plant, Center for Counseling and Psychological Health, Health Services, and external testing agencies who administer the GRE, LSAT, MCAT, etc.
• Participation in University sponsored open houses and admission events. Orientation sessions are provided for new/prospective students that identify as people with disabilities. Information provided by Disability Services to prospective students and their families encourages enrollment, better prepares students and parents for the transition to the university experience and leads to the diversification of the campus with regard to ability.

Temporary Services
• Determination and provision of reasonable supports for non-ADA mandated assistance for temporary medical and maternity concerns, including broken bones, ACL tears and complications with pregnancy.

Guest Services
• Disability Services also has the unique responsibility of providing necessary accommodations to guests of the university. Each year, hundreds of University guests (most notably: commencement guests, prospective students and parents, library users and Fine Arts Center attendees) are provided accommodations that are coordinated by our office.

Disability Services works with every department on campus, both academic and non-academic, to ensure an inclusive and equitable environment for all members of the University community. We are particularly concerned with supporting campus efforts regarding other historically marginalized social identities, and seek opportunities to identify and address intersections of oppressions. Disability Services staff have participated in “You Matter at UMass”, “Black Lives Matter”, and the “UMass Pow Wow”. We have also participated in staff trainings provided by CCPH & the Center for Women & Community.

Staff from Disability Services have designed and facilitated workshops with Workplace Learning & Development on disabilities in the workplace and we continue to host our 3rd annual conference entitled “Get the 411 on Disability”. In recognition of the 25th Anniversary of the ADA, we hosted an open house, our 3rd annual Luminaria event, and continued our 3rd annual professional development summer disability film series. Furthermore, we have partnered with community organizations to coordinate outdoor recreation activities such as accessible hiking and sledding/ice skating.

Disability Services has also been supportive of the University’s commitment to enhancing cyber security measures and is working closely with our vendors and the offices we collaborate with to ensure compliance with a growing need for document security.

Disability Services is committed to serving the larger functions of the University and 5 College System, and this is evident in the participation of departmental staff on the following committees: Chancellor’s Diversity Committee, Five Colleges ADA Coordinators Committee, Five Colleges Tech Access Committee, Assessment & Care Team, Architectural Access Board, UMass Emergency Preparedness Committee, Workplace Climate Committee, Common Read Selection Committee, University Deans and Undergraduate Advisors Group and University Commencement. Further, Disability Services is committed to the elimination of disability oppression in the community, and in pursuit of this goal has collaborated with and/or conducted trainings training for the following community agencies: Whole Children (Hadley, MA), Massachusetts Rehabilitation Commission, and Stavros (Amherst, MA).
**Ombuds Office**

The Ombuds Office is a confidential resource available to all members of the university community to help ensure fair and equitable treatment within the campus’ systems. The Office helps to resolve university-related conflicts and concerns impartially and without judging. Depending on the problem, the Ombuds Office provides information and referral, conflict coaching, mediation, facilitated dialogue, explanation of policies and procedures, and exploration of claims of unfair treatment. Although the Ombuds Office is an informal resource, visitors are provided with information about all appropriate formal policies and processes. Confidentiality will only be breached when there is a serious threat of imminent harm and when required by law.

As a resource for students experiencing university-related problems, the Ombuds Office plays an important role in supporting the retention of first generation and minority students. The Office also serves as an informal resource for faculty and staff who are experiencing problems in the workplace, often serving as a first point of contact for individuals concerned that they are experiencing a form of discrimination or harassment based on membership in a protected category.

Of equal importance, the confidentiality of the Ombuds Office allows those suffering from discriminatory treatment to come forward to report their experience without fear of reprisal or retaliation, since identifying information is not shared with University personnel. The Ombuds Office reports to University leadership non-identifying statistical information that shows trends that may require University attention. This system assists the University to address inequity within a prompt timeframe and at a lower level of intervention.

**Academic Affairs**

**Commonwealth Honors College**

Emerging Scholars (ES) is a signature Residential Academic Program (RAP) for first-generation, underrepresented, and under-served students. First-year students in this program have been identified as having particularly strong academic potential but fall slightly below the required GPA or SAT scores for admission directly into the honors college. They are invited to apply to the program and are required to live together in a Residential Hall and enroll in three honors courses together during the two-semester academic year. With this program, Commonwealth Honors College (CHC) has been able to create a “common ground” of diverse faculty mentors and scholars across colleges and disciplines who will develop closer links with the Honors College. The Fall 2015 entering cohort of 33 included students from a diverse range of first-generation, economically disadvantaged, underrepresented groups and geographic locations. In Spring 2016, seventeen Emerging Scholars applied and were accepted to Commonwealth Honors College. Commonwealth Honors College grants a fellowship to the high need students to help offset the cost of the CHC curriculum fee. We also provide some mentoring and support to every current cohort of Emerging Scholars. The graduation record of these students continues to be highly successful, and one of the graduating students has been awarded a 21ST Century Scholarship and is the recipient of the UMass Amherst 29 Who Shine Award.

CHC has continued its initiative to recruit first-generation and underrepresented minority college students to CHC based on their UMass academic record. Since the program was launched in Spring 2014, the proportion of underrepresented minority (URM) students in CHC has modestly increased, both overall and among the sophomore and junior-year classes which have grown as UMass students transfer into CHC. Overall, the percentage of URM CHC students increased from 5.4% to 6.2%. When it initiated this recruitment program, Commonwealth Honors College also
developed new donor-funded Opportunity Scholarships for first-year, first-generation, and underrepresented UMass Amherst students with significant financial need who apply to and join Commonwealth Honors College in their second semester at the University, based on their UMass academic record. Ten renewable CHC Opportunity Scholarships are awarded each spring to rising sophomores, and the scholarships are renewed through the students’ senior year. The program is entering its third year. All 20 current scholarship recipients have been retained in the honors college and awards for the third group are in process.

The CHC Office of Student Recruitment has also been working with Undergraduate Admissions to implement a more broadly based, holistic admissions process, seeking greater diversity in academic majors, geographic residency, ethnic identity, and other demographics.

In an update to the 4-credit Honors Seminar, “Ideas That Change the World,” Commonwealth Honors College is working with UMass Amherst Libraries to incorporate readings and materials from the W.E.B. Du Bois Papers special collection into this common core honors course. While each course section is limited to enrollment of 18, more than 1,000 students take the interdisciplinary course each year upon entering the honors college, whether as incoming freshmen or transfer students.

Among the special events and visiting speakers CHC sponsors, this spring the honors college will host a lecture by noted public intellectual Michael Eric Dyson, speaking about his new book *The Black Presidency: Barack Obama and the Politics of Race in America*.

The honors college has formed a new service-learning academic sequence that links science and public policy with community service. The new program began Spring 2016 semester with students participating in the Holyoke Bound community based learning workshop and a 1-credit seminar to prepare them for placements with partner organizations in local communities. In the following academic year, students in “Sophomores Serve” will engage in 30 hours of community service each semester while enrolled in a 4-credit general education honors seminar in the fall and a 2-credit research experience in the spring. Working individually and in small groups, students explore connections between their service experience, community research, and public policy.

In the past two years, CHC has continued to host community conversations with its staff and faculty, which include the analysis of relevant readings and research, contemporary analysis of inclusive excellence practices, and opportunities to discuss strategies for a more inclusive and effective working partnership. Further faculty development plans are in process, working with the Institute for Teaching Excellence and Faculty Development. Our student workers are also expected to attend workshops on diversity and inclusive excellence. We plan to expand and continue these on a more consistent basis, using the three-pronged approach to involve students, faculty, and staff.

**Enrollment Management**

The Office of Enrollment Management has focused on several areas of the Diversity Strategic Plan, addressing the action items and points specifically in our area. Additionally, we have gone beyond the Plan to find ways to create programming and policies that will benefit all students, but especially those from marginalized populations. Our charges from the Diversity Strategic Plan include the following:

- Establish UMass Amherst as a destination of choice for students of color and other underrepresented groups;
- Intensify efforts to expand the holistic consideration of applicants;
- Target institutional financial aid toward low-income and underrepresented groups and analyze URM non-attendees;
- Consider necessary and appropriate investments in financial aid modeling;
• Explore improvement in capacity to identify, attract, and enroll underrepresented students; and
• Coordinate yield enhancement activities for underrepresented minority applicants.

Using the charges above as a guide in assessing the productivity of Enrollment Management, which oversees Admissions and Financial Aid, this report will provide a review of Freshman and Transfer admissions practices, procedures, and policies relating to affirmative action. Additionally, the report will review, where applicable, efforts made by the Financial Aid office.

**Freshman Admissions**

**Establish UMass Amherst as a destination of choice for students of color and other underrepresented groups:**

In the fall of 2015, co-chair positions were established and filled for Men of Color Initiatives. The committee includes one member from Enrollment Management, one from Residential Programs, one from CMASS, one from Dean of Students, and one from Student Affairs. This committee is dedicated to the sustained success of men of color at UMass Amherst.


Special Group Accommodations through the Visitor’s Center saw 123 Special Groups that serve low-income, first-generation and students of color. Eighty-six were from Massachusetts, 14 from New York, and 6 from Connecticut. The remaining groups were from across the country and abroad.

Future work includes the addition of a “write-in” option on the Common Application for Admissions that will allow applicants to write in a choice other than male or female for sex.

UMA uses a policy of excusing standardized testing for students with a document learning difference in their college application, so long as any exceptions fall within less than 10% of the admitted pool, as mandated by the state.

**Intensify efforts to expand the holistic consideration of applicants:**

The qualitative approach was used in the 2014-2015 admissions cycle to make decisions for the Provost’s Undergraduate Research Fellowship (PURF) and Commonwealth Honors College. Seven faculty members were trained in qualitative application evaluation to help determine who received the PURF award and to make recommendations for who would be accepted into CHC.

**Target institutional financial aid toward low-income and underrepresented groups and analyze URM non-attendees:**

In addition to the fact that 90% of our need-based aid budget goes to MA residents, this money is also going to our neediest students. For fall 2015, the Community Scholarship, which is awarded to in-state, low-income or first-generation students, was enhanced from a single-level award of $5,000 per year to three levels: $6,000, $8,000, and $10,000 per year. Funding for Community Scholarships went to 83 entering freshman in fall of 2015 (all of whom were first generation to college). Of the 83, 81 (98 percent) were ALANA. The total for that group was $532,000. Of the 83, 45 (55 percent) were underrepresented minorities and received a total of $298,000.
Consider necessary and appropriate investments in financial aid modeling:
UMass Amherst has gone from meeting almost 90 percent of our students’ need to meeting only 81 percent. There are several issues related to the decrease. For example, over that period total cost of attendance has increased, but the need-based aid budget has remained relatively flat, leveling off the past three years at about $44 million. During that same period undergraduate enrollment has grown, but the percent of Pell eligible students has decreased. The reduction in Pell-eligible students means that the amount of federal and state money that is applied toward meeting students’ need has been reduced as well. With increasing costs, a stagnant need-based aid budget, and less federal and state money available, the overall percentage of need met has decreased. It is estimated that to get back to the 90 percent need met level, the need-based aid budget would have to increase by about $16 million.

Internally, Enrollment Management is looking at adjustments that could be made to move revenue from the merit-based aid budget into the need-based area. Increasing the need-based aid budget would contribute to diminishing the issue.

Explore improvement in capacity to identify, attract, and enroll underrepresented students:
Enrollment Management has refined its name-buying process in order to attract more URM, low-income, first-generation, and international students. We are also looking into how we can acquire names from additional sources, in particular from some of the nonprofit organizations with which we work.

Enrollment management has reached out to student groups on campus to enlist their support in our outreach, recruitment, and yield efforts. Additionally, we have hired a new Director of Admissions and await his arrival to complete our senior leadership team. Enrollment Management is using the unit planning process that is underway in Academic Affairs as an opportunity to analyze what is and isn’t working. We are well aware that many of our current communications efforts, especially to the different groups we are hoping to attract, are in need of repair and/or enhancement.

We have led focused and intentional recruitment efforts to seek out underrepresented students. Of the 370 school in MA, 43 have an enrollment of ALANA students that represents 50% or more of their student population. Freshman admissions counselors visited at least 29 of the 43 schools. In addition to that, we covered 10 college fairs that were held in Boston, Lawrence, Lowell, Springfield and Worcester that would have high ALANA participation. Additionally, we attend the Upward Bound College Fairs at Northfield Mt. Hermon and MIT/Wellesley each year, the NACNAC Springfield and Boston College Fairs, joint fairs with WPI, WNEU, UM Dartmouth, Merrimack, and others. In fall 2015, we attended each of the Go Higher! Fairs sponsored by the Department of Higher Education.

We developed and offered free college-preparatory workshops at the UMass Center in Springfield, where we can better target underrepresented youth. Six of these workshops took place from October through December of 2015 and the workshops covered areas including: the college essay, finding a best-fit school, and affording college. In running these workshops, we have learned that our lack of turn-out has less to do with interest in UMA, and more to do with the fact that students want to see us on campus. Thusly, we have adjusted efforts and are spending more time hosting underrepresented students on campus for tours and information sessions this semester.

In spring 2016, we began working more closely with Student Bridges to manage special groups that request visits during busy season for the Visitors’ Center. In April of 2016, Student Bridges assisted in hosting nearly a dozen separate groups with tours, student panels, and special presentations targeting underrepresented students. In partnering with Student Bridges, we were able to identify areas in our own visitation system that are either broken, or greatly damaged. We are currently in the process of making reforms to the group visitation process. We anticipate this will lead to a more robust tour, and a more enjoyable experience for our guests.
We have established MOUs or partnerships with 15+ organizations to better guide our recruitment strategies, including the 100 Males to College, Springfield Initiative. The 100 Men to College initiative had a successful launch this summer, and was recently awarded an $80,000 grant from the Department of Higher Education, MA. Efforts to create a college-going identity and awareness of college options/opportunities among men of color in Springfield is the main purpose of this collaborative effort. UMass Amherst works alongside partners in the Springfield Publics School District, Westfield State, and Springfield Technical Community College to educate, mentor and guide over 40 young men attending high school in Springfield to and through college.

We recognize that we must do better in communicating these efforts to students. The Office of the Provost has organized a “Communications Crew” to address these issues.

**Transfer Admissions**

Establish UMass Amherst as a destination of choice for students of color and other underrepresented groups:

The Massachusetts Community College transfer program provides access to four year schools to students who may not have had that opportunity right out of high school.

Intensify efforts to expand the holistic consideration of applicants:

We use a qualitative/holistic review process for transfer applicants. For general admission, use of the SATs has been discontinued. SATs are not factored into general admission, except where admission to selective majors requires a certain score. Rather, student’s high school records, college records (if available) and other items included in the application are used to form a decision on whether the student would be successful and admissible. Applicants with records that are below established admission criteria are reviewed by transfer counselors to determine whether the student may be successful and admissible. Factors may include adversity, which may have contributed to the applicant’s record, as well as most recent performance.

While a student may be admissible to the University, certain programs require specific prerequisite courses, GPAs and SAT scores. When appropriate, transfer counselors will advocate to a department regarding admission on behalf of a student who does not meet the admission criteria. For the Commonwealth Honors College, Transfer counselors look for students who will bring a diverse perspective to the UMass Amherst campus. Although CHC sets requirements for admission as a 3.4 GPA, students with a slightly lower GPA, or those who have participated in a Massachusetts community college honors program, may be admitted into CHC because of their diverse background.

Target institutional financial aid toward low-income and underrepresented groups and analyze URM non-attendees:

Transfer Admissions administers several scholarship programs for MassTransfer students taking academic record, activities, community service, work experience and honor program participation into consideration.

Fall 2015 was the first year for the Honors-to-Honors Scholarship, which goes to low-income, first-generation, in-state transfer students coming from an honors program in one of the Commonwealth’s 15 community colleges into Commonwealth Honors College. Based on funding, the target number of recipients for the first year of the program was 30. We enrolled a total of 35 entering transfer students in fall of 2015 (74% of whom are first generation to college). Of the 35, 11 (31 percent) were ALANA. The total for that group was $66,000. Of the 35, 10 (29 percent) were underrepresented and received a total of $60,000.
On April 10, 2016, a “Get Connected!” session was hosted. Get Connected is an invitation-only session that provides newly admitted students who identify as first generation to college, low-income, or as students of color with the opportunity to meet with our current students, staff, and faculty who come from various racial, ethnic, and socioeconomic backgrounds. Additionally, this session provides students with early access to key resources on campus.

**Explore improvement in capacity to identify, attract, and enroll underrepresented students:**

Transfer Admissions provides lunch, a transfer session, and sets up special tours for TriO groups from MA community colleges. Transfer Admissions visits community colleges for individualized transfer information sessions.

We also participate in the Northeastern Foundation Year Program where students from the city of Boston receive individualized support services for their first year of college. Transfer Admissions visits the Northeastern campus and provides information sessions for students.

**Financial Aid**

**Establish UMass Amherst as a destination of choice for students of color and other underrepresented groups:**

Financial Aid outreach efforts include many activities and organizations, some of which are:

- Black College Tour panel
- Emerging Scholars RAP presentation
- Pathways admissions event (future event)
- Foster Youth event with CMASS
- Young moms’ event
- uAspire college counselors’ panel
- MEFA Presenter for the Western MA financial aid training for high school guidance counselors
- University Of Massachusetts, EDUC 807 College Counseling class, present financial aid information
- Multiple financial aid nights in area high schools (present information to high school students and their parents about all aspects of financial aid)
- Multiple staff participate in College Goal Sunday
- CMASS liaison which includes weekly office hours at CMASS during the semesters, in addition to participating in CMASS events
- Present at the College Board High School Guidance Counselor Workshop
- We have a staff member who is part of the UMass Amherst Chancellor’s Advisory Council, and we are a College Goal Sunday co-chair and site coordinator for Amherst Regional High School.

**Intensify efforts to expand the holistic consideration of applicants:**

Because Financial Aid is not currently responsible for reading applications for admission, this is not applicable. One consideration for the future, an area of improvement for this office and the division, would be cross-training staff in Financial Aid to read applications and understand that part of the enrollment process, and vice versa for admissions staff. Training in how to understand financial aid packaging, the FAFSA and other details about aid would be beneficial for all staff. Enrollment Management does plan to cross-train staff once we have been able to relocate more of the admissions team to Whitmore.
Target institutional financial aid toward low-income and underrepresented groups and analyze URM non-attendees:

We focused on expanding the Community Scholarship program, number and value of the awards, in FY16 to over $1.5 million and have been dedicated to expanding the program. In FY17 the commitment will increase to over $1.8 million.

Consider necessary and appropriate investments in financial aid modeling:

We are administering federal, state and institutional financial aid programs that help students secure financial aid resources to reduce or eliminate financial barriers. The campus commits over $44 million for need-based aid annually.

Explore improvement in capacity to identify, attract, and enroll underrepresented students:

We have connected with Bottom Line to plan a counseling event for students (future work).

Coordinate yield enhancement activities for underrepresented minority applicants:

We offer educational sessions on the FAFSA and aid packages for students and families at all Open Houses for Admitted Students.

**Graduate School**

The Graduate School has responsibility for receiving and processing applications for graduate admission, maintaining records of graduate students, and awarding graduate degrees. The Graduate School also administers several programs that provide financial support to graduate students (fellowships, dissertation grants, travel funds). Through its Office of Professional Development, the Graduate School supports the professional preparation of graduate students for careers in higher education, industry, and elsewhere.

In 2016, the Graduate School introduced two new programs to improve recruitment, retention, and degree completion of students from historically underrepresented and socioeconomically disadvantaged groups. With a $600,000 annual investment, the Research Enhancement and Leadership (REAL) Program is designed to facilitate the recruitment and success of minority students, enrich the university’s intellectual community, and help diversify the professoriate. The REAL fellowship complements a nationally recognized UMass program for underrepresented doctoral candidates in STEM (science, technology, engineering, and mathematics) disciplines and will be awarded to students in the humanities, social sciences, education, business, nursing and the fine arts. Doubling the campus’ financial support for minority students, the initiative increases institutional allocation for diversity fellowships to $1.2 million annually. The new funding reflects a campus-wide financial commitment from the Office of the Provost and all of the colleges and schools.

Although a majority of REAL Fellowships will be awarded to graduate applicants, current UMass students will also benefit from the new program, which the Graduate School will implement over the next four years. In summer 2016, approximately 40 advanced Ph.D. and M.F.A. candidates from diverse cultural backgrounds were selected for three-month fellowships supporting their research or creative work. Additional returning students will also be funded with one-time summer stipends in future years. All fellowship recipients will participate in the program’s social and professional development activities. Both of these programs have been placed under the supervision of the Graduate School’s newly appointed Associate Dean for Student Inclusion and Engagement.
Other Graduate School programs, policies, and activities in support of diversity include:

- The Graduate School annually provides $600,000 in fellowship funds and $20,000 in additional support to the STEM Diversity Institute, where it is used to provide funding for underrepresented minority graduate students in STEM disciplines.
- The Graduate School provides funding, programming, sponsorship, and logistical support to two student-initiated organizations that are focused on professional development and career preparation for graduate students who are underrepresented in their disciplines.
  - Graduate Women in STEM (GWIS) — https://blogs.umass.edu/gwis/. Graduate School liaison: Shana Passonno, Director of Professional Development.
  - Graduate Students of Color Association (GSCA) — https://umassamherst.collegiatelink.net/organization/GSCA/about. Graduate School liaison: Professor Mari Castañeda, Chancellor’s Leadership Fellow in the Graduate School.
- The Graduate School provides application fee waivers for McNair Scholars and applicants certified by their financial aid office as qualifying for GRE fee waivers. It also waives the application fee for underrepresented minority applicants identified by the STEM Diversity Institute and certain other campus partners.
- The Graduate School receives delegations of McNair Scholars from other northeastern institutions, introducing them to our programs and connecting them with faculty.
- The Graduate School provides each department with a list of its discipline’s national McNair Scholar juniors and seniors, urging them to contact these highly qualified potential applicants.
- The Graduate School distributes reports on ALANA applicants to departments during the admissions season and monitors acceptance and yield rates.

**STEM Diversity Institute**

**Mission**

The STEM Diversity Institute (SDI) facilitates diversification of the science, technology, engineering and mathematics (STEM) workforce. The Institute oversees a comprehensive program of recruitment, retention and advancement activities focused on groups underrepresented in STEM. SDI activities serve undergraduates, graduate students, postdoctoral fellows and faculty in all STEM departments at UMass Amherst, and disseminates best practices nationwide.

**Programs**

- Diversity Forum: SBS faculty with expertise in obstacles to diversity meet with STEM women faculty to identify problems and solutions to recruitment, retention and promotion of women in STEM disciplines.
- Partner Visiting Faculty Program: Funded by the NIH Initiative for Maximizing Student Development, this program brings junior faculty from minority-serving Partner Institutions to work with UMass STEM faculty during a 10-week paid summer fellowship. The program enhances research at both the Partner Institution and UMass Amherst, promotes success of minority faculty and fosters a sustainable relationship between institutions.
- Enhanced Recruiting:
  - NEAGEP Science Days: Funded by the NSF Northeast Alliance for Graduate Education and the Professoriate (NEAGEP) grant (led by UMass Amherst), Partner Institutions (Medgar Evers College, Lincoln University, Bennett College, Jackson State University and the University of Puerto Rico Mayaguez) host Partner Science
Day for all 10 Research Intensive Alliance Institutions (UMass, MIT, BU, Penn State, Rutgers and the Universities of Connecticut, Rhode Island, New Hampshire, Vermont and Maine). At these events, faculty from the NEAGEP Alliance Institutions meet faculty and prospective graduate students from the Partner Institutions.

- Going Home: Senior graduate students funded by the SDI return to their home institutions to present a seminar about their work and to meet with prospective graduate students. Increases the confidence of the graduate students and inspires younger students to also graduate school in STEM disciplines.
- Fall Graduate Preview Weekend: Students from underrepresented groups who are interested in STEM Ph.D. programs come to UMass to meet faculty and graduate students who describe opportunities and support at our institution.
- Rapid Response Admission Program: Graduate School provides lists of students who self-identify as members of underrepresented groups. Faculty Core Coordinators alert their colleagues to these applications. If students are accepted, the SDI contacts them to help with recruitment.
- Recruiting at SACNAS and ABRCMS: The SDI facilitates attendance of faculty and graduate students at these meetings attended by underrepresented students in STEM disciplines.
- Partner with Dickinson College and Penn State University to host minority undergraduate students from those institutions during a summer program of undergraduate research.

### STEM Ph.D. Student Retention and Advancement:

- Writing Workshops: Students receive mentoring to write NIH and NSF grants for pre- and post-doctoral fellowships.
- Tools of the Trade: Students receive funding to attend workshops and meetings to learn scientific methods not available at UMass.
- Eminent Scientist Mentoring Program: Students identify eminent scientists in their field and the IMSD grant funds visits by these scientists to UMass and by graduate students to the laboratories of the Eminent Scientists. Facilitates development of a research network and identification of postdoctoral or employment opportunities outside UMass.
- Stage-Specific Professional Development: Seminars and workshops ranging from ethical conduct of research to maintaining mental health and developing organizational skills.
- Near-Peer Mentoring Program: Each incoming student is connected to two near-peers who can serve as mentors. Relationships are cemented by monthly lunches of mentors and mentees at the University Club.

### Developing Untapped Talent:

- NIH Postbaccalaureate Research Education Program: Brings in 10-13 students from underrepresented groups who have earned bachelor's degrees within the past 3 years but not yet enrolled in graduate school. Students are paid a stipend, health insurance coverage and tuition while working in a research laboratory and taking graduate level or appropriate courses to prepare them for doctoral programs in STEM programs at UMass and elsewhere.
- NEAGEP Research Opportunities Fair: Over 900 UMass undergraduates in STEM disciplines at UMass Amherst are invited to an event at which representatives from the 9 NEAGEP institutions, as well as Boston College and Albert Einstein
University, present opportunities for them to conduct paid research at those institutions during the summer.

- Data Acquisition to Support New Initiatives:
  - We collect data on admission, enrollment, continuation and graduation of Ph.D. students disaggregated by race/ethnicity, gender and nationality.
  - Through examination of these data, we identify problems and write grants to obtain funds for overcoming these problems. We are currently working on a proposal for funding postdoctoral fellowships for students from groups underrepresented in STEM.
  - Planning collection of data on success in STEM Ph.D. programs in NEAGEP Institutions related to GRE scores.

- Host the local chapter of the American Association of Women in Science.

- Host SDI-Five Colleges Diversity Day: Includes data-driven brainstorming session attended by deans, graduate program directors and senior Ph.D. students from underrepresented groups. In addition, Five College Inc. and the SDI co-sponsor the Distinguished Lecture presented in the afternoon of the event.

**University Libraries**

New Hires September 1, 2014 - August 30, 2015

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<tr>
<th>New Hires</th>
<th>Promotions/Reclassifications</th>
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<td>Women</td>
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Activities, programs, practices, strategies and initiatives that promote a diverse and multicultural environment for faculty, staff and students at the university and the community at large

The Libraries value a healthy and inclusive organizational climate. In response to feedback received from users through various means (LibQual, focus groups, faculty study), the Libraries organized training opportunities to foster inclusiveness. In 2014, a DramaWorks Diversity & Difference Workshop used a variety of theatre techniques, including improvisation and interactive role-playing, to catalyze people to explore and visualize more optimal behaviors in the workplace, particularly in how library staff interact with the public.

The Libraries expanded recruitment advertising to include sources that would reach more minority candidates. In addition, in the last two years, the onboarding process for new employees has been expanded to orient and support staff integration into the organizational culture. Onboarding includes one-on-one meetings with representatives from library departments, attending library committee meetings, and consultations with organizations and representatives outside of the Libraries—as many as will prove useful to the new employee—within the first 90 days of employment. Each new staff member is assigned a “buddy” or a mentor and welcomed at an annual reception. In summation, we embrace the following motto: “Staff—Our Greatest Resource.”

16th Annual Fall Reception

At the 16th Annual Fall Reception on September 21, 2014, the Libraries celebrated adding its four millionth item to the physical collections: a rare copy of an Emancipation Proclamation pamphlet. Abraham Lincoln issued the proclamation in 1862, which freed all slaves in the territories
controlled by the Confederate States of America. The pamphlets were to be carried by soldiers at the front lines and distributed to liberated slaves as they marched.

The event featured Allen F. St. Pierre ’89 and R. Keith Stroup of the National Organization for the Reform of Marijuana Laws (NORML). The event highlighted the recent donation of NORML’s records to the Libraries’ Department of Special Collections and University Archives and celebrated the Libraries’ four millionth item. NORML, a nonprofit public interest group based in Washington, is the nation’s oldest and most prominent organization advocating for an end to cannabis prohibition.

Also as part of the program, the Du Bois Library Falcons Team, including the Library Systems Department and Richard Nathorst ’79 from Facilities Planning, were honored with the 2014 Siegfried Feller Award for Outstanding Service for their dedication to the live stream broadcast of the rooftop falcon nest. This award, established in 1998, is given annually to an individual or group that has made outstanding volunteer contributions to create awareness and build support for the UMass Amherst Libraries.

Deep in the Hole: Experiences of Imprisonment exhibit and talk by Lois Ahrens

On October 21, 2014, the UMass Amherst Libraries hosted a talk by Lois Ahrens, founder and director of the Real Cost of Prisons Project (RCPP), a national organization based in Northampton, Mass. (http://www.realcostofprisons.org/). The talk illuminated the exhibit Deep in the Hole: Experiences of Imprisonment, which focused on experiences of imprisonment and the prison-industrial complex, using documents from prison rights and activism collections held in Special Collections & University Archives.

Deep in the Hole examines a wide range of experiences of imprisonment including political prisoners, conscientious objectors in WWII, the war on drugs and marijuana decriminalization, psychiatric confinement, and the role of controversial activism and publications. The materials range from historic to contemporary, from the papers of W.E.B. Du Bois to the trenchant comics of prisoners.

Therapy Dogs in the Library

Near the end of the semester, Mass Amherst Peer Health Educators presented the Paws Program. Bright Spot Therapy Dogs were on hand (or on paw) for petting.

Tenth Annual Social Change Colloquium

The UMass Amherst Libraries hosted the Tenth Annual Social Change Colloquium on Monday, November 3, 2014. “A Long and Winding Road: The Legacy of the Back-to-the-Land Communes of the 1960s” explored the nearly 40-year history of some of the region’s best-known communes, which are documented in the Library’s Special Collections and University Archives.

Library Careers Networking Night

The UMass Amherst Libraries hosted a Library Careers Networking Night on November 13, 2014. The Library Careers Networking Night is an ALANA (African, Latino, Asian and Native American) diversity recruitment event for students to learn about regional library science graduate programs and funding opportunities, hear from professionals in the field, and get a chance to interact with librarians and library school representatives.

The event was co-sponsored by the Center for Multicultural Advancement and Student Studies, Simmons College School of Library and Information Science, University of Rhode Island Harrington School of Communication and Media, and University at Albany Information Studies Department.
21st Annual Du Bois Lecture


Keynote speaker David Levering Lewis is a leading American scholar, a pioneer in African American history, and a cultural ambassador of broad intellectual range. The Julius Silver University Professor and Professor of History at New York University, Lewis has written two volumes on the life of W.E.B. Du Bois, each of which earned a Pulitzer Prize. In addition to his essential work on Du Bois, Lewis has written extensively on questions of race, justice, and the exercise of power, contributing the first scholarly biography of Martin Luther King and a landmark study of the Harlem Renaissance. His most recent book is *God’s Crucible: Islam and the Making of Europe, 570-1215*.

The papers of David Levering Lewis are held in Special Collections and University Archives at the UMass Amherst Libraries.

Annual Friends of the Library Fundraising Reception and Dinner: *Unabridged: A Defining Moment*

The annual Friends of the Library Fundraising Reception and Dinner on March 28, 2015, celebrated the 150th anniversary of a landmark in the history of American dictionary making, the 1864 edition of *Webster’s Dictionary*, commonly referred to as the Unabridged. The publisher and editors of *Merriam-Webster’s Dictionary* were featured speakers. Proceeds from the Dinner with Friends went toward the Innovation Fund for underwriting the production of a new 3D Printing Center on Floor Three of the Du Bois Library.

Du Bois Fellows Talk

Recipients of the 2014 Du Bois Library Fellowships, Brandon R. Byrd and Donald Geesling, presented their research on Thursday, April 9, 2015.

Brandon Byrd’s talk, “The Problem of Haiti as It Stands Today,” examined the reaction of W.E.B. Du Bois to the occupation of Haiti by U.S. Marines from 1915-1934. It charted his progress from an initial attempt to accommodate U.S. interests in Haiti to an explicit critique of the unwanted intervention in Haitian affairs. In doing so, this talk aimed to increase our understanding of Du Bois’ thought, particularly his evolving understanding of the connections among capitalism, imperialism, and white supremacy. Dr. Byrd is assistant professor of history at Mississippi State University.

Donald Geesling’s talk, “Songs of Black Folk: The Musical Imagination of W.E.B. Du Bois, 1922-1942,” centered on Du Bois’ engagement with black music and musicians from the early 1920s to the early 1940s, highlighting the ways in which the art of song factored into his program for racial uplift and empowerment. Dr. Geesling is a cultural and social historian with a Ph.D. from the W.E.B. Du Bois Department of Afro-American Studies at UMass Amherst.

The Human Library

At the Human Library event in the Du Bois Library on April 22, 2015, the campus community was invited to "check out" living "books" to "read" (dialogue with). The experience was designed to reduce prejudices and encourage understanding.

The Human Library project began in Denmark and has taken place in countries all over the world since 2006. It is designed to build a positive framework for conversations that can challenge stereotypes and prejudices through dialogue. The Human Library is a place where real people are on loan to readers. It is a place where difficult questions are expected, appreciated and answered.
**Fine Arts Center**

The Fine Arts Center gives priority to eclectic and dynamic arts experiences which feature a diverse array of artists, artwork, and global viewpoints. Our season reflects the diverse richness that defines our community. Our offerings explore and celebrate the human experience shared by people of all colors, genders, ages, ethnicities, sexual orientations, learning and physical abilities, and socioeconomic positions. Ours is a culture of inclusion where all individuals feel respected and treated fairly and where the arts can promote engagement. Between September 2015 and August 2016, our performing arts events and educational outreach activities reflected these principles and featured such work as: Cloud Gate Dance Theater of Taiwan; The Hot Sardines; Bridgman/Packer Dance Truck; Rakugo: Comical Tales from Japan; Split Knuckle Theater; Doug Varone Dancers; Dianne Reeves; Munich Symphony Orchestra; Sprit of India: Masala Orchestra; Sounds of Korea; Ambrose Akinmusire Quartet; Dado Masilo: Swan Lake; Tao: Seventeen Samurai; Miguel Zenon; Javon Jackson; Randy Brecker; George Cables; Eddie Gomez; Jimmy Cobb; Creole Carnival; From Vietnam to America a Musical Odyssey; Matt Haimovitz, Pilobolus Dance Theater; Wu Man and the Shanghai Quartet; Maria Schieder Orchestra; William Parker with David Budbill; Douglas Ewart, Mattew Shipp, Ni’Ja Whitson; Angelica Sanchez; Omar Tamez; Matt Wilson Quartet; Bobby Bradford; Hafez Modirzadeh Quartet; and Jane Ira Bloom Quartet.

Our visual arts programs included such artists and work as: A Mayan Tapestry; Emily Lordi, Jose Gonzalez; Time McKee; Performance Project; Theresa Wong; Jay Wright; Art Steele; Meg Walker; and Question Bridges: Black Males; and Hank Willis Thomas.

**College of Humanities and Fine Arts**

The College of Humanities and Fine Arts has concluded another successful year of hiring a diverse faculty. I will begin by describing hiring outcomes for 2015-16, then sketch several new initiatives to promote a diverse and multicultural environment.

In 2015-16, the College concluded 7 successful tenure-track hires. Of the 7 new tenure-track faculty members, 3 were female and 1 identified as a minority (Hispanic). By comparison in 2014-2015, the College completed 17 successful tenure-track searches, of which, 9 were female and 6 identified as minorities. In 2015-2016, we also hired 2 new professional staff members, 1 of whom identified as male, and 6 new classified staff members, all of whom identify as female.

The record suggests that although we continue to have success recruiting minority faculty, it is much more challenging to recruit minority professional and classified staff. I would attribute this difference largely to the fact that we recruit faculty on a national level and go to considerable lengths to diversify the candidate pool, while staff recruitment tends to be local and regional. The HFA Director of Diversity Advancement (DDA) is working with her counterparts in SBS and CNS to consider ways in which we could extend our success in recruiting minority faculty to staff hiring.

Toward this goal, HFA included College Search Committees seeking lecturers in at least one of the Search Committee trainings and will look to include more in the future. We are working with Diversity Officers from SBS and CNS to study the need for further training and monitoring.

Most notably for HFA, we began to work on an initiative aimed at helping to retain a diverse faculty. This measure became especially important with the loss of two faculty members meeting our diversity goals in the tenure process this year. To help create resources for faculty, we inaugurated a series of ‘lightning research talks’ for new HFA faculty designed to promote research and mentoring connections beyond the department for new faculty. Our “5 at 4” series not only serves to help connect junior/new faculty with like-minded research colleagues, but has facilitated early connection with the HFA DDA, and offered a chance to begin the kind of conversations about adjustment and
expectations that we hope will lead to successful HFA retention and tenure processes. HFA joins Diversity Officers from SBS and CNS in seeking to collect longitudinal data on retentions to help identify potential departmental “weak spots” in the effort to hire and maintain an excellent, diverse, and inclusive faculty. Privacy concerns have made this a longer-term project than expected, but we are hoping to create a resource for long-term monitoring.

In addition, HFA has taken the lead in modeling for the campus an alternative to the use of the SRTI scores in the determination of teaching effectiveness for faculty, as well as training the College Personnel Committee and Department Personnel Committees on the accurate use of SRTI data. Following national reports on the bias inherent in student evaluations and conversations with faculty for whom expressed student bias becomes their experience of the workplace, HFA has created and piloted a form for encouraging faculty peer-to-peer teaching assessments. We have established a form which encourages faculty to select peers across the campus or in their departments to observe a class (and are encouraging reciprocal observations). Our hope is that the form, offering the chance for genuine feedback with lower stakes than a formal teaching letter, will help to create a regularized practice of peer observation and discussion. We have met with department PC’s and discussed this with Department Heads and are optimistic that this evaluative tool will help to address the potential for a differentiated experience for faculty based on their race, gender, age or ethnicity.

Beyond continuing the training for search committees and offering assistance with language for offers and recruitment, HFA has begun to explore the possibility of using data-based information for purposes of furthering diversity, equity, and inclusion. Following the recommendation of Damon Williams and based on his work at the University of Wisconsin, HFA is beginning the process of identifying courses that may offer obstacles to the successful graduation of first generation college students. Regular meetings of HFA Diversity teams have helped to develop these efforts.

As noted in past reports, there have been numerous departmental initiatives aimed at fostering a diverse, multicultural learning community throughout the college. These initiatives have continued in the Departments. In addition, HFA has added advising staff focused on the issues of diversity, excellence, and inclusion, as well as HFA participates in the Leading for Change Campus Collaborative Effort.

College of Natural Sciences

Increasing the diversity of the College of Natural Sciences has been a top priority since the College was formed in 2009. The College and its departments continue to make substantial efforts to recruit and retain minorities and women faculty and students. During 2014-2015, the College was successful in hiring 2 women and 2 minority faculty into tenure track positions, and another 7 women and 2 minority faculty into non tenure-system positions. Five women and 2 minority faculty received tenure and promotion to associate professor; and 2 women faculty and 3 minority faculty were promoted to full professor. Faculty hires for 2015-16 are still pending. CNS activities regarding diversity, equity & inclusion during 2015-2016 are listed below.

Diversity and Inclusion Faculty Training

- **CNS Search Committee College-wide Trainings.** As part of faculty training for search committees, we conducted a workshop for all members of CNS search committees in early fall 2015. The workshop included three presentations related to diversity and inclusion in faculty searches. The first presentation focused on best practices that promote diversity and equity in faculty search procedures at multiple stages in the process, including the creation of job advertisements to amplify the diversity mission, ways to attract a diverse pool of job candidates, good ways to conduct the interview process, and equity in making final offers.
CNS Equity & Inclusion Initiatives

- **New Web Page.** As part of the redevelopment of the CNS website, we are also revamping web pages associated with Equity & Inclusion initiatives in CNS. This starts with an Equity & Inclusion mission statement that is prominently displayed on the CNS website: “We believe that academic excellence in science is enhanced when faculty and students from diverse perspectives come together to do science in an environment that is inclusive and equitable. With that core principle in mind, the College of Natural Sciences (CNS) is committed to increasing, retaining, and supporting the success of faculty and students who have been historically underrepresented in academic science. The college advances this goal through policies, programs, and working groups implemented at a college-wide level and also through individual departments. These initiatives are in support of the University’s Diversity Mission, which includes a "commitment to inclusion of historically underrepresented groups” and belief that “a culturally diverse campus is integral to academic excellence.” The mission statement is followed by a series of web-links for UMass faculty, graduate students and postdocs, and undergraduates, as well as special initiatives such as the Women in Science initiative, outreach, news, and other events related to equity and inclusion.

- **4th Annual CNS Women in Science Event.** The CNS Women in Science Initiative (WISI) was begun in the spring of 2012 and focuses on increasing the success of women scientists at all stages of their academic careers. One priority of WISI is to create opportunities for women faculty, post docs and students in the sciences to connect to one another. Every year in the spring semester the college conducts an annual Women in Science event. This year, on March 28, 2016, we organized a panel discussion entitled “Women in Science at CNS: Accomplishments, Challenges, and Next Steps.” Our goal was to take stock of the various activities occurring at CNS related to enhancing the success of women in science who are undergraduates, graduate students and postdocs, and faculty. Four invited speakers presented. The Department Head of Mathematics & Statistics spoke about activities and changes in decision-making processes he has initiated in his department to: (1) increase the recruitment of women faculty, (2) increase equity in merit pay increase, (3) use a new alumna funded REU program to draw more women students into research, and (4) help undergraduate math majors create a local chapter of Association of Women in Mathematics at UMass. A female Professor in VASCI spoke about a mentoring group of women scientists that she has been co-leading for almost a decade and the benefits of such a group for women’s professional development. The Chair of the student organization “Graduate Women in STEM (GWIS) spoke about the various activities sponsored by GWIS for graduate and undergraduate students in STEM including student mentoring, professional development, professional networking, and outreach, all of which are published in their quarterly publications. CNS, CoE, and the Graduate School co-fund GWIS. The GWIS blog includes events, activities of interest, and summaries of GWIS’ many initiatives.

- **Faculty Peer Mentoring Groups.** Professional peer mentoring groups are informal networks intended to foster collegiality, promote learning, and help with career challenges. Over the past four years, the CNS Women in Science Initiative (WISI) has facilitated the formation of these mentoring groups for women within the college. Because these mentoring groups have been successful and widely appreciated, this year we expanded the mentoring
initiative to include faculty of color. We recruited a handful of successful and highly regarded senior faculty from CNS departments to serve as mentors in this new group for faculty of color. In Fall 2015 we held an informational faculty mixer for pre-tenure and mid-career faculty of color as well as women faculty of all races who were interested in joining a mentoring group. There was a short presentation based on the results of the faculty survey conducted in CNS in 2014-2015 to illustrate the impact of peer mentoring on CNS faculty’s professional satisfaction. A female Professor of Chemistry, who started the first mentoring group in CNS presented on how participation in a mentoring group has been valuable to her and other faculty in her group. Many of the groups are structured based upon a book entitled “Every Other Thursday: Stories and Strategies from Successful Women Scientists” by Ellen Danielle. As a result of that event, three new interdisciplinary mentoring groups have been established, including the first faculty of color mentoring group. Currently two-thirds of CNS female faculty (from all ranks and departments, consisting of Non-tenured, Tenure track, and Extension faculty) are participating in peer mentoring groups (8 groups total).

- **CNS Women’s Caucus.** In Spring 2015 the CNS Women’s Caucus recommended to the Dean’s Office that during the process of creating or revising department bylaws (a project that each department will be undertaking this summer), each department include an Equity & Inclusion statement in their bylaws and craft specific steps they want to take within their department that further the goals of this statement. This suggested statement reads: “The [name] Department strives to increase the percentage of women and underrepresented groups in [name of department] amongst students, post-doctoral researchers, and faculty. We aim to make the study of [field], and the opportunity to contribute to [field], an equal opportunity endeavor independent of disabilities, ethnicity, gender, religion, and sexual orientation. Participation by the full spectrum of our society enhances scientific discovery. Both recruiting and retention are important features of establishing equal opportunity and diversity. Equal opportunity for faculty includes, but is not limited to, careful attention to equity in: merit raises, anomaly raises, teaching assignments, committee assignments, and allocation of resources including office space, lab space, and support staff. In these considerations, we recognize that both explicit and implicit bias pose barriers, and ‘Best Practices’ should include mechanisms to lessen the effects. For example, it is important that faculty participating in personnel decisions learn about implicit bias, and that assessments of teaching proficiency include more than the Student Response to Instruction (SRTI) forms.” This statement was approved by Dean Goodwin which he then forwarded to all department heads and chairs with encouragement to adopt this language as part of department bylaws.

- **Undergraduate Women in Science.** Several diversity and inclusion efforts are active at the undergraduate level.
  - CNS undergraduate students have formed a Residential Student Organization (RSO). The group is affiliated with the Association of Women in Science (AWIS), and has organized several professional development events focusing on STEM.
  - **UMass Amherst Louis Stokes Alliance for Minority Participation (LSAMP)** Scholars Program is part of an alliance of New England institutions that receive funding through the National Science Foundation (NSF) to strengthen the preparation, representation, and success of under-represented minority students majoring in the science, technology, engineering, and mathematics (STEM) fields. In addition to UMass Amherst, the alliance includes Northeastern University, the University of Connecticut, the University of Rhode Island, and Worcester Polytechnic Institute.
UMass chapter of the Association of Women in Mathematics is a student-initiated effort by undergraduate students majoring in the mathematics department who are being supported in their efforts by the Department Head of Mathematics.

Outreach

- **Eureka!** Starting in the summer of 2013, CNS partnered with Girls Inc. of Holyoke to bring the Eureka Program to campus. Eureka! is a nationally recognized program designed to engage girls 12-18 to explore science, technology, engineering and mathematics (STEM) fields. The program provides access to college campuses and academic STEM experts who act as program facilitators and coaches, as the girls continue through high school. More than 60 CNS faculty and graduate students volunteered to offer four weeks of STEM classes for Eureka! student scholars from Holyoke. The program has continued during the current academic year with a variety of events. This is a 5-year commitment and we anticipate 90 students will be part of the program in summer 2015.

- **CNS Center for Science Learning and Outreach.** CNS is in the process of creating a clearinghouse to support science learning and outreach activities that involve faculty in the college. At the request of the Dean, a working group is in the process of refining the Center’s mission, vision, goals, and activities and discussing this new venture with other stakeholders who are involved in similar initiatives to identify the areas of synergy.

International Programs

- **India Roundtable.** CNS is participating in the Office of International Programs initiatives for developing sustained faculty and student exchanges with Indian universities. Several CNS faculty, together with the Provost, visited Jawaharlal Nehru University in New Delhi, India, in January 2016 to meet with colleagues there to discuss possible future collaborations.

Federally-funded Programs

CNS faculty and administration lead and participate in a number of federally-funded campus programs focused on the success of minority and women students and faculty in the sciences. For example:

- A team of UMass faculty (including several CNS faculty members) co-authored an “institutional transformation” grant proposal to the National Science Foundation (NSF ADVANCE-IT) to increase the recruitment, retention, and success of women faculty in STEM disciplines. The grant proposal was submitted in January 2016. CNS committed funds in 2014-2015 to help support the preparation of this grant proposal. Moreover, findings from the CNS-sponsored faculty survey were used as pilot data to support this proposal.

- Two CNS faculty are Principal Investigators on a NIH grant ($2,441,801; 2012-2017), *Initiative for Maximizing Student Development,* which funds training for underrepresented minority graduate students in the biomedical and behavioral sciences. Through the grant STEM faculty also receive increased training in mentoring minority students.

- CNS faculty are key contributors to the Northeast Alliance for Graduate Education and the Professoriate, a program whose major goal is to increase the number of underrepresented minority students in STEM graduate programs.

**College of Social and Behavioral Sciences**

The College of Social and Behavioral Sciences (CSBS) plays a widely recognized role on this campus in educating students and various external publics about the nature and significance of
human diversity by race, gender, language, nationality, culture and class. We are committed to global diversity education and house programs and initiatives that focus on diverse populations: African-American, Latino/Latina, Native American, Islamic and Asian studies. There is a growing group of research centers including the Institute for Social Science Research; Center for Research on Families; Science, Technology and Society; Center for Latin American, Caribbean and Latino Studies; and Center for Heritage and Society. Each benefits in exciting synergistic ways from an effort to bridge the gap between diversity studies and centers of research excellence. A stronger connection among them will help prepare students for life in an increasingly diverse world and further position SBS to lead the way in policy relevant to diversity research.

Our commitment to recruiting and retaining a diverse faculty has lead us to develop a strong faculty mentoring and research grant program. These programs are designed to create an environment of equality and equal opportunity for all faculty. The College’s search committee guidelines to strengthen the diversity language of faculty position announcements, as well as the search process, have been a model for the campus. Work in this area has been especially effective since our college has a Director of Diversity Advancement and has worked closely with search committee chairs and the SBS leadership team. SBS is moving beyond a focus on recruitment to actively cultivating communities of support for faculty of color.

**AY 2014-2015 Recruitment and retention activities include:**

- **Anthropology** hired a Native American archaeologist for a lecturer position.
- **Communication** hired a Latina female for an Assistant Professor tenure track position.
- **Journalism** hired a Latino male for an Assistant Professor tenure track position. A female staff member was hired during the year.
- **Landscape Architecture and Regional Planning** hired a Latina female for an Assistant Professor tenure track position.
- **Political Science/Legal Studies** hired three females for Assistant Professor tenure-track positions.
- **Public Policy** hired a full-time female Professor of Practice and an Asian male lecturer.
- **Social Thought and Political Economy** hired an Asian female to serve as a Teaching Associate for a core seminar.
- **Sociology** hired an African-American female for an Assistant Professor tenure-track position and an Asian-American female Academic Advisor.

**AY 2015-16 Recruitment and retention activities to date:**

- **The CSBS Director of Diversity Advancement** received a $1,500 MSP Grant, which the College matched, to fund our efforts to build a diverse support network for faculty of color across ranks and departments with the aim of supporting their retention by coordinating small group lunches and dinners to share strategies for thriving at UMass.
- **Anthropology** hired a female for a Five College Assistant Professor tenure-track position and a Native American male to serve as a lecturer.
- **Communication** recruited an Asian male to join the faculty in Fall 2016.
- **Economics** recruited an Asian male to join the faculty in Fall 2016 and they successfully retained a female faculty member who had received an offer from a peer institution.
- **Political Science** appointed a female as Director of Administration and Research, and a female as an undergraduate advisor.
- **Resource Economics** tenure system faculty hires included one Asian female and one Asian male. They also hired an Asian female into a full-time lecturer position. In Fall 2016, the department will have eight female tenure-track faculty and lecturers, of which, four are
minorities. The current diversity of the department played in a big role in attracting top female and minority candidates.

- **Social Thought and Political Economy** hired a male of color as a new assistant advisor. This hire significantly diversified the STPEC staff. They also recruited an African-American male, an Asian-American female, a white female, an Arab male and a Latino male from outside STPEC as instructors for the Focus seminars. Overall, six of the nine people who taught for the department in 2015-2016 were faculty of color.

- **Sociology** hired a white female assistant professor to join the faculty.

**2014-2015 Selected activities that promoted a diverse and multicultural environment:**

- **Anthropology** hosted numerous lectures and symposia relating to diversity. Highlights for last year include a faculty coordinated day-long symposium on Language and Inequality, with two Latino scholars. Faculty hosted community workshops in connection with the Ford Foundation funded project, “Hear Our Stories,” which addresses the issues facing young Latina teen mothers. The project gives training in digital story-telling to participating teen mothers and opportunities for UMass undergraduate and graduate students to work in research and internships with non-profit organization projects relating to health. The department hosted a screening and discussion on issues of women and sustainability in the Caribbean.

- **Journalism** continues to offer a Community Journalism course in which UMass journalism students work with high school students, predominately students of color from low-income communities in Springfield, MA.

- **Political Science/Legal Studies** used discretionary funding to support programming to advance diversity and multiculturalism. A department faculty member serves as a board member of the College mentoring program (Academic Leadership Fellows Program) designed to enhance the retention and success of underrepresented and first generation students. The Legal Studies Honors Program engaged in specific outreach to students of color to join the Honors Program.

- **The Center for Public Policy and Administration (CPPA)** planned several events that relate to issues of race and public policy. CPPA is one of the founding partners in the Wellspring Cooperatives, a community-based cooperative development organization that is creating a network of worker owned companies in Springfield to provide on-the-job training, employment and wealth creation opportunities for low income and unemployed residents of the city, many of whom are people of color.

- **Sociology** has continued its efforts toward improving workplace climate around issues of diversity. This includes the creation and institutionalization of an annual climate survey that taps departmental challenges and successes in dealing with issues of racism, sexism, heteronormativity, and homophobia. Efforts also included a series of departmental workshops to address issues of equity and inclusion among departmental members, including faculty and staff.

**2015-2016 Selected activities that promote a diverse and multicultural environment:**

- **Anthropology** hosted numerous lectures and symposia relating to diversity, including a film screening and informal seminar in Fall 2015 with activists and mothers of victims of human rights violations in Mexico.

- **Communication** offered film events focusing on critiquing white privilege, exploring the representation of ability in Hollywood films, sexual assault on university campuses, and the representation of LGBTQ on mainstream television. They also held events that focused
on the Native American presence on the UMass campus and throughout Amherst, US-Syrian relations, and understandings of modern terrorism.

- **Economics** has continued their path breaking partnership with the W.E.B. Du Bois Department of African American Studies. In Fall 2015, an assistant professor, one of few faculty in the country jointly appointed in Economics and Afro-American Studies, gave a talk, "The Academic Achievement Gap: Whose Fault Is It and How Do We Fix It?"

- **Journalism** sponsored an Arabic woman speaker in the Social Science Matters Series on Resistance. They also sponsored an ESPN sports journalist who spoke about her coverage of mental health and social media issues among woman college athletes and her experiences as a gay woman in a male-dominated field. Journalism continues to offer a Community Journalism course in which UMass journalism students work with high school students, predominately students of color from low income communities in Springfield, MA.

- **Landscape Architecture and Regional Planning** held a faculty retreat that included a three-hour faculty workshop entitled "Effectively Teaching Diverse Students." A Landscape Architecture assistant extension professor was selected to be a 2016 Faculty Fellow in Civic Engagement and Service-Learning to enhance his teaching and research in Springfield. A Latina professor from the department has provided key services to the Amherst Together project.

- **Political Science/Legal Studies** sponsored talks on race relations litigation, the Mass Violence and Human Rights Conference focusing on Latin America, a documentary film on reproductive justice among communities of color in the Deep South, a chamber opera about human trafficking in Mexico and a talk on peace negotiations in Columbia. They also sponsored, “Syria, in Words and Music.” The event featured a Syrian writer. A Legal Studies faculty member supervised undergraduate students as they worked on National Center for Technology and Dispute Resolution projects involved in issues of power imbalance and disputing.

- **Social Thought and Political Economy** has made addressing institutional racism a top priority this year. An important activity they have undertaken is a two-day workshop titled "Critical Theory and Social Change: Confronting Racism in the Contemporary U.S."

- **Sociology** held talks on issues related to diversity and inclusion among faculty, staff, and students. The Fall all-department meeting featured a workshop on recognizing and confronting micro aggressions. Other speakers included three African-American female scholars and other scholars of inequality. Collectively these scholars have covered topics ranging from inequality in the academy, racism, mass incarceration, and conflict mediation. The Sociology department has also co-sponsored events such as "Critical Theory and Social Change" and the campus-wide series on "Black Lives Matter."

### College of Education

The College of Education has a long legacy of commitment to diversity, equity and excellence in education. Our mission states, “Our approach is shaped by our fundamental commitment to social justice and diversity and by our belief in the essential importance of national and international perspectives as we advance education in the Commonwealth as a model for the nation.”

One of the basic tenets of our educator preparation conceptual framework (Reflective Practice; Multiple Ways of Knowing; Collaboration; Social Justice; and Evidence Based Practice) is that “We believe in the power of education to contribute to righting political, economic and educational injustices and intolerance. Therefore, we seek to prepare educators who reflect upon and
participate in educational institutions as agents of change and who strive to understand and transform these systems such that they become true avenues of access, equity and fairness.”

Under this framework, our faculty and students develop and adhere to the habits of mind that allow educators to shed light on the intricacies of teaching and learning while moving forward toward a more just and equitable world. We recognize the imperative to attend to issues of diversity throughout our curriculum, scholarship and outreach and at every level: faculty, students, P-16 students and the communities within which we work.

The College of Education’s quarterly journal, Equity and Excellence in Education, celebrated its fifty-first year of publication. The journal publishes articles based on scholarly research utilizing qualitative or quantitative methods, essays that describe and assess practical efforts to achieve educational equity, and continues to look at topics related to equity, equality and social justice in K-12 or postsecondary schooling.

We believe that our reputation as an institution committed to diversity and social justice, as well as the internationally-recognized, high quality programs that we offer, helps us to attract diverse faculty and students.

Curricula
Multicultural and social justice education are hallmarks of the College of Education and all programs infuse diversity across the curriculum through courses that address the content directly and courses that create a space for further development and practice. These courses focus on issues related to culture, race, ethnicity, gender, sexual orientation, language, age, national origin, religion, learning, socioeconomic background and exceptionality. Through the curriculum, field experiences, and clinical practices, students examine the knowledge bases of diversity and inclusion, interact with diverse learners and colleagues, and practice differentiated instruction to support the learning of all students.

Each of the College’s three academic departments, Educational Policy, Research and Administration (EPRA), Student Development (SD) and Teacher Education and Curriculum Studies (TECS), has implemented and/or been involved with a wide range of teaching, scholarship, and outreach partnerships, projects and initiatives that involve and/or address the issues of educators and learners from diverse backgrounds.

Our undergraduate Minor in Education has four components: foundations, social justice, human development and pedagogy, and the College offers six General Education courses that have the social and cultural diversity designations.

The Higher Education academic concentration (master’s and doctoral programs) is designed for individuals interested in pursuing careers in academic affairs and student affairs as administrators, faculty, researchers, and policy analysts in colleges, universities, and state and federal agencies. Faculty are well-known experts on the issues of access and equity in postsecondary settings, which are integral to research, scholarship and the curriculum.

Faculty associated with our Research, Educational Measurement and Psychometrics concentration and our Center for Educational Assessment (CEA) are called on by national and international organizations and agencies to design and interpret assessment and evaluation systems that affect education practice and policy. CEA sets the standard in evaluating and measuring the validity and fairness of tests such as the National Assessment of Educational Progress, often called “The Nation’s Report Card.”

The Language, Literacy and Culture concentration focuses on the areas of first and second language acquisition, ESL, bilingual and world language education, children’s literature, multicultural education, multi-literacies, media literacy, multimodality, global awareness, cultural competency, and leadership. Faculty strive to create a dynamic synergy among these areas in order to better address the needs of all learners in a diverse society.
The Social Justice Education concentration is an interdisciplinary program of study (masters, education specialist, and doctoral) that provides graduate courses and opportunities for reflective practice for students concerned with issues of equity, social justice, and the development of a liberated consciousness.

Initiatives

With recruitment and retention of women faculty and faculty from under-represented groups a priority, and the addition of three new faculty members in AY 2015-16, the College’s current 62 tenured/tenure track faculty comprise 65% women and 25% identified as members of underrepresented racial/ethnic groups. The College has had success in increasing faculty diversity in recent years: seven out of our most recently hired fifteen tenure-track faculty (46 %) self-identify as members of under-represented racial/ethnic categories.

In Spring 2016, the College appointed its first Director of Diversity Advancement. The focus of the Director for the AY 2016-17 will include continuing the development of policies to increase diversity in the recruitment, hiring, and retention of faculty, staff, and graduate students; initiating practices that support continuous improvement of a climate that embraces and supports diversity throughout the college; and facilitating community outreach activities that enhance the college’s commitment to diversity.

The College celebrated the 20th anniversary of its program, 180 Days. In partnership with the Springfield Public Schools, 180 Days places UMass Master’s Degree candidates in Secondary Teacher Education in one of four urban education schools in Springfield as full-time teachers. Since its inception, more than 300 teachers have had a positive influence and impact on the education of urban youth in Springfield’s public schools.

For more than four decades the College’s Center for International Education (CIE), and the closely aligned international education concentration, have offered graduate level professional training, service and research opportunities in the areas of international development education, education policy and leadership, non-formal/popular adult education, and internationalizing U.S. education. Students and graduates have originated from more than 70 nations, bringing an international perspective that enriches the educational experience for students in the College of Education and across the UMass Amherst campus.

The Senior Associate Dean was appointed chair of the Global Higher Education & Research Global Challenge (GHEAR), an initiative of the Worldwide Universities Network (WUN), a global higher education and research network comprising 18 universities and spanning 11 countries on five continents. WUN works to drive international research collaboration and address issues of global significance. Its initiatives are supported by partners such as the United Nations Foundation, World Bank, OECD and World Health Organization.

Students

Almost 14.3% of the College’s educator preparation candidates (Department of Teacher Education and Curriculum Studies) identify as members of ALANA groups. Data by gender indicates that 73.7% of the educator preparation candidates are female. At both the doctoral and master’s level, the Department of Student Development exceeds campus percentages for female and ALANA graduate students. Fifteen percent of the College’s students are international, which offers a rich opportunity for all candidates to interact and learn from each other.

The Center for Student Success Research (CSSR) facilitates research, evaluation, and organizational assessment aimed at promoting postsecondary access and success for underrepresented and understudied student populations. Social scientists associated with the CSSR utilize diverse methodological and theoretical perspectives to produce research identifying institutional and societal factors that limit or promote equitable pathways into and through higher
education. Actionable findings and recommendations inform institutions, policymakers, and other change agents concerning ways improve conditions for student success.

Events

The annual Bilingual, ESL, Multicultural, Language, Literacy and Culture (BEM/LLC) conference, in which the student community presents and celebrates student research and their contributions to education to meet the needs of diverse learners, was expanded this year to include students and faculty across the Department of Teacher Education and Curriculum Studies. The theme of this year’s conference was “Engage your mind, heart and soul in learning!”

The College's teacher education and school improvement concentration hosted a public talk titled Hip Hop Civics Education, that was presented by Dr. Bettina L. Love, an associate professor from the University of Georgia. Dr. Love discussed how Hip Hop Civics Education, when linked to the framework of intersectionality, creates a space where Black lives matter and analytic sensibilities are nurtured to engage students in the work of fighting for visibility, inclusion, and justice. Her talk ended by calling for educators to teach about racial violence, oppression, and how to make sustainable change in their communities through innovative and radical civic initiatives and movements, and to expose youth to the possibilities that come with envisioning a world built on Black joy.

The faculty, staff and students of color organized the College of Education’s Past, Present and Re-Imagining the Future Symposium as a part of the College’s Ribbon-Cutting Ceremony. The symposium included cultural performances, a panel discussion, and a recognition/award ceremony to honor several retired faculty of color who have been instrumental in leading the college in its social justice, inclusion, and equity efforts. Overall, the symposium was emblematic of the on-going commitment the College has in ensuring all members of the community are visible, valued, and included.

The Center for Youth Engagement hosted an event for high-risk boys and young men from Holyoke. The event featured Mark Schand, who discussed his experiences of being wrongly imprisoned for 27 years for a murder he did not commit. The event was sponsored by the El Camino mentoring program at the Holyoke Boys and Girls Club, and provided an opportunity for high risk youth to learn more about lessons learned and the importance of hope, positive role models, personal responsibility, and good decision-making.

The Social Justice Education concentration held a mini-symposium titled, Inquiring Into and Celebrating our Practices. The symposium included teaching and learning about social justice issues, facilitating intergroup dialogue courses, supporting inclusion and advocating for underrepresented students.

Selected grant-funded initiatives

EDUCATIONAL LEADERSHIP

The College’s Center for International Education continued to manage more than $97 million in grants and contracts, including the 2015, $23 million sub-contract that is part of a five-year contract to a consortium that includes Family Health International, Purdue University, the Afghan Holding Group and Altai Consulting. The project, “Afghanistan University Support and Workforce Development Program,” builds on the College’s work with the Afghanistan Higher Education Project over the past ten years and involves working with the Ministry of Higher Education and 10 Afghan universities to improve their capacity to deliver higher quality education that is more directly relevant to the needs of the current and future Afghan economy.

Faculty continued to work on the five-year, $1,600,000 sub-contract with Education Development Center, Inc. (EDC) to build evidence and capacity to increase equitable access to
education in Afghanistan, South Sudan, the Democratic Republic of Congo, Pakistan, Nigeria and Haiti. Faculty members also continued to work with USAID and partners to achieve Goal 3 of USAID’s Education Strategy: increase equitable access to education in crisis and conflict environments for 15 million learners. Overall, the College continues to play major roles in developing education leadership capacity and improving access to education in four of this project’s target countries.

And, aligning with the College of Education’s work to develop higher education leadership capacity in countries where higher education has been under-developed and has the opportunity to make significant impact, College faculty, in a sub-contract with the Institute for Training and Development (ITD), completed the first year of programming for community college administrators from Pakistan and will complete a second year of programming in spring 2017.

STEM CAREERS IN UNDERREPRESENTED GROUPS

Faculty were awarded support from the National Science Foundation to develop adaptive tutoring technologies to help increase the participation in mathematics of under-represented populations that often avoid STEM careers. Their research examined the impact of effective interventions on the performance, learning, affect and attitudes of 800 high school students nationwide, and the value of tailoring different types of interventions for individual students and specific groups.

Also, faculty received a $3 million grant from the National Science Foundation to develop and study an innovative model to teach science to incarcerated youth. The project employed the principle of Universal Design for Learning to create a virtual science world that incarcerated youth will be able to access through iPads and other devices. The College partnered with the Center for Applied Technology (CAST) in developing the program.

ENGAGING GIRLS IN ROBOTICS, KEEPING GIRLS IN SCHOOL

College of Education faculty in collaboration with faculty from the Department of Computer Science, received support from the National Science Foundation to develop and use a new research method in their work that focuses on the development of computational thinking among underrepresented students, particularly girls, as they interacted in a robotics learning environment, with the goal of increasing the diversity of individuals who enter the field of computing.

Faculty are continuing their work to enroll and retain 56,000 girls in primary and early secondary school in the Democratic Republic of Congo, in a project funded by the International Rescue Committee. As a result, it is expected that the additional years of schooling and increased knowledge will enable girls to complete a full cycle of primary school.

GENDER NON-CONFORMING IN CHILDREN

Teacher Education and Curriculum Studies Faculty received a one-year, $36,000 award from the Spencer Foundation for a new research project, titled, Understanding Young, Gender-Nonconforming Children’s Resilience Experiences Across Child-life Contexts. This study will examine the resiliency, resistance, and self-expression of transgender and gender nonconforming children in order to better understand how they think of themselves and how they navigate the multiple contexts of early and middle childhood.

EMPOWERING URBAN YOUTH SPACES FOR DEVELOPING ACADEMIC LITERACIES

Student Development faculty were awarded a 2016 Public Service Endowment Grant from the UMass Office of Research and Engagement for a project titled, Prep for college: empowering urban youth spaces for developing academic literacies, civic engagement and racial identities.
RESEARCH ON IMPLICIT BIAS

College of Education faculty received a 2016-17 Spencer Foundation Mid-career grant to conduct research on how implicit bias influences school practices and school-level effects of education policy. In addition, in collaboration with faculty from CNS, this research will examine the latest research on how people’s unconscious racial biases shape their decisions and behavior. Ultimately, the goal of this research is to be able to design interventions that will reduce the influence of unconscious bias on education policy and school practices in K-16 education.

College of Engineering

A strong commitment to diversity has been and continues to be a top priority in the College of Engineering as evidenced by hiring in 2014-2015. In FY15, the College hired 5 tenure track faculty members and 4 staff members. The 5 faculty members hired were male and included 1 minority, while 3 of the 4 (75%) staff members were female and 2 of the 4 (50%) staff members were minorities.

The ethnic diversity of the College’s faculty stands as follows: 23% minority (26 as Asian, 2 as Hispanic, 1 as more than one race, and 0 African American or Native American). 77% of staff in the College of Engineering at the present time are either female or minority.

For FY17, the College plans to hire 10 to 12 more tenure track faculty and we will continue to make every effort to recruit and hire members of underrepresented groups. We will continue to work to ensure the diversity of search committees and search pools, and we will continue to advertise in publications that are geared to underrepresented groups. Additionally, we expect the first African American female faculty member in the College to begin her appointment as an Assistant Professor in Fall 2016; she is currently completing a postdoctoral research fellowship.

In fall 2014, the College of Engineering had 1,871 undergraduates, of which 16.5% were female students. Of the undergraduates who reported race/ethnicity and were U.S. citizens, 16.9% were minority students (6.3% identified as under-represented minority and 10.6% identified as “Other ALANA”). That fall, the College of Engineering had 539 graduate students, of which 30.8% were female. Of the graduate students who reported race/ethnicity and were US citizens, 7.4% were minority students (3.9% identified as under-represented minority and 3.5% identified as “Other ALANA”). We aim to, at a minimum, maintain student diversity as the College increases in size, but ultimately we aim to increase diversity through collaborations with Admissions and the Assistant Provost for Diversity. In fall 2015, the College of Engineering had 1,956 undergraduates, of which 17.1% were female students. Of the undergraduates who reported race/ethnicity and were US citizens, 18.4% were minority students (6.9% identified as under-represented minority and 11.5% identified as “Other ALANA”). In fall 2015, the College of Engineering had 539 graduate students, of which 29% were female. Of the graduate students who reported race/ethnicity and were US citizens, 8.5% were minority students (4.8% identified as under-represented minority and 3.7% identified as “Other ALANA”). Student data is from the UMass Amherst Office of Institutional Research.

A new initiative with a potential positive impact on diversity is a grant from the Scholarships in Science, Technology, Engineering, and Mathematics (S-STEM) program of the National Science Foundation (NSF). This $632,369 grant will provide scholarships and support services in academic and career development to approximately 40 students transferring into our undergraduate programs from community colleges during the period 2015-2019. The development activities are provided in a partnership between our Diversity Programs Office (DPO, described further below) and our Engineering Career Center. In our College, the transfer student population is significantly more
diverse than the population of students who begin their studies here, with the percentage of underrepresented minorities being approximately twice as high in the former group as compared to the latter. Therefore, increasing the recruitment and success of community college transfer students is likely to have a positive impact on racial and ethnic diversity in the College.

Because diversity is a priority, the College of Engineering has a professionally-staffed (half-time) office to support the recruitment, retention and graduation of minority and female students. The Diversity Programs Office (DPO) mentors students in four student organizations: the Society of Women Engineers (SWE), the National Society of Black Engineers (NSBE), the Society of Hispanic Professional Engineers (SHPE), and the Society of American Military Engineers (SAME). SAME is the newest of our diversity organizations, formed in fall 2013 and officially chartered in January 2014 as a student chapter for the SAME Boston Post. The SAME student chapter is open to all university students, but the professional development, networking, and chapter activities are of greatest interest to College of Engineering veterans, ROTC cadets, and students interested in working for defense contractors or serving as civilian employees of U.S. Department of Defense agencies.

The College of Engineering is currently working with a small group of students to establish either an Out in Science, Technology, Engineering and Math (STEM) or National Organization of Gay and Lesbian Scientists and Technical Professionals (NOGLSTP) student chapter at UMass Amherst. The campus recently established a collegiate chapter of the Society of Asian Scientists and Engineers, and we are working to encourage our interested ALANA students to participate in this group. The DPO is funded primarily with College funds with additional support raised from corporate and private gifts.

The DPO is very active in leading K-12 outreach programs to recruit the next generation of diverse engineers and several of their outreach initiatives are mentioned next.

At the high school level, the DPO organizes an annual Women in Engineering Career Day, held each fall, which brings over 200 high school women and teachers from across the state to UMass Amherst to participate in hands-on engineering activities, meet engineering students and faculty, hear from leaders in industry about careers in engineering, see demonstrations of state-of-the-art technology, and visit engineering research labs. The aim of this program is to excite, inspire, and encourage young women to pursue engineering as an academic track and career path, particularly here at UMass Amherst. The Diversity Programs Office, through grants, provides fellowship and transportation to encourage students to attend from Springfield and Holyoke, which have large populations of minority students.

With respect to community activities and the promotion of a diverse and multicultural environment, the DPO is bringing engineering to elementary and middle school students through several programs offered each year. Girl Scouts Day brings together elementary aged girls from across the region to interact with members of our Society of Women Engineers (SWE) student chapter on a Saturday, while earning their Product Designer Badge. As part of the day, the girls work in small teams to design, build, and test solar cars, which they then race. A second event, targeted at middle and high school aged students, introduces the girls to systems and electrical engineering through Gemma wearable electronic technology. SWE members help them design, build, and program earrings and necklaces from Neopixel LED “rings”, controlled by a tiny microprocessor.

Each year, our student chapter of the Society of Hispanic Professional Engineers brings a group of students from Holyoke or Springfield to campus for one day during the week to participate in hands-on engineering activities, visit research labs, hear from our undergraduates about why they chose to study engineering, and visit our campus. This year thirty students from Peck Middle School in Holyoke participated in Engineering Students Reaching Out, as this event is called. Throughout the day they completed a variety of hands-on activities, including building bottle rockets, making silly putty, and participating in an egg drop contest.
In 2014-2015, the Diversity Programs Office also brought engineering to an afterschool program in Springfield through our College of Engineering Outreach Leaders program. College of Engineering undergraduates helped the students design and build small bridges out of paper, straws, string, and tape, and then tested them to see how much weight they could hold before collapsing. In another activity, the undergraduates and middle school students built Rube Goldberg machines, with a prize for the group that had the most links. We also helped host a 3-day Makerspace event for Amherst middle school youth – a community workspace where Do-It-Yourself (DYI) creation, collaboration, innovation and entrepreneurship can occur – focused on Arduino and LilyPad wearable electronic technology. During a subsequent summer workshop, students were able to build their own LilyPad projects to take home. Similar events are continuing in 2015 – 2016. While the afterschool program we were working with in Springfield has closed, our SHPE chapter has reinvigorated a relationship from the prior year with the Holyoke Boys and Girls Club, bringing interactive engineering activities to a group of elementary and middle school students three to four times a semester. In addition, our NSBE chapter hosted a mentoring event at the Amherst Boys and Girls Club, and hopes to interact with these students on a semi-regular basis. In collaboration with colleagues in CNS and at Amherst Media, during Fall 2015, we supported a one-day-a-week afterschool Makerspace for Amherst Middle School students, hosted by Amherst Media. In Spring 2016, the afterschool Makerspace will continue pending support of the school district. In addition, we will help support several weekend and evening Maker events. Through funding from Verizon, we are supporting a newly formed women in engineering group at the Amherst Regional High School. College of Engineering students are mentoring these young women as they build a sound wall, featuring famous women in science. Volunteers will also support the Amherst elementary school vacation camp at Wildwood School, bringing in engineering activities.

Our Summer Engineering Institute for high school students will introduce high school students to engineering at UMass through a two-week residential or commuter program. We are working with alumni and other donors to provide scholarships for disadvantaged students, and our goal is to recruit a diverse group of attendees that will eventually apply to UMass.

At the University level, the College has partnered with the Stonewall Center to offer a 1-credit seminar course entitled Queer Lights, that explores LGBTQ topics while bringing students together to build electronic art.

College of Information and Computer Sciences

The College of Information and Computer Sciences (CICS) is committed to increasing the diversity of its faculty, staff and students, and to fostering an inclusive, welcoming environment for our community.

Faculty Recruitment and Retention

In 2014-2015, the college hired three minority faculty members. In 2015-2016, CICS hired one minority faculty member and successfully negotiated to retain one female faculty member.

The college routinely sends out faculty job announcements to organizations, websites, journals, and opt-in email lists dedicated to reaching a diverse audience. In addition, the college held New England Security Day just prior to the start of faculty recruiting season. Holding such events has been identified as a best practice for recruiting diverse faculty.
Staff Recruitment and Hiring

In 2014-2015, CICS hired 7 women staff. In 2015-2016, CICS hired 4 minority and 7 women research and administrative staff. The college hired four women in director-level positions in 2015-2016 – five of the six director positions in the college are currently held by women.

Student and Community Initiatives

The CS Women group was founded almost 25 years ago with the goal of supporting and serving women faculty and students. The group meets at least once per month during the academic year and meetings are open to women and men faculty, researchers, and students.

Since 2007, CICS has been home to the Commonwealth Alliance for Information Technology Education (CAITE), a NSF-funded project that develops programs to address underrepresentation in information technology education and the workforce in Massachusetts.

In 2014, the college’s longstanding diversity committee developed an inclusivity statement for use in course syllabi and other college communications. CICS faculty co-edited and approved the statement: The College of Computer and Information Sciences shares UMass Amherst’s commitment to diversity. We welcome all individuals regardless of age, background, citizenship, disability, sex, education, ethnicity, family status, gender, gender identity, geographical origin, language, military experience, political views, race, religion, sexual orientation, socioeconomic status, and work experience. We expect all members of our community to treat others with respect and civility.

As part of our commitment to fostering an inclusive environment, CICS invited the UMass Amherst Stonewall Center to hold its Ally Training for faculty and staff in 2014. Also in 2014, we sponsored several activities for the LGBTQ student group.

Each year, the college sponsors student attendance at the Grace Hopper Celebration of Women in Computing and the CRA-W (Computing Research Association – Women) Grad Cohort Workshop. CICS also offers two $10,000 scholarships to the winners (incoming female undergraduates) of the Massachusetts Aspirations in Computing Award. In spring 2015, the college hosted a dinner for women students admitted to our graduate programs during their visit to campus.

Graduate students received a Welcoming the World to Amherst grant to develop a mentoring program for new international students in 2015.

Isenberg School of Management

Faculty Initiatives

Increasing diversity is an important goal in faculty hiring at the Isenberg School. Generally speaking, U.S. business schools struggle with the percentages of faculty from under-represented populations. Our international accrediting agency, The Association to Advance Collegiate Schools of Business, reports that, on average, the percentages of female and non-White faculty at accredited U.S. business schools are 31.1% and 22.5%, respectively (2014-2015 data). The Isenberg school tracks these benchmarks, with 39% female and 20% non-White faculty (see table below). We continue to make diversity a priority in our faculty personnel decisions, and anticipate additional improvement in the coming year: faculty hires with expected Fall, 2016 starts include two women and one minority male. We have also recently converted a lecturer position held by a minority to a tenure track faculty line.
A number of our female faculty are participating in a mentoring program funded by a Mellon Mentoring Grant; the grantees are four non-white junior faculty members. The theme of the grant is “Women in Isenberg” and its aim is to address work/life balance, professional growth, and other aspects of being a female faculty member in the school. The grant-related activities, which connect junior faculty with senior colleague mentors, should aid the school in retaining female faculty.

Staff Initiatives

We have also focused on diversity in our staff composition, particularly at the higher administrative levels. 50% (two of four) of the Associate Deans at the Isenberg School are female. As of Spring 2016, we now have 1 minority female director, 13 Caucasian female directors, and 12 Caucasian male directors. We also have 1 minority male Assistant Dean. At lower administrative levels, we have recently hired two Latina females into Accounting and Office Manager positions.

Student Initiatives

We also have prioritized efforts to increase diversity in our student population. We summarize some of those efforts below.

- Expanding the Careers in Accounting & Management Professions (CAMP) program to bring students from urban high schools across the state to introduce them to accounting and management education. Our goal is to double the program over the next few years, from about 30 participants now to about 60.

- New alumni sponsored scholarship program to attract highly-qualified URM candidates who have expressed an interest in accounting. These awards provide 5-7K per year for four years and help fill the unmet financial needs of these students, who will be heavily recruited by other schools. This year, three offers have been made.

- Increased funding and administrative support for NABA/ALPFA (National Association of Black Accountants/Association of Latino Professionals in Finance and Accounting) to allow students to travel to their national meeting and create printed materials to grow their membership.

- MSCPA-sponsored visit by state high school students interested in accounting. Students travel to campus and meet faculty, attend sessions and have lunch in the dining common with faculty. Program is targeted toward URM and first-generation students.

- Collegiate Success Institute (CSI) Worcester serves students who show strong academic potential but who may not be informed about the college readiness process. Ninety-four percent of students in CSI are URM, first generation students. We have connected with the CSI group and in Oct. of 2015, hosted 40 students from CSI on campus. Department Chairs
DECA is an organization consisting of 215,000 high school student members. Students are taking business courses in Sport Marketing, Hospitality, Finance, Management, Marketing and Accounting, as well as participating in regional, national and international case study competitions and conferences. DECA membership is comprised of a diverse network of students: 50% are female and 41% report ethnicities other than Caucasian. The Isenberg School exhibits at the regional, national and international DECA conferences each year. We have also just added a DECA Collegiate Chapter to UMass Amherst, which is being managed through the Isenberg School.

We are sending a representative to the lodging industry Diversity & Inclusion Conference to be held in April. The Isenberg representative is the faculty advisor to the Hospitality and Tourism Management Department student club, the National Society of Minorities in Hospitality.

**College of Nursing**

During the past year, the College of Nursing (CON) engaged in the following activities to promote recruitment and retention of faculty and staff in the College of Nursing:

For the 2015-2016 Academic Year, the College of Nursing has faculty searches open for tenure-track Assistant Professor positions and clinical track Assistant Professor positions. The faculty and the College of Nursing will continue to work to improve the search process to recruit and retain a more diverse faculty and staff. Faculty members are encouraged to take the school’s recruitment packet to conferences, seminars, and workshops to help publicize current faculty openings. The search committee for the College has also sent letters to the leaders of historically black colleges (HBCs) to advertise these opportunities.

We continue to have, and to review, activities that assist in promoting the academic needs of diverse students in the College of Nursing. The undergraduate curriculum is undergoing a process of visioning and revision in which the theme of diversity has been raised as an important value of the College that should be incorporated throughout the curriculum. Plans continue to respond to the demand by qualified student applicants by growing the size of the nursing programs and identifying ways in which the college may improve the admissions process to recruit diverse students into the Traditional BS class, the Second Bachelor’s degree program, and the RN to BS class. This year, the interview process of an unprecedented number of applicants to the Second Bachelor’s program included a question about applicants’ past experiences of diversity. Both the DNP and PhD programs continue to grow with diverse national and international student representation. We continue to refocus our efforts to increase and retain economically-disadvantaged individuals, veterans, and persons of racial or ethnic minority backgrounds. To date this year, the College has hosted two training programs for faculty and staff related to meeting the needs of students who are veterans. This spring, the College also invited a representative from the UMASS Office of Disability Services to provide education to the faculty and staff regarding meeting the needs of students with disabilities.

The HRSA funded Achieving Diversity: A Comprehensive Approach to Nursing Workforce Diversity Enhancement (ADI) continues to demonstrate a strong presence in the middle and high schools in the Pioneer Valley. Nursing clubs are systematically held in order to mentor and support students interested in pursuing nursing as a profession. In addition, on March 27, 2015, the Achieving Diversity Initiative hosted a campus event for 250 ethnically diverse students interested in nursing from Chicopee, Springfield, West Springfield, Holyoke and Northampton. Concurrent learning sessions were presented by nursing students from the CON and Holyoke Community College. In addition, ADI nursing students from the CON and HCC continue to receive support and
mentorship during their program of study and until they have successfully passed their National Council Licensure Exam. The HRSA funded Heroes into Health: Veterans Entering the Nursing Workforce continues to demonstrate a strong model and presence in recruiting veterans into nursing. The recruitment and admission of veteran under this initiative has increased diversity including the number of men, which is important in a predominately female profession. The two student cohorts from this initiative has significantly increased the number of men and historically underrepresented students admitted to the CON.

During this Academic Year, the College of Nursing has hired two Assistant Professors, four Clinical Assistant Professors, and an Associate Professor for our Seedworks Endowed Professorship of Social Justice. There is a plan to hire two more tenure track faculty; one as a joint appointment with the College of Engineering and one to work toward technological innovation in the field of Nursing. We are also positioned to hire another Clinical Assistant Professor as a psychiatric nurse practitioner for the DNP program. We have hired 4 replacement clerical staff, and are currently finalizing the search to hire a 5th. While we are holding off on the hire of a replacement data analyst, we look forward to hiring a new Communications Specialist to assist the College, an Assistant Business Manager, and a Simulation Lab Technician to join our team this year. We have also welcomed two UMass transfers of professional positions on the Amherst Campus to the College of Nursing.

The College of Nursing has a Committee on Diversity and Social Justice that serves as a forum for addressing issues impacting diversity within the College. This committee is presently composed of three faculty members as well as multiple students representing the Traditional undergraduate program, Second Bachelor’s degree program, and both doctoral programs. Activities of the Committee during 2014-2015 included hosting, “A Dialogue on Difference: A Panel Discussion on LGBTQ Health & Healthcare from both Patient & Provider Perspectives” that was co-sponsored by the Robert Wood Johnson Scholars program and well-attended by students and faculty. This year, the Committee has worked with the Dean and other UMASS leaders to convert an existing space to a gender-inclusive bathroom within Skinner Hall. Other events promoting diversity and unity this year have included a film screening and discussion forum, co-hosted with the University Programs Council and other campus leaders and students, centered around themes of inclusion, racism, and access to power. This event was attended by over 80 students, multiple faculty members, and the Chancellor and Provost of the University.

**School of Public Health and Health Sciences**

**Hiring in SPHHS**

In 2015-2016, five tenure-track and three non-tenure-track faculty members were hired by the SPHHS. Of the tenure-track faculty hires, three are women and two are men, one of whom is of an underrepresented minority. Of the non-tenure-track faculty hired, all three are female, one of whom is of an underrepresented minority. Two female and two male staff members were hired.

For 2016-2017, we currently have approval to hire ten tenure-track faculty and one joint hire with the Institute for Applied Life Sciences. Tenure-track positions are advertised in Academic Careers Online, which includes a specific Diversity Package with diversity/affirmative action applicant email alerts; the National Registry of Diverse and Strategic Faculty; and Historically Black Colleges and Universities Connect; and letter announcements are sent directly to the deans of historically black colleges. Members of the search committee reach out to their own professional networks that include senior faculty of color, other senior faculty who have a track record of mentoring younger scholars of diverse backgrounds, and more junior faculty of diverse backgrounds who mentor their own students. In addition, there are discipline-specific associations through which
the SPHHS reaches out to diverse faculty candidates, e.g., the National Black Association for Speech, Language & Hearing, the Society for Advancement of Chicanos and Native Americans in Science, and the Minority Science Network, etc.

**SPHHS Diversity Committee**

The goal of the SPHHS Diversity Committee is to facilitate the advancement of diversity related to SPHHS faculty, staff, and students. Duties of the committee are to develop recommendations for the Dean and Department Chairs that will increase diversity and retention of diverse school personnel, support the development of events that promote diversity and/or reduce barriers to diversity within the SPHHS, and assess the SPHHS climate to identify factors that aid and/or hinder diversity.

At the end of the 2014-2015 academic year, the Diversity Committee presented results of a brief school climate survey that indicated a possible need for a faculty-mentoring program. The Dean also tasked the committee to:
- Acquire data to better inform the SPHHS on the needs of SPHHS faculty,
- Propose a school-level mentoring plan and determine how well the proposed program fit into the UMass Diversity Strategic Plan (DSP), and
- Prepare a strategic plan and budget related to priority initiatives for the year.

To date, the committee has completed the following work:
- Obtained and adapted a detailed climate survey with questions pertinent to mentoring needs. The survey is expected to be distributed in spring 2016.
- Analyzed the DSP and found support and precedent for school-level mentoring programs that resemble the proposed plan.
- Reviewed the DSP and school-level diversity administration models at UMass and peer CEpH-accredited Schools of Public Health.

**The Dean’s Ph.D. Fellowship Program**

The Dean of the SPHHS offers up to five non-working fellowship appointments per year to nationally competitive students entering the Ph.D. programs. The intent of this fellowship program is to facilitate the recruitment of high quality doctoral students, and to support faculty who train these top-level students. Three fellowships were awarded in academic year 2015-2016 to two men and one woman. The Dean’s Ph.D. Fellowships will be offered again in 2016-2017.

**The Dean’s Professional Development Opportunity Program for Faculty and Professional Staff**

Faculty and professional staff in the SPHHS may apply to the Dean’s Professional Development Opportunity Program for Faculty and Professional Staff for funding (maximum of $3,000) to attend professional development programs or courses. In 2015-2016, the Dean’s Office awarded three grants, one to a professional staff member and two to faculty. One of the faculty member recipients was a woman of color. The Dean’s Professional Development Opportunity Program for Faculty and Professional Staff will be offered again in 2016-2017.

**Office for Public Health Practice and Outreach**

The Office for Public Health Practice and Outreach has established the new Western Massachusetts Health Equity Network whose one of four priority areas focuses on racial justice activities to advance health equity in the region. The SPHHS is now hosting a landing page where community organizations can list their racial justice activities in one comprehensive and accessible location on the web. The Dean’s Office supports this and other initiatives, including regional forums and community summits on health equity and racial justice.
The 2016 Health Career Fair

The SPHHS provided transportation for approximately 30 high school students from minority communities in Holyoke and Springfield to attend the annual SPHHS Career Networking and Development Conference in the Campus Center this March.

The SPHHS Western Massachusetts Public Health Training Center

In Fall 2015 and Winter 2016, the SPHHS Western Massachusetts Public Health Training Center partnered with dozens of Western MA organizations to provide 64 hours of core competency training for 44 community health workers. The training engages with local communities to provide new solutions to current gaps in the health care system by providing innovative training to community health workers (CHWs) in underserved communities.

The SPHHS Departments (Health Promotion and Policy, Environmental Health Sciences, Biostatistics and Epidemiology, Nutrition, Communication Disorders, and Kinesiology)

The SPHHS departments are inherently progressive as they focus on changing society to promote the health and well-being of whole populations. Faculty members are involved in active programs of research focusing on identifying factors that contribute to health disparities, such as differences in teen birth rates and infant mortality among Latinas; differential suicide and substance abuse rates among Native Americans; disparities in chronic disease rates among African-American men; youth violence and intimate partner violence; and glaring gaps in virtually all health status indicators in low-income countries, such as Haiti, Kenya, and Nepal.

The Public Health Sciences (PHS) undergraduate program is part of all three public health departments: Biostatistics and Epidemiology; Environmental Health Sciences; and Health Promotion and Policy. The program has developed several initiatives to support diversity among the undergraduate population. Examples include: 1) PHS hosted a series of seminars where students had the opportunity to attend lunch with PHS faculty to learn about their research and path to becoming a professor. First generation and underrepresented students were targeted in this outreach; 2) every peer advisor cohort has a designated student who is focused on identifying and implementing initiatives that support first generation and underrepresented students; 3) a diversity resource webpage was created that highlights diversity scholarships and programs on campus (https://www.umass.edu/sphhs/public-health/current-majors/diversity-resources); and 4) Program Advisors collaborate with offices on campus that support diversity and underrepresented students, such as CMASS, Stonewall, Disability Services, STEM, and LSAMP.

Undergraduate Nutrition majors participate in the Health and Nutrition Diversity Scholars Program every year (HANDS). The HANDS Scholars also have participated in outreach activities on campus with different communities of students, including the Springfield Bound and Holyoke Bound weekend workshops. All HANDS Scholars participate in a weekly Scholars Seminar (NUTR 197B or NUTR 497B) and meet individually with the instructor to address issues of nutrition disparities, culture and food, professional preparation in the field and possible research or other opportunities available on campus. The HANDS program also conducts an end-of-semester Multicultural Breakfast each semester, exposing all nutrition majors to foods of different cultures. The Communication Disorders department focuses on evaluating and treating people with speech and hearing challenges and students are engaged in clinical practice. In Kinesiology, a faculty member was honored with the Mentor of the Year Award from the Compact Institute for Faculty Diversity.
Administration and Finance

The executive area of Administration and Finance is responsible for the development, stewardship and enhancement of the campus' human, fiscal, environmental, health, safety, and physical resources. In the fulfillment of its responsibilities, the executive area supports the University's commitment to diversity and multiculturalism through activities that foster a climate which respects differences, provides for the training of staff, actively supports Affirmative Action, celebrates different cultures, and assists minority and women owned businesses through the procurement process.

Recruitment

- Employees
  - Divisions in A&F continue to focus attention on issues of diversity in recruitment efforts by ensuring that position advertisements reach a broad, diverse audience to support the campus' commitment to affirmative action and achieving diversity in its workforce.
  - Facilities & Campus Services Administrative Services hired a veteran in the Solutions Center.
  - The Physical Plant Division’s general recruitment efforts resulted in the hiring/promotion of three females into the job titles of Technical Specialist II, Locksmith and Maintenance Technician II, and 8 female employees into the job titles of Maintainer I.
  - Parking Services hired two IT interns, one female and one minority female, and a female Parking Control Officer.
  - The UCard office’s commitment to employing a diversified workforce is reflected in its 50% female and 25% minority staff.
  - Labor Management & Workplace Education’s Community Works affirmative action pre-apprenticeship training plan is designed to lead directly into apprenticeship programs and paid employment services for targeted low-income Holyoke and Springfield residents, especially veterans, women and minorities. 80% of enrollees are minorities and 21% of enrollees are women. Community Works graduates are now working on campus construction projects, and the numbers of women and minorities on these projects is improving as a result of a critical collaboration with the UMass Building Authority to launch the first-ever Access and Opportunity Committee for campus construction projects, to monitor and encourage compliance.

- Student Employees
  - Coordinated by Environmental Health & Safety (EHS), the UMass EMS employs 105 students, including 17% minorities and 58% women, to provide emergency first aid services at University events. In addition, the crowd management program which provides trained students to serve as crowd managers and meet fire prevention requirements for certain campus events consists of 50% minorities and 30% women.
  - The UCard Office is committed to a diversified student workforce, with 33% of its student employees represented by minorities and 100% represented by women.
  - Transit's affirmative recruiting efforts have resulted in 9% of its student driver employees represented by minorities and 43% represented by women.
  - Physical Plant hired three female student interns for its sustainability efforts.
The Bursar’s Office is committed to a diversified student workforce with 69% of its student employees represented by minorities.

**Training**

- Workplace Learning and Development (WLD) staff offerings include programs featuring diversity, inclusion and respectful workplace issues. Highlights include:
  - WLD worked with several campus departments and related organizations and with their external clients to address diversity related matters and provided over 68 contact hours of customized training for specific departments in the areas of diversity and inclusion to 283 participants.
  - WLD provided 18 hours of customized trainings addressing respectful workplace concerns to 258 participants.
  - Contact hours for training held for the WLD Program catalog equaled 8, with 22 staff from across campus participating in trainings such as Microaggressions and Privilege.
  - WLD integrates diversity, respectful workplace, and legal issues regarding discrimination and harassment and anti-bullying into its seven week program for supervisors (SLDP).
  - WLD hosted the Harassment Prevention & Diversity Equity and Inclusion workshops conducted by the Office of Equal Opportunity and Diversity for all new employees.
- WLD and the Labor Management Workplace Education Program (LMWE) continue to play an integral role in the highly collaborative campus effort to address issues of workplace bullying. Staff from WLD and LMWE serve on the campus Committee on Workplace Climate and Bullying and on the Committee’s subcommittee on Education, which makes educational recommendations to the full committee and works collaboratively to develop anti-bullying trainings for the campus.
- LMWE offered eight, semester-long Workplace English courses and integrated tutors from the University's Civic Engagement & Service Learning Program into these classes. LMWE moved forward on the launch of a Campus-based Apprenticeship Program geared to women and minorities in the AFSCME bargaining unit. In collaboration with ResLife and AFSCME, and to diversify the trades workforce, LMWE planned the launch of apprenticeship/career ladder services to prepare Maintainer I’s for advancement into the maintenance trades.
- Auxiliary Enterprises provided ESOL training for 18 employees in the fall semester and 16 employees in the spring semester.
- Custodial Services had 19 employees take part in English as a Second Language classes run by Workplace Learning and Development (September, 2014 to August, 2015).
- University Health Services engaged the department of Equal Opportunity and Diversity to provide ongoing Diversity training, with a focus on workplace respect, civility, and professionalism. All UHS staff are receiving this training.
- In FY15, LMWE provided a number of off-campus efforts aimed at affirmative action and skills development:
  - The Early Childhood Educators Project, a national pilot, addressed the educational needs of a segment of the workforce that includes low-paid, largely female and largely African-American and Latino workers, by providing the skills necessary for career ladder advancement and for success in area community colleges.
  - Continued to address career advancement needs for under-represented populations in the trades and construction industry through its Community Works Partnership. There are 30 partners, including the mayors of Springfield and Holyoke, MGM, a
community college, a vocational school, many employers, many unions, and virtually every joint apprenticeship program in western Massachusetts.

- The MassTERI Project, funded through a $700,000 grant from the Commonwealth, provides workforce development services (primarily instruction) and tailored education services (e.g., Workplace English) to school nutrition (cafeteria workers) systems in Pittsfield, Monson, Cambridge, and Lawrence, to a predominately female and low-income population.
- Provided workplace English classes at Amherst College.

**Administrative Services/Support**

- The University of Massachusetts Building Authority (UMBA) compliance for design activity and construction projects for the Amherst Campus realized an average of 17% minorities and 2.25% women on current UMBA projects.
- The Procurement Department’s 40 year commitment to working with Small, Minority, Disadvantaged & Woman Owned Businesses (M/WBE) continues as they look for more opportunities to increase M/WBE participation. During FY 15, the Amherst Campus purchased in excess of $7 million in goods and services from small, minority, disadvantaged and women-owned businesses through the public bid process.
- Procurement representatives attended an event at the UMass Center in Springfield promoting local minority and small businesses. Major Sarno of Springfield and Jabes Rojas, Deputy Chief for Access and Opportunity from the Governor’s Office were sponsors of the event.
- Human Resources obtained and provided AFSCME Unit B health insurance plan information in seven languages (Chinese, English, Khmer, Korean, Spanish, Russian, Vietnamese) in recognition of the diversity of backgrounds and primary languages represented by employees in that unit. This effort was made to assist employees in making well-informed decisions regarding their health insurance coverage.
- The executive area supports the needs of campus community members who have disabilities by ensuring that physical accessibility is being addressed in a planned manner and through support of the Architectural Access Board. During this period, more than twenty projects that improved accessibility in campus buildings, including modifications to building entrances and new accessible restrooms and elevators, were completed. All new construction is designed to be fully accessible per ADA and Massachusetts Architectural Access Code.
- The Controller’s Office supports the Research Experience for Undergraduate (REU) programs, which encourage and support women and minority students, by expediting stipends and reimbursements.
- Custodial Services supports an average of 20 to 25 requests from Disability Services each semester to set classrooms with ADA compliant tables and/or chairs for faculty and/or students. In addition, Custodial Services monitors throughout the semester that the tables/chairs remain in the requested classrooms.
- The Women’s Health Clinic in UHS hired an additional nurse practitioner and will be further expanding its service hours to 8:00 – 5:00, Monday through Friday. More extensive summer hours of operation are also planned. The Women’s Health Clinic provides a quality, respectful and confidential setting for women seeking gynecological care and reproductive health services on campus, with a focus on appreciation of diverse beliefs, experiences, cultural understandings and gender identity issues.
- Transgender care at UHS has increased in scope to include specific medical services, including the initiation of hormone therapy. A transgender diversity patient advocate and a
designated physician work together to offer these services and to promote cultural awareness within UHS.

- A diversity patient advocate has been appointed at UHS, to support equal access and treatment for people across racial, ethnic, religious, cultural, class, and disability lines. A student intern to the diversity advocate has begun a needs assessment survey during spring semester, 2016, to further the effectiveness of this role.

**Multicultural Activities**

- The Campus Center/Student Union Complex continues to act as a center for multicultural activities on campus, with events such as Ramadan programs, Jewish High Holiday events and Native American, African-American, Cape Verdean, Greek, Haitian and Asian Students cultural nights and dances. Dining Services celebrated International Education week with dining specials in the DCs. At the Hampshire DC dinner, fifteen different countries/regions were represented: Cambodia, Canada, China, Ethiopia, India, Indonesia, Iran, Korea, Latin America, Nepal, Nigeria, Tibet, Vietnam, Mexico, and South Africa.

The executive area of Administration and Finance remains committed to Affirmative Action goals and to fostering a respectful climate welcoming to diversity. In the coming year, A&F will continue to stress education and training to address the issues of diversity and respect, and to provide employment opportunities for women and minorities.

**Development and Alumni Relations**

**Alumni Relations Office**

The Alumni Relations Office continues to develop programs and services to engage a diverse population of alumni and students, and encourages active constituent participation in new and existing programs and services, through the following initiatives:

- Working with student/alumni groups and campus departments through the Alumni Association’s (AA) partnership program to host various programs and events that target diverse constituents, including: the Black Alumni Network, LGBTQ Alumni Network, Legal Alumni Network, Life Sciences Alumni Network and Finance Alumni Network.
- Networking with select student/alumni groups and campus departments to identify minority and female nominees for the Distinguished Alumni Awards, Bateman Distinguished Alumni Scholar program, and the AA Board of Directors.
- Networking with select student/alumni groups and campus departments that support minority constituents groups to promote scholarship fundraising initiatives and to ensure students are aware of the many scholarships and partnership opportunities offered by the Alumni Association.
- Working with the International Students Office and international alumni networks to coordinate alumni events in Europe and Asia when campus administrators and/or faculty members travel to those areas.
- Working with Admissions to establish a worldwide network of volunteer contacts, including alumni representatives at college fairs around the world.
- Ongoing incorporation of student and alumni diversity into all print and digital communications and photo galleries.
• Establishing a new AA board committee charged with developing recommendations to incorporate a culture of diversity and inclusion into all alumni outreach, engagement, volunteer leadership development, programming and communication initiatives.

• Hiring an external consultant to conduct a comprehensive review and associated alumni attitude study to develop best practice recommendations for engaging a broader and more diverse constituent population based on personal preferences, behaviors and demographics, including race and ethnicity, age, gender identity, sexual orientation, military service, type of degree, socio-economic status, geography and UMass affiliations.

• Ongoing research is conducted to identify, interview and profile diverse alumni in the monthly e-newsletter called @UMASS.

The Alumni Relations Office also continues to focus on identifying and cultivating women and alumni of color to participate in leadership and volunteer roles within the Alumni Association through the following initiatives:

• Ongoing and active recruitment of women and alumni of color to serve on the Alumni Association’s Board of Directors. Women represent 39% of elected or appointed Alumni Association board members and persons of color represent 28%.

• Ongoing and active recruitment of women and alumni of color to participate in student and alumni programs, to feature in alumni profiles for various communication vehicles, to lead regional Alumni Networks, and to serve on the Alumni Association’s strategic initiative committees.

• Continued partnership with the College of Nursing and University Women in Leadership group to engage participants as student mentors.

In addition, the Alumni Relations Office continues to make aggressive efforts to attract and recruit minority staff through the following initiatives:

• Ensuring all search advertisements are placed in numerous print and electronic sources as recommended by the Office of Equal Opportunity & Diversity.

• Networking with select student/alumni groups and campus departments to assist with identifying diverse applicants. Of the twenty-two professional and graduate student employees in Alumni Relations, 67% are women and 12% are persons of color.

**Development Office**

• The Development Office continues to make aggressive efforts to attract and recruit minority professionals by ensuring all search advertisements are placed in numerous print and electronic sources (including Hispanic Outlook, DiversityInc.com, Women in Philanthropy, Women in Development/Greater Boston, MassachusettsDiversity.com, and Women in Higher Education).

• The Development Office strives to promote diversity within our student employee hires. 82 student callers, six student supervisors, and seven student clerical workers in the Annual Fund program this year are currently women or of ethnic diversity, representing 78% of the Annual Fund student staff. Information & Donor Services had 8 student clerical assistants over the course of this past year; 5 of the 8 were women (62%), 2 of the 8 were of ethnic diversity (25%) and overall, 7 out of the 8 were either women and/or of ethnic diversity (87%).

• The Development Office continued the Women for UMass Amherst initiative in FY16, in an effort to engage more women in philanthropy and service to the university. Over 700 women
– including alumni, parents, students, faculty, staff and friends – were engaged with this network to educate, encourage and inspire women to become avid supporters and philanthropic leaders of UMass Amherst.

**Information Technology**

**Celebrating Diversity at UMass Amherst Information Technology**

A values poster hangs on the walls throughout the Information Technology (IT) offices at UMass Amherst. At the center of this poster is one of our key values: “Celebrate Diversity.” As an organization, UMass Amherst IT embraces and works to increase diversity in its broadest sense, from traditional definitions such as ethnicity, gender, race, age, sexual orientation, and nationality, to nontraditional definitions such as viewpoints, education, background, culture, abilities, and personality styles. A broad definition of diversity enhances our capacity to serve diverse clients, fosters greater creativity, and expands our insights into the best ways to promote and support the campus strategic goals and mission. Our ongoing programs and activities, as well as our new initiatives, support this vision.

IT is a relatively new profession and IT team members come from many different backgrounds and fields. IT work crosses organizational boundaries and involves supporting and connecting individuals with a variety of responsibilities and experience. We believe our unique environment and the collaborative way we work allows us to be a role model for others on campus and supports UMass Amherst’s leadership position as the Commonwealth’s flagship campus.

A staff-led, department-wide **values initiative** produced the Information Technology Core Values (Fig. 1, page 2). The process of developing organization values engendered thoughtful team member conversations, celebrated and appreciated differences, while defining and pursuing a shared campus mission. The resulting core values, rendered in colorful posters, collected keywords and concepts that best represented our IT organization’s aspirations. These include innovation, relationships, respect, quality, professionalism, and excellence. The statements at the center of this diagram are key to inclusiveness and respect: “Care about People, Connect People, Celebrate Diversity, and Build the Future.” The values document, posted in offices, conference rooms, and hallways, acts as a touchstone to remind us of who we intend to be. It provides a conversation-starter as well as an early correction opportunity if team members or clients feel a situation is starting to stray outside the team’s standards.
Building and Retaining Diverse Leaders and Staff

Currently, five of our ten IT leaders are from protected groups. We continue to advertise open IT staff positions on websites for minorities (e.g., http://www.diversityworking.com) and seek opportunities to grow campus participation in organizations that support our mission and values. Better connections to organizations promoting diversity increase our potential of diverse applicant pools while also providing new grant opportunities in support of the UMass Amherst campus.

All new IT staff members attend Diversity and Sexual Harassment Training. If employees are engaging in behaviors that are not consistent with the training and goals, we direct them to further training and counseling, and proceed to progressive discipline if needed.
Attracting a Diverse Workforce in IT User Services

As a campus ally and equal opportunity employer, IT User Services is making progress towards becoming a more inclusive and diverse workplace across the gender spectrum for both professional and student staff. A large part of the efforts include training provided by on campus services, including the Center for Women and Community and the Stonewall Center.

In memory of our student employee, Hannah Frilot, UMass Amherst IT sponsors an annual scholarship supporting an undergraduate student. It was established to encourage young women and gender non-binary individuals to follow in Hannah’s footsteps and pursue their interests in an underrepresented major.

Attending the HERS Institute

Deputy CIO, Heidi Dollard, attended the Wellesley 2015-16 HERS Institute for developing the leadership skills of women in higher education. She came away with a deeper understanding and ideas about addressing diversity issues.

Planning an IT Diversity Forum

IT will hold an open lunchtime diversity forum this year to explore progress, issues, and concerns around diversity in the department and in the IT field in general.

Building a Pipeline for Future IT Staff

UMass Amherst IT is a strong supporter of the Tech Foundry program which trains future IT employees through classwork and extensive internships at major Pioneer Valley sponsors such as Baystate, Mass Mutual, and others. Tech Foundry concentrates its recruiting efforts on the diverse communities in and around Hampden County and its student population reflects this diversity. This program has the added benefit of retaining much-needed IT staff in the Commonwealth. UMass Amherst IT is hosting seven interns during the current year in the areas of networking, data center management, user services, software development, and web programming. In addition, three Tech Foundry students enrolled as UMass students in the fall of 2015. Included among the interns hosted here are several students of color and one veteran.

UMass Amherst IT participated again in the Eureka! program this summer with the College of Natural Sciences and Girls, Inc. of Holyoke. Girls, Inc. is an outreach program that recruits middle and high school girls from all parts of Holyoke. The Eureka! summer program hosted girls at UMass and introduced them to STEM disciplines (Science, Technology, Engineering, and Mathematics). IT participated in two respects: creating a website for the program and making the Through My Window (TMW) program available for the girls to use. TMW is an National Science Foundation-sponsored computer-based experience designed to interest middle school girls in a career in engineering. Developed jointly with engineering and education faculty at Smith College and Springfield Technical Community College, TMW uses engaging stories and interactive multimedia to bring engineering problems to life and challenge girls to interact with the story through creative problem-solving. TMW is being used in school and after school settings around the country.

Improving Connectivity for International Students

In 2016, UMass Amherst IT is making urgently-needed updates to the network at the North Village apartments. The IT team maintains eduroam for campus community members, a service which allows users to automatically connect to over 12,000 worldwide higher education wireless networks when they travel. This promotes both national and international collaborations.
Promoting a Culture of Diversity and Nurturing Relationships and Across Campus

In order to better promote our international and inclusive culture and to showcase the creativity and diversity of our staff, we continuously ask IT team members to help decorate the walls, hallways, and public spaces in Lederle Graduate Research Center Lowrise on campus. The art and photography on display in our building have stimulated numerous conversations, facilitating new interactions and nurturing new relationships.

This success continues to expand and include contributions from the campus community with the goal of identifying new common areas of interest, increasing dialogue, and promoting connections across students, faculty, and staff traditional groups. Our previously blank walls now feature a variety of artistic perspectives, helping create a more welcoming space for our guests and a more supportive and engaging workplace for our team. There is now also staff artwork being displayed in the lower level of the Campus Center which encourages further dialogue among campus community members and increases awareness of IT’s commitment to creativity and diversity.

Aligning the Mission to Grow an Environment and Culture of Inclusion on Campus

IT team members continue to increase their participation in important milestone events on campus. This helps breakdown traditional barriers between administrative and academic silos and helps foster staff retention. In September 2015, approximately 20 IT volunteers helped students move into residence halls. The volunteers reported that they enjoyed connecting with students and parents and being a more integral part of campus activities beyond IT. Many IT staff participated in 2015 commencement by volunteering and engaging students and their families around campus. In spring 2016, we will continue to increase involvement of our IT leaders and team members in graduation events to further campus engagement and relationship building.

Promoting Universal Access to Technologies for Learning and Teaching

The Assistive Technology Center continues to provide specialized hardware, software, and workstations, including scanners, optical character recognition software, document and screen reading software, voice recognition software, text enlargers, and other assistive technologies.

The role of Assistive Technology Center Coordinator is expanding. The search is open for a coordinator who will operate beyond the center itself and address accessibility improvements campus-wide, from procurement to end user. In the past year, the interim coordinator has developed new structured curricula for consumers in the center that includes measurable milestones and fast tracks their mastery of the technologies they need to be successful.

IT launched a new online resource to promote universal access and accessibility on all of the UMass campuses. This new site, accessit.umass.edu, collects resources from all UMass campuses and leading national organizations on how principles of universal access expand opportunity for everyone who wants to attend or work with the university.

The IT Strategic Plan for learning and teaching is focused on exploring instructional innovations that address the individual student by implementing technologies that support personalization, student agency, and an increasingly diverse population of students. While these individualized technologies will be a draw and a benefit to all students, they will have the most impact on students whose cultural background and learning abilities are not typically addressed by “mainstream” teaching methods.

Providing Students with Inclusive and Accessible Services

IT Computer Classrooms continue to provide wheelchair accessible workstations, and software on every classroom workstation for students with visual impairments. We are also working with our vendors to market and promote their new assistive technology functionalities in the products and services we have purchased to the campus community.
Through an iPad initiative in nursing and athletics, we are putting a powerful tool for academic accessibility in the hands of each student in a class. These tools are more than e-readers; the accessibility and productivity tools available on the iPad can transform a student’s experience inside and outside the classroom.

Easing Gender Transitions

UMass Amherst IT has long supported the privacy of students going through gender transitions by providing a way for them to enter a “preferred name” in SPIRE, and it appears instead of the student’s legal or birth name on rosters and in the directory. IT also responded to an urgent request to add the preferred name feature to our online storage service (secure cloud service provided by Box) interface.

Helping Faculty Use Technology and Make Courses More Inclusive

The Instructional Media Lab, where instructors can go to get help with teaching technologies, has five consultants from four different countries who speak a total of 12 languages. This means many consultations can be held in the language the client is most comfortable speaking. With the move of the Instructional Media Lab to the library, we have seen a 30% jump in face-to-face consultations because of our new, more central location. This move has also enabled the Instructional Media Lab to strengthen its collaborations with Disability Services, including them in more consultations that involve issues of accessibility.

IT staff emphasize universal access and universal design in all workshops and consulting involving the development of content and tools for instruction and services on campus. This ensures that all people have equal opportunity and access to a service or product regardless of their social class, ethnicity, background, learning style, or physical ability. Universal access is a central criteria when evaluating a new technology and when making improvements to existing tools (e.g., working with Disability Services to explore captioning for recorded lectures and providing automated note-taking through dictation software).

Several events in Spring 2016 engaged faculty and staff with the new media Consortium’s Horizon Report on trends and challenges in higher-end over the next five years. At these events we have discussed a major theme of the report: how higher education can use technologies to keep itself relevant by addressing the needs of an increasingly global population of students who are more diverse culturally, economically, and generationally.

The new Experimental Classroom gives instructors the ability to practice new teaching technologies in a flexible classroom environment on the seventh floor of the library. By helping more faculty get comfortable with active learning techniques, more students will experience classrooms that address many different learning styles and abilities.

Conclusion

UMass Amherst IT is committed to promoting inclusive, diverse environments by placing diversity at the center of our organizational values; building and retaining diverse leaders and staff; nurturing new relationships among members of the university and local communities; developing new collaborations and opportunities for dialogue and engagement; and providing clients with inclusive and accessible IT services. We have continued to make tremendous progress and expect to increase our efforts in the years to come, supporting UMass Amherst as a diverse and inclusive ‘destination of choice’ for (IT) staff, students, and faculty.
Research and Engagement

The Research and Engagement (R&E) executive area directly as well as indirectly supports research and scholarly activities that promote diversity and inclusion. The success of our research programs reflects the faculty's innovative and interdisciplinary approach to research. This increases the relevance of research and creates new areas of study, many of them important to the social, cultural, and economic vitality of the Commonwealth and the nation.

We continually strive to recruit more women and minority staff members, to increase the diversity of search committees, to advertise in publications that are geared to underrepresented groups, and to increase the diversity of the search pools. During the period September 2014 to August 2015, we were successful in hiring five women, two veterans, and one minority group member into research administration positions. There are currently ten positions in various stages of the search process which will be completed by August, 2016. R&E is committed to affirmative action goals and encourages the hiring of protected group members.

R&E supported several Faculty Research Grant/Healey Endowment Grant projects focused on diversity. Topics include:

- “The Development of Belief State Intonation and Facial Gesture in Holyoke”—a project that elevates the status of Spanish in the Holyoke community.
- “German Exiles, Hollywood, and Race in America, 1932-1965,” which looks at the effects of race in a context less emotionally charged than looking at the present.

Funds from the Public Service Endowment Grant program were allocated to projects that focused on collaborative interactions with community partners in Springfield and Holyoke and which highlighted diversity and social justice. Topics include:

- The “Holyoke Community Development Coalition.” UMass is working with two long-established low-income housing organizations, Olde Holyoke and Nueva Esperanza. The project’s goal is to engage the city’s residents in community-wide discussions that will help to articulate their visions of the future and devise pathways to achieve them.
- “Supporting Teachers' Professional Development and Students' Disciplinary Literacy Development”. The UMass College of Education has partnered with Springfield High School of Science and Technology and Central High School. The project is aimed at enriching the skills of teachers at the two schools where large numbers of students, included those who speak non-dominant varieties of the language, are not passing state mandated exams.

R&E contributed funding to University departments in support of diversity initiatives, including: support for showing the film “The Education of Ouma Obama” as part of Branwen Okpako’s mini-residency in the Five-Colleges; a pilot program for International Student Research Experience for Undergraduates (ISREU) to provide research experience to qualified, currently enrolled UMass Amherst international students who are not eligible for the National Science Foundation (NSF) REU stipends, per NSF regulations restricting the use of these funds for U.S. citizens or permanent residents; conference support for the DEFA Film Library’s summer film institute; and support for the book series “In the Spirit of W.E.B. Du Bois”, in collaboration with the College of Humanities and Fine Arts.

A staff position in the Office of Research Development initiates and manages activities and programs in support of faculty-led research proposals and initiatives with an emphasis on maximizing the contributions to campus research of diverse groups, especially women and minorities. The Broader Impacts specialist position was created to better integrate the University’s
existing diversity and outreach programs into the research programs proposed by faculty researchers. In the current period, the Broader Impacts specialist has advised 40 individuals (including 20 Career grants), and 3 centers proposals, and has conducted hands-on workshops for six groups. Greater integration and coordination have allowed progress on all of the NSF Broader Impacts criteria, most especially broadening the participation of underrepresented groups in Science, Technology, Engineering and Math (STEM) fields and strengthening the campus’ infrastructure for outreach and engagement. The Broader Impacts specialist was engaged in the following activities to increase recruitment, retention, and promotion of underrepresented groups and women in science and engineering during the period September 2014 to August 2015:

- Organized six events for a peer-mentoring group that served 46 new STEM faculty, mostly junior, from fourteen departments across campus. Thirteen of the participants were women and twenty were minorities (including one under-represented minority). The group also fostered research collaborations across the Five-College consortium, with eight Five-College attendees.

- As co-PI of a grant-funded program with two STEM faculty, supervised the distribution of 14 awards to 12 Five-College faculty and post-docs for expanded childcare funding for professional travel. The program has a no-cost extension until 2017, during which time the co-PIs are working to transition the program to new funding sources. The Broader Impacts specialist also worked with the Office of Family Resources and SBS and CNS to organize onsite childcare for campus events as part of the effort to make the campus climate more hospitable to women and increase the gender diversity of our STEM faculty.

- Coordinated the campus’s Institutional Partnership with the Association for Women in Science through a Coalition for Women in Science across 11 Five-College member groups.

- Helped organize and was the chair of the poster session for the third annual Broader Impacts Infrastructure Summit that took place in April, 2015 in Madison, Wisconsin. The Summit was organized by the National Alliance of Broader Impacts in cooperation with several NSF program officers and AAAS staff members.

- Participated with the STEM Diversity Institute towards the creation of an on-line mutual mentoring network for minority STEM faculty at 15 research-intensive and 5 minority-serving institutions. The program, funded by the NIH as a pilot project of the National Research Mentoring Network, was built on the close collaborations formed through the Northeastern Alliance for Graduate Education and the Professoriate (NEAGEP), and the Five Colleges-Inc. The Broader Impacts specialist also serves as coordinator for the project.

- Participated on the Strategic Planning for IT Community Engagement, as co-chair of its subcommittee on external relations.

- Participated as a member of the Strategic Planning subcommittee on Outreach and Public Engagement, and contributed to the Joint Task Force’s Phase II report.

- In June 2015, UMA diversity activities received the nation’s highest honor for effectiveness, in the form of a Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring to the STEM Diversity Institute Director, Professor Sandra Petersen. (The award nomination was made through the Office of Research Development).

UMass Press’s publication program has long been committed to supporting scholarly and general interest titles that foster awareness and share the histories and stories of diverse people. We have a number of series that further this work, including the series In the Spirit of Du Bois and Native Americans of the Northeast. In addition to our series, we have an extensive list of titles that focus on people of color, disability studies, LGBT studies, and veterans’ interests. Recent and forthcoming titles include:
• **I Am Because We Are: Readings in Africana Philosophy**, Revised Edition by Fred Lee Hord (Mzee Lasana Okpara) and Jonathan Scott Lee.

• The Winner of the Grace Paley Prize for Short Fiction, *A Curious Land: Stories From Home* by Susan Muaddi Darraj. (Short stories about the West Bank in Palestine)

• **Not Free, Not For All: Public Libraries in the Age of Jim Crow**, by Cheryl Knott.

• **Sex, Science, Self: A Social History of Estrogen, Testosterone, and Identity**, by Bob Ostertag.

Over the course of the last year, the UMass Press has sponsored a number of activities and programs that promote a diverse and multicultural environment for faculty, staff, and students at the University as well as community activities. These include:

• On March 30th 2015, a public reading featuring John H. Bracey, Sonya Sanchez, and James Smethurst, the editors of *SOS—Calling All Black People: A Black Arts Movement Reader*. Sponsored by the Vice Chancellor’s office, this community event celebrated the release of the landmark anthology, which collects a broad range of writings from the Black Arts Movement of the 1960s and 1970s. The event drew a diverse crowd from the university and the community.

• In the fall of 2015, the Press published *We Gotta Get Out of This Place: The Soundtrack of the Vietnam War*, a book about the Vietnam War as soldiers experienced it through music. One of the co-authors is a veteran of the war, and the two authors have conducted an extensive publicity tour, meeting with gatherings of veterans and others interested in the history of the war. The book has won a number of awards and accolades, not least being selected as Rolling Stone’s #1 music book of 2015. Together with Amherst Books, the Press hosted a public event featuring the authors in October 2015.

• In November of 2015, the Press collaborated with the Jones Library to host a new series of public readings. UMass Press authors read from their work and took questions from the audience; the featured books included short stories, a history of abolition in Northampton, and *SOS—Calling All Black People*. We plan to continue this series twice a year, with our next public readings set for May of 2016.

The Technology Transfer Office (TTO) office held an event on March 12, 2015, titled “Mothers of Invention: History and Future Women Inventors,” in celebration of Women’s History month. This event was open to the UMass Amherst Community and held at the Campus Center, featuring a talk and lunch. Women staff of the TTO presented biographical sketches of historical women, including minority figures, who received patents and described their efforts to overcome obstacles to success. Following the historical narratives, profiles of current UMass female researchers were presented, with the intention of encouraging women to persevere in their respective fields.

One of the priorities for the campus is to create impact through community engagement, with a strong emphasis on partnerships that promote equity, access, and social justices. We will continue to support the university’s affirmative action initiatives and remain committed to fostering a respectful and diverse workplace.
**Student Affairs and Campus Life**

**Division of Student Affairs and Campus Life**
- SACL has established a Bias Response Protocol - UMatter at UMass: Challenging Bias and Creating a Welcoming Campus Climate, Active Inclusion & Bystandership.
  - The work of the SACL Staff and UMATTER is to engage in a continual feedback and development process that engages the campus community to understand the impact of BIAs and Hate Crimes on our individual community members and the campus climate, as well as to educate on how to proactively understand bias, interrupt it, and create tools to empower all faculty, staff, and students to foster inclusion.
  - Existing organizations and structural process in the division will continue to be leveraged and deliver *Active Inclusion & Bystander Strategies*. Examples include revision of current NSO Bystander Training, Resident Assistant Training, RSO/Fraternity & Sorority/Leadership Training, and active awareness campaigns through UMATTER and the Chancellor’s Diversity Advisory Committee. The Goals of these *Active Inclusion and Bystander Strategies* are:
    - Foster inclusion;
    - Reduce isolation;
    - Educate on diversity; and
    - Respond effectively to bias.
- Dr. Jaime Washington (educator, administrator, consultant in higher education, and Founder of the Social Justice Training Institute) worked with the division of SACL on diversity equity inclusion training and staff development in January 2016.

**Center for Multicultural Advancement and Student Success (CMASS)**

The Center for Multicultural Advancement and Student Success provides academic support, student development, cultural enrichment programs, and support to institutional diversity initiatives in order to engage underrepresented students and colleagues in courageous, inclusive, and supportive learning experiences.
- During First Week, CMASS hosted the annual “Cultural Connections” program to highlight cultural diversity through art. Headlining this year was Thundervoice Half Kenny.
- During second week, CMASS facilitated open houses at the Josephine White Eagle Cultural Center, Latin American Cultural Center, Malcolm X Cultural Center, and Yuri Kochiyama Cultural Centers. A total of 436 people attended.
- In observation of National Hispanic Heritage Month, Native Heritage Month, and Black History month, CMASS collaborated with campus cultural centers, academic departments, student groups, and community organization to organize nine events, attracting a total of 530 people.
- The Men of Color United support group initiated this year’s weekly meet-ups to support undergraduate men of color in student success.
- Forums on BlackLivesMatter and listening sessions with UMass leadership attracted 271 students.
- Lectures by scholars and activists Oliver Wang, Brandy Lee Worrall, Loretta Ross, and Asam Ahmad addressed contributions to music, social movements, and health. A total of 140 people attended.
- 10 events fostering leadership, career and graduate school preparation, international programs, and student success attracted 760 people.
The Asian American Pacific Islander and Desi Heritage Month will be celebrated in April with 4 events addressing topics of mental health, resilience, art, leadership, and compassion.

Dean of Students Office
- Student Affairs and Campus Life is expanding its bias/hate crime response protocol and educational interventions. Key components include:
  o Creation of a source document outlining federal, state, and university policies, SACL protocols for responding to and documenting bias/hate crimes, and educational materials for impacted individuals and communities.
  o Scheduled training for SACL Staff in Summer 2016.
  o Creation of a Bias-Bystander component for Fall NSO.
  o Creation of a campaign to raise awareness of bias acts and their impact on the UMass Community.

Stonewall Center
- In 2015, the center marked 30 years of providing LGBTQIA-related services, programs, trainings, information, referrals, advocacy, and outreach for UMass Amherst and surrounding communities. To celebrate the occasion, the center brought in leading transgender advocate Janet Mock.
- For 2015-16, the University was recognized as one of the top 10 campuses in the country for LGBTQ people by Campus Pride, a national support and advocacy organization. This was the fifth consecutive year that UMass Amherst was recognized as one of the top LGBTQ-supportive colleges.
- The Stonewall Center held 13 events in Fall 2015, with an estimated 1,225 attendees. The center also conducted a workshop for all resident assistants and peer mentors; trained “trans point people” in more than a dozen university offices; and sponsored support groups for LGBTQIA undergraduate students, LGBTQIA graduate students, and trans students.

Center for Women and Community (CWC)
The Center for Women & Community is a multicultural campus-based center, offering services to meet the needs of the diverse cultural and linguistic populations of the university, five colleges, and surrounding Hampshire County community.

CWC offers services to people of all genders. These include specialized in-person, phone, and on-line information and referral services; 24/7 crisis line, medical, and legal advocacy; 24/7 crisis line, medical, and legal advocacy; civilian advocates based at three local police departments; peer counseling, support groups and specialized services for teens; violence prevention education and training; and educational and cultural programming supporting women of color through the Women of Color Leadership Network.

Programs:
- As of mid-March 2016, CWC has offered 19 workshops addressing topics such as consent, sexual violence, body image, active bystandership, and salary negotiation to approximately 1,787 UMass participants. In addition, staff facilitated 21 trainings for approximately 723 para-professional and professional staff on issues related to sexual and relationship violence. Participants included UMPD officers, resident assistants, peer mentors, graduate teaching assistants, and faculty.
- In February, CWC again offered a training program entitled: 5 College Student Leaders in Sexual Violence Prevention Training. This 12-hour, weekend-long training offered 24
student activists the opportunity to learn about trauma-informed education, effective approaches to end violence, and best practices in prevention. The training provides participants with the opportunity to apply their learning by developing intentional and coordinated programs for sexual assault prevention.

- As of mid-March 2016, CWC has implemented and/or participated in 22 additional events for the UMass community. Events and workshops addressed racism, interpersonal violence, identity development, and wellness.

Services:
- As of mid-March, CWC has provided 975 hours of counseling and advocacy to UMASS affiliated students, staff, faculty, and parents with 2,164 contacts. Short term counseling and crisis counseling were offered at New Africa House, advocacy and crisis intervention were also offered through the 24-hotline as well as through UMass and Amherst police stations, at the University Health Services, and Cooley Dickinson hospital.
- To date, CWC has facilitated 10 support and discussion groups in Amherst. Two new groups are being offered this year: “Supporting New and Expectant Moms/Parents” at North Village and “Love the Body You’re In.” Other groups include: “International Women’s Discussion” group at North Village; “Mindfulness and Mood,” and “Expression through Movement & Art for Survivors of Sexual Violence.” Due to demand, CWC offered a third sexual assault survivor’s group in the fall.

Upward Bound
UMass Amherst Upward Bound works in collaboration with the High School of Commerce in Springfield, MA to prepare students to succeed in higher education. The program provides tutoring services, academic, career and personal advising, SAT and MCAS prep, financial literacy, college admissions support, cultural enrichment opportunities, and additional programming to support the development of a positive and motivated college-going identity. Upward Bound works directly with the family of our students as well as many on-campus and off-campus collaborators to support our students college-going aspirations.

Student Bridges
The Student Bridges mission is to increase college access and success for underrepresented students (including but not limited to low-income students, first generation students, and students of color) through advocacy and retention efforts.

- Student Bridges oversees a critical service learning undergraduate course through which undergraduate students serve as tutor/mentors to middle and high school students in Springfield and Holyoke. The service learning course focuses on incorporating critical race, gender, and class theories with an experiential approach to learning. The students in the course are predominantly students of color, or first generation students themselves. They serve as tutor/mentors in Springfield and Holyoke. Student Bridges partners with Upward Bound at Commerce High School in Springfield. Half of the students in the Student Bridges course volunteer in Upward Bound's after school program.
- We lead culturally responsive campus tours for local high schools and middle schools.
- We offer college preparation workshops and community based events, as well as on-campus mentoring programs that pair first year students or transfer students from underrepresented communities with Student Bridges undergraduate staff members who act as mentors.
- Student Bridges advocates for policy changes at UMass Amherst that will increase access and promote a supportive campus climate for students of color and low-income students.
Other activities this year:

- A visual art showcase featured the work of a local artist based on the theme: what it means to be brown.
- “Our Different Worlds Week” focused a week of programming on the multifaceted experiences of students of color at UMass Amherst.
- Students of Color Caucus brings together leaders of different RSO’s and agencies dedicated to challenging racism at UMass.
- A mixer to bring together students and faculty of color.

Residential Life

- Residential Life offers several defined residential communities for students seeking to live with others who share their interests, backgrounds, or world views; the Nuance Multicultural Student Community; the Asian/Asian-American Student Community; the Harambee African Student Community; the Kanonhsesne Native American Student Community; the Spectrum LGBTQA Community; and the Wellness Community. There have been increases in student participation in the Nuance, Asian/Asian-American, and Harambee student communities.
- Residential Life identified Wheeler as a break housing hall for first year students, to meet the break housing needs of first-year international students.
- Residential Life collaborated with Residential Academic Programs office to offer the Global Perspectives Residential Academic Program in Wheeler.
- Residential Life collaborates with Residential Academic Programs to provide the Thatcher Language community that offers students the opportunity to speak a language (Chinese, French, German, Italian, Japanese, and Spanish) and share cultural activities in a residential setting.
- Residential Life has focused attention on meeting the needs of transgender and gender non-confirming students in the residence halls. Gender-inclusive housing is offered in three locations on campus and Residential Life has installed gender-inclusive bathroom signs at existing gender-inclusive restrooms, and has increased the number of gender-inclusive restrooms in the residence halls. All live-in staff have received training on the bathroom policy and its enforcement.
- Residential Life has partnered with Disability Services and Legal Counsel to develop policies and procedures for service animals, service animals in training, and assistance animals in the residence halls. Students and live-in staff who have a documented need for an assistance animal are now able to have an assistance animal in residence, in compliance with the Fair Housing Act.
- Common Read: Residential Life and Academic Affairs partner to select the Common Read and invite the Common Read author to campus for a series of programs. The themes of recent selections have focused on diversity and community.
  - 2016-2017: *Make your Home Among Strangers*, by Jennine Capo Crucet has been selected as the 2016-2017 Common Read.
- Staff Training:
  - All Facilities Operations staff received “UMatter at UMass” training, including how to recognize and report incidents of bias in the residence halls.
All Residential Life staff participated in training sessions facilitated by Rev. Dr. Jamie Washington in January 2016, focused on creating inclusive communities.

Residence Education re-introduced the RA Pre-Selection Course, EDUC 391R, during spring 2016. All candidates for the RA position participate in the course. Course content includes intercultural communication, exploring identity, and creating inclusive communities.

Full-time and Graduate Residence Education staff participated in a one-day workshop with Jane E. Brown, One to World Director, on Building Intercultural Competence, in August 2015.

Annually, all new Residence Education staff (full-time, graduate and undergraduate) participate in a “Diversity, Equity and Inclusion Foundations” workshop. In addition, all staff participated in workshops on allyship during Fall 2015.

Residential Life Facilities Operations provides English Language Learners classes for non-native English speaking staff members.

- Shaha: The Storytellers, a diversity peer education troupe, performs weekly in residence halls across campus.
- Residence Education staff collaborate with student organizations, academic departments, and university offices to offer numerous diversity education programs and bulletin boards in the residence halls throughout the academic year. All resident assistants are expected to offer at least one diversity-related program and create at least one diversity-related bulletin board for their residents each semester.
- Residential Life has collaborated with Equal Opportunity and Diversity to collect demographic data from resident assistant candidates in order to ensure affirmative action in our selection process. All candidates determined to be hirable were sent the affirmative action form to complete on a voluntary basis. In addition, we collected information about accessibility needs and gender inclusive bathroom needs to ensure that each candidate hired was placed in a location that accommodated identified needs.

**Men and Masculinities Center (MMC)**

The mission of the UMass Men and Masculinities Center is to support the development of masculinities that are healthy for individuals and communities at UMass Amherst and beyond from male positive, multicultural, and pro-feminist perspectives, and to support male student success.

Within this charge and in collaboration with existing campus programs, offices, departments, and centers, the Center seeks to:

- Interrogate and deconstruct traditional forms of masculinity.
- Promote healthy relationships and positive expressions of masculinity.
- Explore the intersections of men’s identities.
- Foster men’s healthy and positive development through scholarship, leadership development, outreach, and advocacy.
- Promote social justice at UMass and beyond.

In order to accomplish this, the Men and Masculinities Center conducts a variety of programs and initiatives, typically in collaboration with other offices and departments. These include bringing speakers and films to campus, providing educational programming that is both elective and sanctioned due to conduct violations, and working on larger initiatives. Some of the major highlights include:
Summer 2015
- UMass Amherst hosted the Conference on College Men, a national conference co-produced by ACPA and NASPA.
- We co-facilitated 4 UMatter Active Bystander sessions for Summer NSO.
- We helped plan and participated in the diversity presentation for Fall NSO, “Authoring Your Story.”

Fall 2015
- Facilitated a LGBTQIA Introductory Training for RAs in winter training. Sessions were designed and coordinated through the Stonewall Center.
- Initiated the Men’s Education Network, a student based program to help expand the conversation about what constitutes healthy masculinities. This group conducted information tabling, presented a showing of The Mask You Live In, and developed and piloted a workshop “How to Have a Conversation about Healthy Masculinities.”
- Co-sponsored a Men of Color brunch to help kick off the year.
- We continued to engage with the 100 Males to College program with planning and facilitating a visit to UMass Amherst in September.
- Conducted four structured group educational sanctions and multiple individual sessions via the Dean of Student’s Office (DOSO) and Office of Community Standards referral.
- Conducted four “Civility and Gaming” sessions for first year computer science classes.

Spring 2016
- Presented a workshop on gender-based violence to the Inter-Fraternity Council.
- Engaged Phallacies and the Men’s Education Network with Question Bridge at the FAC Museum.
- Conducted four structured group educational sanctions and multiple individual sessions via DOSO and Office of Community Standards referral.
- Phallacies peformed on the UMass campus at Bowker Auditorium.
- White Ribbon Campaign panel discussion. Co-sponsor with the Office of Fraternities and Sororities, Athletics, and Stonewall Center.

Student Activities and Involvement
- Student Activities and Involvement supports a number of student organizations that represent the diversity of the university community. Student organizations represent the many cultural and ethnic identities as well as other under-represented populations and identity group found on the campus. Staff work closely with student members of all organizations and address issues of diversity, multiculturalism, and social justice. The office partners with other campus agencies in bringing a rich diversity of programming to the campus.
  - Examples of student-sponsored events include the Vietnamese Student Association Spring Program, HOLI celebration, South Asian Student Association Formal, Soulfest Week, numerous culture nights, and celebratory festivals.
• UMass Community Action Through Leadership, Learning, and Service (UMass CALLS), runs numerous community engagement and social justice oriented programs. Through these programs, students learn from and provide service to community groups, develop as leaders and citizens, and build community across difference.
  o UMass CALLS programs include Mass Impact, a campus wide service day; Take The Lead, a semester long leadership program in which students develop projects in collaboration with community and campus groups; MLK day film screening and dialogue that creates dialogue around how the civil rights movement can inform contemporary struggles; Collaborate For Change, a leadership conference that provides a forum for emerging and established leaders to critically engage each other about leadership values and practices in relation to pressing issues and social change; and two Alternative Spring Breaks that, through a Community Service Learning approach, teach students about how community organizations are responding to social injustice and inequality and building community.

• The formation of the cultural groups’ council during the academic year of 2015-2016 has been a big step towards promoting a diverse and multicultural environment for everyone here at UMass.

UMass Police Department (UMPD)

The UMPD remains committed to supporting a safe, diverse, and multicultural environment for faculty, staff, and students at UMASS Amherst. We achieve this through several approaches:
• We continue to provide annual diversity and multi-cultural in-service training for officers and support staff. This is part of our on-going training program and provides our staff with a better understanding of the community we serve.
• We continue to design programs that engage our staff with the university community. Most of the programming is safety related; however the engagement with many offices such as Veterans Services, CWC, CMASS etc. provide us with face to face contact with our peers in these areas to develop professional relationships. Our programs, including National Night out, Amazing Race, Know Your Rights, Active Threat, and Citizens Police Academy, offer many opportunities for the UMPD to demonstrate its commitment to supporting our campus.
• We reach out to student groups such as CEPA and Student Bridges to provide education regarding the navigation of the law with respect to rallies and marches. Specific to these efforts, we monitor activities to ensure that free expression is guaranteed and counter-protest safety concerns are mitigated.
• We continue our liaison work with Stonewall Center and have provided specific training for their office.
• We hosted a training in the fall of 2015 called “Fair and Impartial Policing.” This two-day training brought command level officers from Amherst Police, Amherst College Police, and Hadley Police together with the UMPD and university community members to discuss the national challenges facing police departments and their respective communities. As a result of this training, the UMPD created better working relationships with our community stakeholders and gained valuable understanding of each other’s perspectives.
• During the upcoming summer, our patrol officers and first line supervisors with take part in a “Fair and Impartial Policing” training. The program discusses the science behind implicit biases across all social and economic levels and how police officers can use this information to be safer, more effective, and more just. The program educates officers on issues of police
legitimacy and procedural justice, which we hope will allow our department to continue to provide the service our community deserves.

- We are working on our recruitment efforts to market the UMPD more successfully to underrepresented communities. Design changes to our process are being discussed and partnerships are being created to improve our marketability. In February, 2016, UMPD participated in the UMass Diversity Career Fair. This fair provided Five College students from all backgrounds (LGBTQIAGNC, veterans, students of color, first generation, students with disabilities and international students) an opportunity to meet with UMPD recruiters and discuss employment with UMPD.

**Student Union Craft Center**

The Student Union Craft Center offered a wide range of collaborative events with student organizations that represent the diversity of the university community. These included workshops with Graduate Women’s Network, the Office of Family Resources, the Center for Counseling and Psychological Health, Center for Women and Community, Arab Students Association, Women of Color Leadership Network, International Center, Stonewall Center, Cambodian Students Association, and Student Bridges.

**UVC-TV19**

Selected events and activities:

- Live presentation of the CMASS Case Study Competition finalists in our studio.
- UVC-TV19 on-air announcement board promoted campus wide events, including those for Black History Month, International Women’s Day, LGBTQA events, and Cultural Center event announcements.
- Trained student staff from CMASS in order to provide coverage and produce program of annual Stand Against Racism.
- Worked with Black Mass Communication project on training and production of promo for Soulfest.

**Center for Education Policy and Advocacy (CEPA)**

Selected events and activities:

- The Crisis of Affordability in Higher Education: Collaboration with PHENOM (and nine other university partners) to discuss higher education affordability at the federal and state level. Participants included, Congressman Jim McGovern, 2nd District, Maggie Thompson, Center for American Progress, Aide to Representative Paul W. Mark, co-chair of the Student Loan Debt Subcommittee, and Luc Shuster, The Massachusetts Budget and Policy Center. Students proposed affordability solutions and recruited students, staff, and faculty to participate.
- Million Student March: Million Student March is a national day of action for participants to organize rallies and marches on college campuses and at high schools. The movement is made up of students, current and former, people of all colors, genders, and sexual orientations, who are united to fight for education as a human right. Demands included tuition-free public college, cancellation of all student debt, and a $15 minimum wage for all campus workers. Students organized activities to educate the campus community about the impact of student debt on individuals, families, and communities and recruited participants to engage in dialogues about student debt.
• Fight for $15 Campaign: The Fight for $15 Campaign focuses on raising the minimum wage to $15 an hour for campus workers, including students. A fair wage of $15 an hour will help to make the campus more accessible for low-income students. Students organized campaign actions to educate their peers about the importance of a fair and livable wage and recruited peers for larger actions like the Million Student March.

• GrassRoots Organizing Weekend (GROW Training): The GROW teaches students how to be more strategic in their fight for justice. The training is a series of presentations, exercises, and discussions that teach a set of skills and concepts, which will increase the effectiveness of student organizing. Students gain the following knowledge, skills, and awareness: increase student power on campus and in the community, develop an effective strategy for your campaign, overcome lack of participation on campus, increase membership of organizations, build more effective coalitions, prioritize the issues, and win concrete victories in students’ lives.

• CEPA Organizing Trainings: CEPA offers organizing trainings to campus RSOs and other agencies to help students gain knowledge, skills, and awareness related to student organizing. CEPA staff members gain experience with training design and delivery, facilitation, and group dynamics. Topics include: “How to Choose an Issue,” “Power + Theory of Change,” “Relational Organizing, Facilitation, Effective Meetings,” “Organizational Culture,” “Stake.”

• Teach-in Freak-Out: Building Power in a Climate of Urgency: DIVEST teach-in to build student and community power and talk about the urgency of the climate crisis. Included Climate Justice/Student Power Panel with students, alumni, and climate justice leaders and the following workshops: “Talking Truth (Sustainability Librarian),” “Storytelling Workshop (UACT),” “Food Justice and the Climate Crisis (Real Food Challenge),” and “Corporatization of Higher Ed Workshop (REC).”

• 2016 Public Higher Education Advocacy Day: CEPA worked in coalition with other student groups to take students to Boston to advocate for better funded, more affordable and accessible, quality public higher education in Massachusetts. CEPA organized workshops to prepare students for speaking with their legislators, and students lobbied state legislators for increased public higher education funding.

• 2016 IMPACT National Conference: The IMPACT Conference is historically the largest annual conference focused on the civic engagement of college students in community service, service-learning, community-based research, advocacy, and other forms of social action. 550 students from around the country participated. Individual UMass graduate and undergraduate students presented workshops including Introduction to “Community Organizing: Student Activism at UMass Amherst (CEPA),” “Student Organizing on a College Campus: Free Higher Education,” “A History of Organizing at UMass Amherst (Policy and Legislative),” and “Trusting Students: Practices to Sustain A Student-Led Organizing (DIVEST).”

• 2016 Collaborate for Change Leadership Conference: The Annual Student Leadership Conference brings together all students from across campus. It provides a forum for emerging and established leaders to critically engage each other about leadership values and practices in relation to pressing issues. CEPA staff presented workshops on “Building the Student Movement Together: Shared Vision and Values” and “The Backbone of the Movement: Black Women and the Civil Rights Movement.”

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Career Services
Selected events and activities:

- Career Services hosts an annual Diversity Career Fair each February, in collaboration with CMASS, Stonewall Center, Students with Disabilities Office, Alumni Association, and UMass Athletics. Prior to 2014-2015, the fair was called ALANA Fair, but it was broadened to be more inclusive of varying students. This year (2016), 500 students attended with 66 employers.
- Career Services holds several Career Fair Preparation Workshops in the Career Services office and in residence halls for under-represented student populations, including international students, students of color at CMASS, first generation students, and LBGQ+ students.
- Career Services has co-sponsored a Career Fashion Show the last two years, in the fall of 2015 and spring of 2016, with CMASS, Commonwealth Honors College, UMass Athletics and Residential Education. Residential Education also organized a Professional Used Clothing Drive and Sale this past year in 2016. UMass students model clothing from our retail employer partners.
- Career Services collaborates with CMASS on many career-related programs such as: mock interviews with employers, job search preparation, networking nights and employer panels.
- Career Services also partners with International Programs Office (IPO) on a series of job search and preparation workshops for international students.
- Career Services co-sponsors programs with the Disabilities Office (ICE Program) as well as the Center for Women (CWC).

Office of Religious and Spiritual Life (ORSL)
The Office of Religious and Spiritual Life (ORSL) promotes religious and ethno-religious diversity and positive interfaith relations through individual and institutional advocacy, educational programs, interfaith dialogue, and other bridge-building activities designed to foster a safe and welcoming campus environment for all members of the university community.

- The Office of R&SL serves students, staff, and faculty from all religious and spiritual backgrounds (whether religious or not), in part by providing information and referrals to campus and community resources for eight distinct religious and spiritual traditions including Baha’i, Buddhist, Christian, Hindu, Jewish, Muslim, Pagan, and Unitarian, as well as secular/atheist traditions and resources for LGBTQ people—primarily through the Religious and Spiritual Life website.
- ORSL’s “Festival of Light” holiday posters—which have grown to encompass eight diverse religious and cultural holiday celebrations including Eid-al-Adha (Muslim), Diwali (Hindu), Yule (Pagan), Kwanzaa (African American), Three Kings Day (Latino/a observance of the Epiphany), Hanukkah (Jewish), Christmas (Christian), and Chinese Lantern Festival—are annually distributed to more than 100 university departments, residence halls, dining commons, and local public schools.
- ORSL promotes positive interfaith relations through monthly interfaith community service projects, in collaboration with Habitat for Humanity. 8-10 students participate in each of these interfaith “builds” which involve four hours of volunteer work and two hours of interfaith dialogue. This program has been described by student participants as “life-changing” and “one of the highlights of my time at UMass.” There were four interfaith builds in 2015-16—two builds were cancelled because Habitat had no active building sites during the winter months.
• ORSL has organized periodic interfaith social events, in the form of “interfaith ice-skating” nights at the Mullins Center, once each semester. Two interfaith ice-skating nights in 2015-16 (including one scheduled for April 2016) each attracted 80-100 students from diverse religious traditions.
• ORSL also serves as the liaison to the Religious Affairs Committee, an independent entity comprising religious advisers/clergy from a wide array of external religious organizations including the Newman Catholic Center, Hillel, United Christian Foundation, Immanuel Lutheran Church, First Baptist Church, and numerous evangelical Christian organizations (such as Campus Crusade for Christ). Through its work with the RAC, ORSL promotes positive interfaith relations between external religious organizations and their campus representatives.

Student Legal Services Office (SLSO)
The Student Legal Service Office (SLSO) improves the university environment for all students by promoting fairness, equality, and the protection of students’ individual rights and interests. SLSO plays an active role in addressing issues of diversity and multiculturalism on the campus by advising individual students and groups regarding civil rights law, and participating in training programs for students and staff.

Selected Events, Activities and Student Engagement:
• Pamela Dutta, Associate Director of SLSO, co-presented with a panel of speakers from the Five College Consortium at the 2015 NAFSA Regional XI Conference, speaking on the “Challenges of Comprehensive Internationalization.”
• SLSO attorneys collaborated with the Center for Multicultural Advancement and Student Success (CMASS) to offer training on sexual harassment for the Native American Scholars and Upward Bound programs.
• SLSO attorneys collaborated with CMASS to offer a “Know your Rights & Responsibilities during Police Encounters” training for the Malcom X Cultural Center.
• For the seventh year, SLSO collaborated with the Women of Color Leadership Network (WOCLN), the Stonewall Center, and the Graduate Women’s Network to hold a panel discussion “Where’s Love 101?” with students of different ages, races and sexual orientations, as well as experts addressing a broad range of issues related to dating and handling healthy relationships.
• Pamela Dutta, Associate Director of SLSO, in collaboration with the International Programs Office, UMass Athletics, University of Massachusetts Police Department, Residence Life, RSO-International Students Club, and the Graduate Student Senate, developed several new initiatives and programs for international students, including “International Coffee Hour,” “International Football & Hockey Pre-Game Receptions,” “First Annual International Spring Festival,” “International Senior Graduation Reception,” “Ice Skating Social for International Students and Families,” “Big E Field Trip,” and “Panel Series for International Students.”

Center for Counseling and Psychological Health (CCPH)
Selected events and activities:
• Collaborative efforts with the Stonewall Center:
  o Coming out and support group for GLBT students: “LGBTQIA+ community support and discussion group,” started fall, 2014.
Contracted with trans clinician to serve trans student community.

- Updated CCPH website to reflect resources for students of color, trans students, and international students.
- New group, in collaboration with CMASS, started in fall 2015: “Connections in Color: a group where students of color can find their voice.” Themes addressed include ethno-stress, racial trauma, multiple identities, interracial relationships, etc.
- Initiated a Wellness Student Advisory Board in 2015 to allow for increased student voices.
- Introduction of a “lets-talk” program, modeled upon the work at Cornell University.
  - Pilot of program initiated fall 2015.
  - Locations at CMASS and International Program Office
- Introduction of new group for international students: “Stress management for international graduate students.”
- Recruitment and contract with African American clinician to support/serve students of color
- Introduction of a Diversity Fellowship for Fall 2016. Search is near completion.
- Current development of new position: “Coordinator of Diversity and Inclusion.”

**Student Veteran Resource Center**

The Center is currently undergoing a search process to hire a Director to begin July 1, 2016.

**University Relations**

As the stature of our university continues to grow, both as the flagship campus of the Commonwealth and as a premier national public research institution, the importance of communicating our considerable achievements to the public grows as well.

Within University Relations, it is our responsibility to tell the impressive story of UMass Amherst: our faculty and their global research; our students who are preparing to lead; and our hundreds of thousands of alumni who make the world a better place every day.

University Relations (UR) advances this goal by implementing comprehensive communication strategies that collectively build a compelling identity for the University. Throughout these efforts, advancing campus goals for diversity, equity and inclusion are always part of our framework, with an emphasis on the five thematic areas of focus presented in the University Diversity Strategic Plan:

- Establish UMass Amherst as a destination of choice for students of color and other underrepresented groups.
- Improve the campus climate of inclusion.
- Enhance effectiveness of curriculum and educational programs with regard to diversity and inclusion.
- Increase focus on recruiting, retention, and promotion of diverse faculty and staff.
- Increase outreach and engagement with external communities/schools with large proportions of underrepresented minorities.

Using the various resources within University Relations, we work to advance campus goals for diversity, equity and inclusion, either directly through our work product or by providing support and consultation to other areas within the university.
Communications

University Relations continues its Diversity Communications Strategy through the timely dissemination of the stories that support and reflect diversity, inclusion and equity on campus and across the entire extended UMass Amherst community.

UR uses all available resources to ensure all members of the campus community are represented when telling the story of our success. An editorial board consisting of pa-campus representation meets weekly to review university stories and accolades and consider the most appropriate channels for distribution. These options include the University homepage, social media, news releases, videos and other communication venues. The editorial board reviews the proposed list of stories of distribution to ensure that all our communication channels reflect a diverse campus. This vetting of stories is a primary requirement of our editorial process: we do not leave communications related to diversity, equity and inclusion to chance.

Working with our campus partners, social media is used to tell the story of UMass Amherst, often highlighting the perspective of people of color and other under-represented groups. Recent examples include:

- The Question Bridge project with short video clips on social media.
- UMass Proud campaign with selected re-posts for spring 2016.
- Harambee residential experience story and slideshow.

Social media is also employed to promote a wide array of campus activities with growing attention to events that are organized by, tell the story of, or speak most directly to students of color and other under-represented groups. Multiple events are promoted each week, including lecture and symposia, student activities, special events, and support groups and workshops. Recent examples include: Black History Month events, Connections in Color group discussion series, Advanced LGBTAIQ workshops and training, Massachusetts Multicultural Film Festival and the Women in Design lecture series.

In addition, we use social media to visually depict the campus, with particular attention to real-time representations of students of color and other under-represented groups, using original and shared content across all five institutional social media channels. This includes Facebook and Twitter cover and header images, our fall and winter photo contests and Instagram campus candid images.

Our Diversity Communications Strategy continues to evolve to meet campus needs. Most recently, we are reworking the Diversity Matters logo so it can more easily be used across social media platforms. Moving forward, it will be included in university efforts related to diversity, equity and inclusion, such as events and programming. The logo will be available to the campus community for use on communications from faculty, students and staff.

Web Development Support

As the campus provider for web development, University Relations has been involved with the design and implementation of key sites in support of a diverse campus defined by equity and inclusion.

Updated and re-launched in September 2015, the Diversity Matters website already has more than 22,000 visits. The website offers visitors a one-step location for information on campus support systems, organizations, policies and procedures, and news and information relating to diversity, equity and inclusion:

- Online reporting of bias incidences.
- One click to Title X information.
- Easy access to information and updates related to the Diversity Strategic Plan.
• Engaging stories and images highlighting diversity and inclusion activities on campus.
• An RSS feed populates recent news items and events from the University homepage.

UR also supported the design and implementation of the recently launched Title IX website. Online information pertaining to Title IX was scattered among various websites: Diversity Matters, UMPD and UMatter at UMass. Débora D. Ferreira, Executive Director for Equal Opportunity & Diversity and Title IX Coordinator for the university, asked University Communications to create a new website specific to Title IX to satisfy compliance requirements. UR created a website providing information for all aspects of Title IX: detailed policies, procedures, and source materials for victims of sex discrimination. The website is a resource to educate the campus on the various aspects of Title IX as it pertains to sex discrimination, sexual harassment and sexual violence. Importantly, it also has online capabilities for victim/survivors to report incidents, as well as the guidelines used by the University to investigate misconduct.

UR is also currently involved in redesign of the Disability Services website which is scheduled to launch in early May 2016. The site will provide the necessary tools and resources for members of the community to more easily create accessible content and materials on their own:
• Resources for site users are presented in a clear and easily navigated format while providing tailored information based on the user’s role and needs.
• Content will be easy to follow via screen readers and accessibility software.
• Key people are highlighted in a slideshow with links to articles written by staff.
• The website is responsible on range of devices, including tablets and smartphones.

UR is working to ensure information is equally accessible for everyone by following the Web Content Accessibility Guidelines and the Accessible Rich Internet Applications (WAI-ARIA) specification. Additionally, every effort was made to adhere to Section 508 of the United States Workforce Rehabilitation Act of 1973. Once completed, the project will increase usage by web visitors while decreasing direct office traffic. The site will endeavor to serve as a model for other universities and colleges.

Marketing for Undergraduate Admissions Recruitment

University Relations plays a large role in developing marketing materials used in undergraduate recruitment. Ensuring that the campus is presented as a community that values and celebrates its diversity is a central part of our recruitment and retention communication and marketing efforts. We work closely with Enrollment Management and the Assistant Vice Provost for Diversity to support their efforts to establish UMass Amherst as a destination of choice for students of color and other underrepresented groups.

External Relations and University Events

The Office of External Relations and University Events is charged with overseeing major campus events. The office also coordinates the 21st Century Leaders Awards, the Awards for Outstanding Accomplishments in Research and Creative Activity, and the Distinguished Faculty Lecture Series.

In support of educational programs that promote diversity and inclusion, when bringing in distinguished guests, careful attention is paid to ensuring a diverse slate of speakers that can address a wide variety of issues that faculty, staff and students on campus would find of interest. The office also assists other programs and departments that are bringing speakers to campus, working together to ensure successful events and broad, diverse audiences.
When overseeing award processes, we ensure that selection committees include women and people of color and that all candidates for such awards are given equal consideration. While the awards are determined by merit, selection committees are given charges to consider diversity based on gender and race/ethnicity.

Community Relations

In reaching out to the local communities, the Community Relations office engages with a variety of diverse individuals and neighborhoods and seeks to represent their concerns and interests to the campus. The office also helps to engage the campus with the needs of local human service agencies that serve at-risk youth, low-income families and underrepresented groups.

Government Relations

Government Relations (SGR) fields requests from the state legislature for expert testimony on policy issues before the joint committees. The SGR staff is intentional in considering gender and ethnic composition of panels providing testimony to the committees.

New Office

The Office of New and Media Relations works with local, regional and national media to provide accurate, positive coverage of the campus and its goals, intentions and achievements. The office provides the campus community and the news media, and therefore the general public, with information about campus-wide and departmental affirmative action goals and efforts to enhance social diversity. The office also produces a wide-range of video pieces that provide a compelling and visual approach to telling the university’s store of inclusion. The office acts as liaison between faculty and the media to provide expertise for national and world-wide news stories via the university television studio.

To ensure that the stories of all members of the campus community are consistently told, News and Media Relations is formalizing a process to proactively and routinely reach out to members of the campus directly involved with issues of diversity, equity and inclusion to solicit information and updates. Information gathered will then be incorporated into the University Relations editorial process and shared across a range of mediums.

Conclusion

We work to tell the story of the University of Massachusetts Amherst – its faculty, students and alumni – within the institutional mission of teaching, research and engagement. Throughout all of our efforts, across all media and audiences, contributing to a campus climate defined by diversity, equity, and inclusion is an emphatic part of our framework.
INTERNAL AUDIT AND REPORTING SYSTEMS

The Equal Opportunity and Diversity Office has developed an internal audit and reporting system which relies on collaboration with other University divisions in order to meet affirmative action reporting requirements. These divisions include the University Information Technology Services; Human Resources; the Office of Institutional Research and Planning and the Provost’s Office. In place are the following systems: The PeopleSoft Human Resources System; the Peoplefluent CAAMS (Criterion Affirmative Action Management System) Software solution; and the EO&D Search and Waiver Databases.

The PeopleSoft Human Resources System was installed in 2002, replacing the previous human resources database known as HRMIS. Selected employee data is extracted from the PeopleSoft System by Information Technology Services and downloaded so that EO&D staff can access employee data necessary for affirmative action reporting via CAAMS. Historical employee information (hires, promotions, transfers and terminations) is also made available.

CAAMS Peoplefluent is a comprehensive, sophisticated affirmative action reporting system which is operated by EO&D staff. It provides automated availability and utilization statistics and produces all of the data required for a compliant affirmative action plan. CAAMS has been used to produce the statistics reflected in the Amherst campus Affirmative Action Plan beginning with the 1992-1993 AAPlan. In 2012, the EO&D Office upgraded to version (4.2) of Peoplefluent CAAMS, which is a consolidated system used by the campuses of the university system. In 2016, the university system upgraded to CAAMS 4.9.

In 2013, the university system updated its applicant tracking system. At the conclusion of a competitive RFP process from companies who were interested in providing the University of Massachusetts with a system-wide electronic recruiting solution, the University of Massachusetts System Office entered into a system-wide contract with Interview Exchange (http://www.interviewexchange.com/), a Software as a Service (SaaS), cloud based on-line applicant tracking system (ATS). The Amherst campus began its multi-phase implementation process of the Interview Exchange applicant tracking system in September, 2013, by requesting hiring departments to post all vacant faculty and staff positions on the UMass Interview Exchange website and by asking all candidates to apply for positions through the UMass Interview Exchange website.

The Interview Exchange ATS provides a feature rich platform for posting positions and linking postings to many prominent online recruitment sources; for communicating with applicants and managing applicant flow and information; and for maintaining compliance with federal, state, and UMass System regulations, including EEOC and OFCCP reporting requirements.

As part of the Interview Exchange application process, all applicants are given an opportunity to voluntarily answer questions identifying their sex, ethnicity, race, protected veteran status, and disability status. Candidate responses can only be accessed by users who have been assigned a Super Administrator or AA/EEO user account. The percentage of applicants who volunteer some protected status information has increased since the implementation of Interview Exchange.

The EO&D Office continues to maintain a Professional Applicant Tracking System for faculty and professional/non-faculty position openings. This system enables the EO&D Office to retrieve and analyze information about recruitment and hiring practices for faculty and professional staff, including whether or not there is adverse impact on women and minorities in the hiring process.

In addition to the above, the EO&D Office utilizes information provided by the Provost’s Office regarding faculty hiring, promotion and tenure. The Faculty Positions Report, produced by the Office of Institutional Research, also provides a useful resource for information on faculty employees.
PROGRAM TO COMBAT SEX DISCRIMINATION

It is the policy of the University that no person shall on the basis of sex, be denied the benefits, or be subjected to discrimination in any aspect of employment or in the admission and treatment of students, as required by federal and state laws and regulations. The University's commitment to equal opportunity includes but is not limited to the following areas: recruitment, training, hiring, salary, termination, working conditions, upgrading, promotions, fringe benefits, job classifications, retirement, and leave.

The University does not utilize wage schedules related to or based on the sex of the employees. Employees of both sexes have equal access to any available job they are qualified to perform. Bargaining agents, union representatives, contractors, vendors, and all entities with whom the University maintains contractual agreements have been informed of this nondiscriminatory policy. Further, such agreements between the University and these groups are to be consistent with the University's affirmative action guidelines.

In Massachusetts, sex is precluded as a criteria for admission to any program or course of study leading to a degree beyond a bachelor's degree (GL 151C). The University of Massachusetts regulations strictly prohibit discrimination in the admission and treatment of students, both undergraduate and graduate, based on gender.

The Office of Equal Opportunity and Diversity offers sexual harassment workshops to departments upon request, as well as provides mandatory harassment prevention training to new employees. This past year, EO&D continued with trainings on sexual harassment (including sexual assault) for college administrators, area managers, assistant managers, supervisors, and employees. The training focused on what is sexual harassment, what is the law concerning sexual harassment, what to do if someone is being sexually harassed or accused of sexual harassment and how to address a problem dealing with sexual harassment. These trainings are scheduled on an on-going basis. The EO&D Office also provides a sexual harassment/discrimination prevention training for new employees, employees that have not taken the training in a while, and other employees who want to get updated on the laws that affect sexual harassment. In addition, EO&D offered new programming on Title IX compliance and best practices, through the office of Workplace Learning and Development.

The University created the Title IX Coordination Team to further evaluate, coordinate and address sexual harassment and sexual violence on our campus. The Executive Director for Equal Opportunity and Diversity, Debora Ferreira, is the chair of the Title IX Coordination Team. This team meets weekly to look at specific incidences of sexual harassment and sexual violence and to ensure that resources and responses are holistically coordinated across the University. Additionally, the Coordination Team ensures that Title IX education and training is provided on campus. The Title IX Coordination Team includes representatives from the following areas: the Office of Equal Opportunity and Diversity, the Center for Women and Community, the Department of Athletics, the Dean of Students Office, the Center for Counseling and Psychological Health, the Provost's Office, University Health Services, Residential Life, International Programs, Student Activities and Involvement, and the UMass Amherst Police Department. See Appendix I: Title IX Comprehensive Resources to Address Sexual Harassment, Sexual Assault, Relationship Violence and Stalking.

The Office of Equal Opportunity and Diversity has developed a sexual harassment brochure that has been distributed campus wide, and is also available on the EO&D website (www.umass.edu/eod). Sexual harassment brochures are periodically distributed to deans, directors, department heads and chairpersons. A mailing of the Sexual Harassment Policy and Procedures and the Title IX Comprehensive Resource List was sent to all university staff, faculty and graduate employees in July, 2015. In addition, the Title IX Coordination Team, through the Center for
Women and Community, created a *Title IX Sexual & Relationship Violence Resource Guide* that contains information regarding University resources (confidential and community) available to University members needing assistance with reporting sexual harassment, sexual assault, rape, dating violence, etc. This guide has been widely distributed to members of the University at programming events and at trainings.

**Family-Related Leave Policies**

It is the University's policy to offer employment to qualified individuals regardless of their parental status. Benefitted employees may utilize sick leave credits for family illness as allowed under the corresponding bargaining contract or non-unit policy. Sick leave is granted, at the discretion of the appointing authority, to an employee when the spouse, child or parent of either an employee or his/her spouse, or relative living in the immediate household of an employee, is ill. In addition, every full-time or regular part-time employee who has completed the applicable waiting period, may be granted family leave, an unpaid leave of absence (with some exceptions), for a period not exceeding ten weeks, for the need to care for, or make arrangements for the care of, the employee's spouse, parent, grandparent, grandchild or relative living in the same household. Similarly, parental leave, an unpaid leave of absence, may be granted for the need to care for, or make arrangements for the care of, a minor dependent child of the employee.

Pregnancy and childbirth are considered to be conditions which may temporarily disable female employees. It is the University's position that pregnant women may continue working as long as they are able to perform the job satisfactorily. The staff member or faculty person and her supervisor or department chairperson are each expected to give consideration to safe working conditions and practices during pregnancy.

Every full-time or regular part-time employee who has completed the probationary period, or if there is no probationary period, has been employed for at least three consecutive months, shall be granted a maternity or adoptive leave without pay for a period of eight weeks per child providing that the request for such leave is made at least two weeks in advance of the expected departure date. If an employee has accrued vacation credits at the commencement of the maternity or adoptive leave, the employee may use such leave credits for which she/he may be eligible. Accrued sick leave may be used during this leave if the employee gave birth. All benefited non-student University employees (except MSP members) are eligible for ten days of paid maternity/adoptive leave. Staff in a position represented by PSU/MTA and faculty/librarians in a position represented by MSP union members may be eligible for paid maternity/adoptive leave under their Sick Leave Bank guidelines.

The employee is eligible for reinstatement to the same or similar position without loss of the employment benefits to which she/he was entitled on the date the leave commenced, providing that nothing occurs during the leave which would otherwise have terminated her/his employment with the University under existing law, rule or regulation.

Upon the expiration of a maternity or adoptive leave, additional leave may be granted at the discretion of the CEO. The leave shall be unpaid unless the employee chooses to use any accrued vacation, personal leave or compensatory time to cover this period of absence. The period of unpaid leave shall not be included in any computation of contractual benefits, rights or advantages.

The University observes all provisions of the Family and Medical Leave Act (FMLA). Under this act, eligible employees (those who have been employed for at least twelve months in total, and have worked at least 1250 hours during the year preceding the leave) are entitled to 12 weeks of unpaid leave per year under particular circumstances that are critical to the life of a family. Leave may be taken: for the birth of the employee's child; for placement of a child with the employee for adoption or foster care; when the employee is needed to care for a child, spouse, or parent who has a
serious health condition; when the employee is unable to perform the functions of his or her position because of a serious health condition or for qualifying exigencies arising out of the fact that the employee’s spouse, son, daughter, or parent is on active duty or call to active duty status as a member of the National Guard or Reserves in support of a contingency operation. Up to 26 workweeks of unpaid leave may be granted when an eligible employee is needed to care for a spouse, son, daughter, parent, or next of kin who has a serious injury or illness arising out of his/her current membership in the Armed Forces, including membership in the National Guard or Reserves. FMLA leave may run concurrently with other leaves for which the employee is eligible.

Non-parental leave may be taken all at once or intermittently, including on a reduced schedule (intermittent parental leave may be granted at the employing department’s discretion). The University will require a Certification of Health Care Provider form or paperwork confirming call to active duty, as appropriate to the nature of the leave. To the extent that the need for leave is foreseeable, the employee must provide notice to the employer as is “reasonable and practicable.”

Employees also have available to them up to 24 hours of additional leave benefits within a 12 month period under the Commonwealth of Massachusetts Small Necessities Leave Act enacted in 1998. The purpose of the leave is to afford employees the opportunity to accompany a child or an elderly relative to routine medical appointments or to attend educational meetings at a child’s school. The leave shall be unpaid unless the employee chooses to use any accrued vacation, personal leave, sick time, or compensatory time to cover this period of absence as allowed under the corresponding bargaining contract or non-unit policy.

Leaves referenced above run concurrent where an employee is eligible and the qualifying events are the same. Questions about family-related leave policies, including the Family and Medical Leave Act and leave for employees with family members in the military, may be directed to Ms. Kelly Pleasant, Benefits Supervisor, UMass Amherst, 413-545-1478.

Sexual Harassment Policy

“The University of Massachusetts Amherst is committed to providing faculty, staff and students with an environment where they may pursue their careers or studies without being sexually harassed.” Consistent with this policy statement, the University of Massachusetts Amherst has established procedures for making fair, prompt, and reliable determinations of whether or not sexual harassment has occurred and for resolving sexual harassment complaints. These procedures are described in Appendix F, Sexual Harassment Policy. This policy is also available on the EO&D website (www.umass.edu/eod).

The Equal Opportunity and Diversity Office assumes responsibility for implementation of this policy, and provides advice, assistance, and training on issues related to sexual harassment. Informational materials, are readily available for use by the campus community. Please see Appendix I: Title IX Comprehensive Resources List. In addition, EO&D Office staff are available to conduct mandatory workshops and workshops on request.

The Office is also committed to monitoring the current policy for its effectiveness and will make recommendations for policy or procedural changes as the need arises.

See also “Sexual Harassment” under Programs to Eliminate Problems & Attain Goals.

Nepotism Policy

More than one member of an immediate family may be employed by the University on the Amherst campus. Each such employee shall receive insurance benefits and privileges consistent with the appointment held. No officer or employee of the University may participate in decisions
affecting the appointment, tenure, promotion, or other condition of employment at the University of a relative, except under such circumstances as the President of the University may determine as warranting waiver of this prohibition in the best interest of the University, consistent with the provisions of Mass. G.L. c. 268A and Trustee Document T72-029. For all purposes involving the application of this rule concerning the employment of relatives of existing personnel, a “relative” is defined as parent, spouse, child, stepchild, sibling, parent-in-law or sibling-in-law.

PROGRAM TO COMBAT RACISM

The University is committed to combating racism in any form within the campus community. The University’s commitment to combat racism is in part demonstrated by the existence of numerous offices, agencies, organizations, and task forces, not including recognized student organizations, which address human relations issues including racism (see Appendix G). The establishment of awareness events, such as Black History Month, Holocaust Memorial Week, and Native American Week, the Cultural Centers, and the activities to affirm the Student Union as a multicultural center will continue, as will the administrative leadership to celebrate ethnic diversity by scholarly lecturers and artist visits. The Equal Opportunity and Diversity Office, in conjunction with other appropriate offices on campus, will vigorously investigate and take appropriate action in cases where discrimination or racism occurs. The EO&D Office is available to provide training on racism and related issues; the office routinely provides mandatory harassment prevention training to new employees and conducts trainings upon request.

CAMPUS SUPPORT FOR COMMUNITY SERVICE PROGRAMS

As a land grant institution, the University of Massachusetts Amherst has a long history of helping the Commonwealth meet the economic objective of increasing employment opportunities for all citizens including women, minorities and other protected group members, both within and outside of the University community.

UMass Extension is an educational outreach unit of the UMass Amherst Center for Agriculture, Food and the Environment, working to build the health, well-being and security of the state’s communities, families, and food and environmental systems. Extension’s Agriculture & Green Industry works with agricultural producers, the green industry, governments, and citizens around issues of an environmentally sustainable, economically viable food system. The program also provides training and support for beginning farmers, as well as to existing farms. The Extension Nutrition Education Program fosters knowledge and skills for healthier eating through research-based nutrition education that makes a difference. Through the 4-H Youth Development Program, part of UMass Extension, the Center for Agriculture, Food and the Environment supports a statewide network of 1,600 adult 4-H volunteers who provide leadership training, life-skills development, recreational and community service opportunities for youth. Longstanding 4-H activities are complemented by innovative programs in science and technology.

The Office of Research Development works with the campus community and external partners to enhance the capacity for research and innovation at UMass Amherst by enabling and promoting interdisciplinary research initiatives that can benefit from industry, academic, government and international participation. Research Development strongly supports programs and initiatives that enhance the campus’s contribution to the regional, state and national economy by participating in a number of initiatives that have workforce development, entrepreneurship, diversity, and community service agendas. The Office of Research Affairs administers the Public Service Endowment Grant (PSEG) for the Amherst campus; this program is intended to enhance the public service mission of
the University. PSEG provides small grants to faculty for projects that contribute to advancing the economic well-being of Western Massachusetts. The PSEG program funds several projects per year; recent examples include a grant to develop a Holyoke Community Development Coalition and a grant to introduce Springfield educators to an evidence-based approach to teaching disciplinary literacy practices to all students.

Since 1999, the Graduate School has participated in a grant from the National Science Foundation to address the shortage of underrepresented minority students receiving Ph.D.s in the sciences, mathematics and engineering. The Northeast Alliance for Graduate Education and the Professoriate (NEAGEP) at UMass Amherst collaborates with other members of the Northeast Alliance to foster the success of underrepresented minority students as they progress through higher education in these disciplines. NEAGEP at UMass Amherst recruits, supports and mentors underrepresented minority students interested in academic careers so they may pursue Ph.D.s in science, math or engineering disciplines. Students are encouraged to consider entering the professoriate once they have received their Ph.D.s. For activities at UMass Amherst, the University provides additional funds through the Graduate School and the degree program involved.

The Office of External Relations and University Events serves as the liaison between the University and the community. The Director of Community Relations represents the University to area municipalities and civic organizations and brings community concerns to the attention of the campus.

The campus annually offers its employees the opportunity to contribute to charitable organizations through its UMass Amherst Community Campaign. This employee-driven program provides the convenience of payroll deduction or a single gift to a wide selection of local, regional and international non-profit organizations offering health and human services.

The College of Engineering at the University of Massachusetts Amherst and the Society of Women Engineers (SWE) student chapter, hosts the “Women in Engineering Career Day Conference” in the fall. This event is geared toward female high school students to introduce them to the field of engineering. This program includes hands-on activities with an engineering focus, guest speakers from industry, and research experience for students.

The TEACH 180 Days in Springfield Pathway is a one year site-based, collaborative teacher education program between the Springfield Public Schools and the School of Education. It combines graduate course work with full time teaching experience for prospective teachers in a diverse, urban school environment.

The Center for Women and Community (CWC) provides a range of services to the diverse cultural and linguistic populations of the University and surrounding communities. Services include: extensive information and referral system including general, health, legal, political and social resources for women; short-term personal counseling, assessments, referrals and support groups; 24-hour comprehensive services for victims/survivors of sexual assault and battering including services for teens; educational workshops and trainings on issues of violence against women and women’s empowerment; prevention education programs for teens; cultural, educational and social programming and support services for women of color. All services are free and confidential.

CWC offers training, volunteer and internship opportunities across all of its programs, including an extensive training program resulting in a state certification as a rape crisis counselor or community educator. CWC is committed to hiring a culturally and linguistically diverse staff.

Officials from the University of Massachusetts Amherst and the City of Springfield formalized a Greater Springfield-University of Massachusetts Amherst Partnership in 2008 designed to promote collaborations that will lead to the revitalization of Springfield’s economy. The partnership aims to position the city in the long term as a center for environmentally beneficial green industries, to boost the city’s arts and creative economy, and to expand relevant university teaching and outreach initiatives. Key goals include revitalizing Springfield’s economy and establishing an
effective university-city framework for cooperative activities that benefit the citizens of Springfield and its surrounding communities. In spring 2014, the University of Massachusetts opened a welcome center at its new downtown satellite center in Tower Square. The UMass Center at Springfield is the first satellite center for the five-campus University of Massachusetts system. UMass Amherst, located about 25 miles from Springfield, is the lead campus for the satellite center, with other UMass campuses also providing academic programs. The UMass Center at Springfield will complement UMass Amherst’s active involvement in the Springfield area, where faculty and staff are engaged in offering programs in health, fine arts and the creative economy, natural sciences, engineering, green industries, management, sports and education.

The Science, Technology, Engineering and Mathematics (STEM) Diversity Institute at UMass Amherst facilitates diversification of the STEM workforce. The STEM Diversity Institute oversees a comprehensive program of recruitment, retention and advancement activities focused on groups underrepresented in STEM.

In FY 2015, the Labor Management Workplace Education Program (LMWEP) continued the Early Childhood Educators Project, which addresses the educational needs of a segment of the workforce that includes low-paid, largely female and minority workers in the Springfield/Holyoke metropolitan area. Participants learned skills necessary for career ladder advancement and for success in area community colleges. LMWEP also continued its Community Works Partnership; there are 30 partners, including the mayors of Springfield and Holyoke, MGM, a community college, a vocational school, many employers, many unions, and virtually every joint apprenticeship program in western Massachusetts. The Community Works Partnership continued to address career advancement needs for under-represented populations in the trades and construction industry. Community Works is a pre-apprenticeship training plan designed to lead directly into apprenticeship programs and paid employment services to targeted low-income Holyoke and Springfield residents, especially veterans, women and people of color.

**CONSIDERATION OF QUALIFIED PROTECTED CATEGORY GROUP MEMBERS NOT IN WORKFORCE**

The University actively recruits qualified protected category group members to join the workforce by using paid advertising in newspapers, websites and professional publications and unpaid position announcements widely distributed to referral agencies; job skill specific, gender specific, or ethnicity specific professional organizations; institutions of higher education and professional conferences. The hiring official determines how the announcement of the position vacancy will be made, subject to collective bargaining agreements and budgetary constraints and the urgency of filling the position. The Equal Opportunity and Diversity Office provides mailing lists and other advertising sources on request. When necessary, the EO&D Office will require that the hiring authority expand his/her advertising sources to insure that applicants for protected categories have access to announcements.

Whether to recruit campus-wide, locally, regionally, or nationally depends on such factors as job title and salary range, advertising budget, and availability of an appropriate pool of qualified applicants.

a. Campus-wide Searches are implemented when there is no readily identifiable person within the respective area promotable or transferable into the position and there is a good likelihood of finding qualified individuals representative of the appropriate availability pool who are currently employed within other schools or departments on campus. On-campus searches are open only to qualified University non-student employees. Advertisements for the position must be attached to
the “Classified Employment Opportunities” sheet (“Yellow Sheet”) and posted on the University’s employment web site (http://www.umass.edu/humres/job-openings).
b. **Local Searches** are conducted for many entry-level professional positions and part-time faculty positions. Local searches for non-faculty positions will also be advertised on campus as an attachment to the “Classified Employment Opportunities” sheet. Advertisements for local searches should be placed in media that serve Hampshire, Hampden, and Franklin counties.
c. **Regional Searches** are used for most professional/non-faculty positions and non-tenure track positions which can be filled without national recruitment. It is suggested that advertisements be placed within publications which serve the major metropolitan areas in New England.
d. **National Searches** are generally used for tenured and tenure-track faculty, high-level administrative positions, and positions for which applicants have been traditionally difficult to recruit. Advertisements are usually placed in national publications and specialty journals. Position announcements are usually sent to institutions of higher education known to produce qualified applicants, including historically Black institutions. Personal letters and telephone calls to seek nominations are encouraged. National professional associations may be contacted; notices may be posted at professional meetings.

All position announcements include an AA/EO statement. Applicants are invited to identify protected group status which can contribute to the enhancement of the application, when the job group is underrepresented by a particular protected group(s).

**AFFIRMATIVE ACTION PROGRAM FOR INDIVIDUALS WITH DISABILITIES**

**Policy Regarding Individuals with Disabilities**

The University of Massachusetts Amherst recognizes that the employment of individuals with disabilities is in the University’s best interests, by utilizing employment skills possessed by such individuals as well as in meeting an important social and educational responsibility. The University will take affirmative action to employ, and advance in employment, qualified persons with disabilities. The University will make reasonable accommodations for the physical and mental disabilities of employees and applicants for employment consistent with the qualifications required to perform the essential elements of a job. The University will practice nondiscrimination in the admission of qualified persons with disabilities to its programs. Academic adjustments necessary to accommodate individuals in its programs or applicants for such programs will be made when appropriate.

As part of its efforts on behalf of persons with disabilities, the University will continue its efforts to ensure that:

1. All applicants will be considered on the basis of their qualifications regardless of their physical or mental characteristic(s);
2. All procedures will be reviewed to enable fair and equitable treatment for all applicants, employees, and students;
3. Record keeping practices for known applicants and employees with disabilities will conform to the requirements of the U.S. Department of Labor guidelines and the Americans with Disabilities Act;
4. Physical examinations and qualifications will be geared specifically to state law and the actual requirements of the opportunity for which the applicant is being considered. Such examinations will be performed only if required of all applicants for a given position;
5. The University will not reduce the amount of compensation offered because of any disability income, pension, or other benefit an applicant or employee receives from another source when the University offers employment or promotion to individuals with disabilities;
6. Guidelines provided by state and federal agencies relative to the employment of persons with disabilities will be explained to search committees;
7. Responses to requests for reasonable accommodations will be handled on a case-by-case basis and in keeping with the requirements of the Americans with Disabilities Act.

Reasonable Accommodation and Academic Adjustment Policy

The University recognizes its obligation to provide access for individuals with disabilities. When requested, reasonable accommodations are provided for qualified individuals with disabilities to enable successful performance in various employment settings. The University will also provide academic adjustments for qualified students with disabilities when requested and when such adjustments are appropriate. Requests for information concerning reasonable accommodation and academic adjustments, the existence and location of services, activities, and facilities that are accessible to and usable by individuals with disabilities should be directed to the EO&D Office or Disability Services, whichever is most appropriate.

A document was developed to address issues related to the Americans with Disabilities Act (ADA). This document, entitled “Procedures for Responding to Requests for Accommodations required under the Americans with Disabilities Act (ADA)”, outlines procedures for employees with disabilities who are requesting accommodations in the workplace and also for students with disabilities who require classroom-related or other academic accommodations. An important feature of classroom-related accommodations is the development of an expedited grievance procedure when there is disagreement regarding such situations. Copies of this document are available from the Equal Opportunity & Diversity Office and Disability Services.

Interpreting the Legal Requirements

The Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990, as amended in 2008, define an individual with a disability as any person who has a physical or mental impairment which substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such an impairment.

The Executive Director for Equal Opportunity and Diversity, or designee, has been assigned as the “503 and 504 Coordinator” as well as the “Americans With Disabilities Act (ADA) Coordinator” and as such is responsible for the day to day operation and coordination of all campus-wide efforts for prospective students, applicants for employment, and current students and employees who are disabled.

The EO&D Office also works cooperatively with the Workplace Learning and Development Program in the Human Resources Division to provide ADA training for University employees and supervisors. The briefing provided by the EO&D Office to search committees includes information on policy and procedures for hiring and accommodating persons with disabilities.

Disability Services

Disability Services (www.umass.edu/disability), a component of the Office of Equal Opportunity and Diversity, works to ensure that reasonable and effective accommodations and support services are in place for those members of the University Community who have a
documented disability. A disability which qualifies under the ADA such as ADD/ADHD, Blind or Low Vision, Deaf or Hard of hearing, learning disabilities, medical, mobility, physical, psychological, or another chronic condition as defined, by the Americans with Disabilities Act. To determine appropriate accommodations, enrolled students and employees of the University who self-disclose a disability must provide diagnostic documentation of the disability from a professional who is qualified by education and training to make such an evaluation.

Students and employees of the University who have self-disclosed a disability, registered with Disability Services and have provided the appropriate documentation, must meet with a Consumer Manager in order to receive accommodations and be referred for other services to which they may be entitled. Accommodations are made on a case by case basis and in keeping with the requirements of the Americans with Disabilities Act. Consumer Managers are available to meet with prospective students, parents, guidance counselors, faculty and staff.

Commonly requested reasonable accommodations include: academic support, assistance in setting academic and personal goals, ASL or Oral interpreters, captioning, extended time for exams or assignments, alternate formats for text, alternate test formats, assistive technology access, class/lab assistants, notetaking services, and liaison to the faculty. Disability Services can assist students and employees in utilizing the many other campus resources that are available, including the provision of referrals to health services, mental health professionals and other campus resources.

In regard to employees of the University, Disability Services will work with both the employee and the immediate supervisor to identify reasonable accommodations which will enable successful performance in various employment settings. Accommodations may include adaptive equipment, facility modifications, adjustment to work schedules or job duties, as well as a range of other creative solutions that will allow the employee with a disability to continue to perform the essential duties of her/his job.

Disability Services, located in 161 Whitmore Administration Building, is open year-round, Monday-Friday from 8:30 a.m. to 5 p.m. Appointments can be made by calling the office (Phone 413/545-0892 V/TTY). Persons in need of communication access such as Captioning, ASL or Oral interpreters are advised to call to request these services at least 2 weeks in advance of appointments or visits to the campus.

**Elimination of Architectural Barriers**

In 1990, the Americans with Disabilities Act (ADA) was enacted into law. As one part of compliance with this legislation, the University was required to complete a transition plan which would illustrate the steps to be taken to improve the structural accessibility of its facilities in order to ensure that all the programs operated by the University were accessible to individuals with disabilities.

Over 200 facilities at the University were surveyed to determine the modifications needed to meet accessibility requirements. A Transition Plan Working Group then developed a Transition Plan for the University, using both the building survey information and a listing of University programs which had been developed and prioritized by the Campus Architectural Access Board (AAB).

The ADA Transition Plan is monitored and reviewed periodically by the AAB to determine current needs and priorities for projects listed in the plan. During 2013-14, the AAB undertook a major review and update of the ADA Transition Plan. In addition to its responsibility to monitor the completion of projects recommended in the Transition Plan, the Architectural Access Board also has the responsibility to review and approve plans for new buildings and structural modifications to existing buildings to ensure that the University is providing access to its programs as required by the ADA.
<table>
<thead>
<tr>
<th>EEO-6 Category 1: Executive/Administrative/Managerial (EAM)</th>
<th>Current Workforce</th>
<th>IWD</th>
<th>Availability</th>
<th>Shortfall</th>
<th>Underutilized</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAM A*</td>
<td>13</td>
<td>0</td>
<td>0.0</td>
<td>7.0</td>
<td>7.0</td>
</tr>
<tr>
<td>EAM B</td>
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<td>0</td>
<td>0.0</td>
<td>7.0</td>
<td>7.0</td>
</tr>
<tr>
<td>EAM C</td>
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<td>7.0</td>
<td>7.0</td>
</tr>
<tr>
<td>EAM D</td>
<td>43</td>
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<td>2.3</td>
<td>7.0</td>
<td>4.7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EEO-6 Category 2: Faculty</th>
<th>Current Workforce</th>
<th>IWD</th>
<th>Availability</th>
<th>Shortfall</th>
<th>Underutilized</th>
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<tbody>
<tr>
<td>Tenure System Faculty</td>
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<tr>
<td>Other Faculty</td>
<td>407</td>
<td>5</td>
<td>1.2</td>
<td>7.0</td>
<td>5.8</td>
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<table>
<thead>
<tr>
<th>EEO-6 Category 3: Professional/Non-Faculty</th>
<th>Current Workforce</th>
<th>IWD</th>
<th>Availability</th>
<th>Shortfall</th>
<th>Underutilized</th>
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<tbody>
<tr>
<td>Administrative</td>
<td>460</td>
<td>7</td>
<td>1.5</td>
<td>7.0</td>
<td>5.5</td>
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<tr>
<td>Education/Training</td>
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<td>7</td>
<td>2.2</td>
<td>7.0</td>
<td>4.8</td>
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<tr>
<td>Institutional Relations</td>
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<td>2</td>
<td>1.4</td>
<td>7.0</td>
<td>5.6</td>
</tr>
<tr>
<td>Library Sciences</td>
<td>48</td>
<td>0</td>
<td>0.0</td>
<td>7.0</td>
<td>7.0</td>
</tr>
<tr>
<td>Research/Post Doctorates</td>
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<td>0</td>
<td>0.0</td>
<td>7.0</td>
<td>7.0</td>
</tr>
<tr>
<td>Medical Care</td>
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<td>0.0</td>
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</tr>
<tr>
<td>Technical</td>
<td>362</td>
<td>4</td>
<td>1.1</td>
<td>7.0</td>
<td>5.9</td>
</tr>
<tr>
<td>Professional Non-Faculty, Other</td>
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<tr>
<td>Allied Health</td>
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<td>7.0</td>
<td>7.0</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>EEO-6 Category 4: Secretarial/Clerical</th>
<th>Current Workforce</th>
<th>IWD</th>
<th>Availability</th>
<th>Shortfall</th>
<th>Underutilized</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Support</td>
<td>449</td>
<td>8</td>
<td>1.8</td>
<td>7.0</td>
<td>5.2</td>
</tr>
<tr>
<td>Secretaries/Clerks/Typists</td>
<td>235</td>
<td>8</td>
<td>3.4</td>
<td>7.0</td>
<td>3.6</td>
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<tr>
<td>Data Entry Operator</td>
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<tr>
<td>Financial Records</td>
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<td>7.0</td>
</tr>
<tr>
<td>Duplicating/Mail</td>
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<td>7.0</td>
<td>7.0</td>
</tr>
<tr>
<td>Library</td>
<td>49</td>
<td>3</td>
<td>6.1</td>
<td>7.0</td>
<td>0.9</td>
</tr>
<tr>
<td>Sales</td>
<td>27</td>
<td>0</td>
<td>0.0</td>
<td>7.0</td>
<td>7.0</td>
</tr>
</tbody>
</table>

*Note: Underutilization is calculated based on the "any difference" rule. The national utilization goal for qualified IWD is set up at 7%.
*The position of Chancellor is not included in the utilization analysis as the hiring decision for this position is made external to the campus.*
### Utilization Report for Individuals with Disabilities (IWD), by University Job Group
March 31, 2015

<table>
<thead>
<tr>
<th>Job Group</th>
<th>Total Workforce #</th>
<th>IWD #</th>
<th>Availability %</th>
<th>Shortfall %</th>
<th>Underutilized</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science &amp; Other Technicians</td>
<td>185</td>
<td>0</td>
<td>0.0</td>
<td>7.0</td>
<td>7.0 Yes</td>
</tr>
<tr>
<td>Comp., Eng., &amp; Related Tech.</td>
<td>29</td>
<td>2</td>
<td>6.9</td>
<td>7.0</td>
<td>0.1 Yes</td>
</tr>
<tr>
<td>Fire &amp; Safety Officers</td>
<td>12</td>
<td>0</td>
<td>0.0</td>
<td>7.0</td>
<td>7.0 Yes</td>
</tr>
<tr>
<td>Business &amp; Related</td>
<td>74</td>
<td>0</td>
<td>0.0</td>
<td>7.0</td>
<td>7.0 Yes</td>
</tr>
<tr>
<td>Health Services</td>
<td>43</td>
<td>0</td>
<td>0.0</td>
<td>7.0</td>
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</tr>
<tr>
<td>Protective Services</td>
<td>57</td>
<td>0</td>
<td>0.0</td>
<td>7.0</td>
<td>7.0 Yes</td>
</tr>
<tr>
<td>Mech. &amp; Repairers, Non-Sup.</td>
<td>12</td>
<td>0</td>
<td>0.0</td>
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<td>7.0 Yes</td>
</tr>
<tr>
<td>Skilled Crafts, Sup.</td>
<td>109</td>
<td>2</td>
<td>1.8</td>
<td>7.0</td>
<td>5.2 Yes</td>
</tr>
<tr>
<td>Construction Trades, Non-Sup.</td>
<td>104</td>
<td>2</td>
<td>1.9</td>
<td>7.0</td>
<td>5.1 Yes</td>
</tr>
<tr>
<td>Plant &amp; System Operation</td>
<td>26</td>
<td>0</td>
<td>0.0</td>
<td>7.0</td>
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<tr>
<td>Food Prep. &amp; Serv., Non-Sup.</td>
<td>145</td>
<td>0</td>
<td>0.0</td>
<td>7.0</td>
<td>7.0 Yes</td>
</tr>
<tr>
<td>Cleaning/Bldg. Serv., Non-Sup.</td>
<td>481</td>
<td>5</td>
<td>1.0</td>
<td>7.0</td>
<td>6.0 Yes</td>
</tr>
<tr>
<td>Motor Vehicle Operators</td>
<td>27</td>
<td>0</td>
<td>0.0</td>
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</tr>
<tr>
<td>Farming &amp; Forestry</td>
<td>11</td>
<td>0</td>
<td>0.0</td>
<td>7.0</td>
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</tr>
<tr>
<td>Parking Enforcement</td>
<td>12</td>
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<td>0.0</td>
<td>7.0</td>
<td>7.0 Yes</td>
</tr>
<tr>
<td>Food Prep. &amp; Serv., Sup.</td>
<td>61</td>
<td>1</td>
<td>1.6</td>
<td>7.0</td>
<td>5.4 Yes</td>
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<tr>
<td>Cleaning/Bldg. Serv., Sup.</td>
<td>69</td>
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<tr>
<td>Departmental Assistant</td>
<td>6</td>
<td>0</td>
<td>0.0</td>
<td>7.0</td>
<td>7.0 Yes</td>
</tr>
</tbody>
</table>

**Note:** Underutilization is calculated based on the "any difference" rule. The national utilization goal for qualified IWD is set up at 7%.

EEO-6 Category 5: Technical/Paraprofessional

EEO-6 Category 6: Skilled Crafts

EEO-6 Category 7: Service/Maintenance
Utilization Report and Hiring Goals for Individuals with Disabilities

In 2014, the U.S. Department of Labor’s Office of Federal Contract Compliance Programs published a Final Rule in the Federal Register that makes changes to the regulations implementing Section 503 of the Rehabilitation Act of 1973, as amended, at 41 CFR § 60-741. Section 503 prohibits federal contractors and subcontractors from discriminating in employment against individuals with disabilities (IWDs), and requires these employers to take affirmative action to recruit, hire, promote, and retain these individuals. The new rule strengthens the affirmative action provisions of the regulations to aid contractors in their efforts to recruit and hire IWDs, and improve job opportunities for individuals with disabilities.

Under these regulations, a 7% national utilization goal for qualified IWD was set by OFCCP. Contractors must conduct an annual utilization analysis and assessment of problem areas. Please refer to Table 18, Utilization Report for Individuals with Disabilities, by University Job Group. As of March 31, 2015, 67 (1.2%) employees self-identified as disabled, and the national utilization goal was not met in any of the 40 university job groups. Underutilization was calculated based on the “any difference” rule. In 2015, the percentage of IWDs within each job group ranged from zero to 6.9%.

The university updated its applicant tracking system in 2013 to Interview Exchange (http://www.interviewexchange.com/), a Software as a Service (SaaS), cloud based on-line applicant tracking system (ATS). The Interview Exchange ATS provides a feature rich platform for posting positions and linking postings to many prominent online recruitment sources; for communicating with applicants and managing applicant flow and information; and for maintaining compliance with federal, state, and UMass System regulations, including OFCCP reporting requirements. As part of the Interview Exchange application process, all applicants are given an opportunity to voluntarily answer questions identifying their sex, ethnicity, race, protected veteran status, and disability status. The percentage of applicants who volunteer some protected status information has increased since the implementation of Interview Exchange.

Beginning in 2014, the Amherst campus modified the affirmative action clauses on job advertisements to specifically include individuals with disabilities. The standard tag line (for non-faculty searches) is, “The University of Massachusetts Amherst is an Affirmative Action/Equal Opportunity Employer of women, minorities, protected veterans, and individuals with disabilities and encourages applications from these and other protected group members.” Also in 2014, the EO&D Office began notifying each hiring department at the beginning of each faculty or exempt staff recruitment effort about the utilization goal for qualified IWD’s. The Office also revised the training that it offers to search committees to include information about effective ways to reach out to and give consideration to IWD’s. The revised training includes a discussion of the appropriate protocol for responding to job candidates’ requests for disability-related reasonable accommodations during the application and candidate selection process.

AFFIRMATIVE ACTION PROGRAM FOR VETERANS

Policy

The University of Massachusetts Amherst will not discriminate against any employee or applicant for employment because he or she is a disabled veteran, a recently separated veteran, Armed Forces service medal veteran, Vietnam-era veteran or other protected veteran. Furthermore, the University of Massachusetts Amherst agrees to take affirmative action to employ and advance in employment qualified disabled veterans, recently separated veterans, Armed Forces service medal
veterans, and other protected veterans, consistent with the provisions of the Vietnam Era Veterans’ Readjustment Assistance Act of 1974, as amended, and the Jobs for Veterans Act of 2002. Additionally, the University of Massachusetts Amherst meets its obligations under the Uniformed Services Employment and Reemployment Rights Act (USERRA). Under this law, service personnel are entitled to return to their civilian employment if they meet certain criteria. Detailed information on USERRA is available at www.dol.gov/vets.

As part of the National Defense Authorization Act of Fiscal Year 2008, a significant amendment was made to the Family and Medical Leave Act (FMLA). The amendment expands FMLA protections for eligible employees who take leave to care for a family member injured while in military service and extends FMLA protections to eligible employees who take leave to deal with emergencies that arise when a family member is called to active duty. FMLA leave for an eligible employee, who is the spouse, child, parent or next of kin of a service member, is expanded to up to 26 weeks of FMLA leave during a single 12-month period if leave is needed in order to care for a service member with a serious health condition arising from military service. “Next of kin” is defined as the nearest blood relative. This leave is triggered when a member of the Armed Forces, including the National Guard or Reserves, is undergoing medical treatment, recuperation or therapy, is in outpatient status, or is on the temporary disability retired list, for a serious injury or illness. A serious injury or illness is one which was incurred by the member in the line of duty and which may render the member medically unfit to perform his or her duties.

FMLA-eligible employees will be eligible to take up to 12 weeks of leave due to a “qualifying exigency” caused by a spouse, child or parent of the employee being on active duty or being notified of an impending call to active duty in support of a “contingency operation,” which includes most types of military service. This leave is not effective until the Department of Labor issues regulations defining a qualifying exigency. However, the DOL is encouraging employers to provide this type of leave even before regulations are issued.

Both types of leave may be taken all at once or intermittently, including on a reduced schedule. The University will require a Certification of Health Care Provider form or paperwork confirming call to active duty, as appropriate to the nature of the leave. To the extent that the need for leave is foreseeable, the employee must provide notice to the employer as is “reasonable and practicable.”

Procedures

Accommodation to Physical and Mental Limitations: The University makes reasonable accommodations to the physical and mental limitations of disabled veterans.

Compensation: The University does not reduce the compensation offered to a veteran because she or he receives disability income, pension or other benefits as a result of military service.

Recruitment and Outreach: Vacancy announcements are sent weekly to various agencies that serve veterans and the disabled, and other agencies that provide referrals for employment opportunities. Classified, faculty, and professional position vacancies are also posted to the University of Massachusetts Amherst website: http://www.umass.edu/humres under "Employment ". An equal employment opportunity clause is incorporated in all purchase orders, leases, contracts and subcontracts.

Reporting: On an annual basis, the University completes the VETS-4212 report, which is filed with the Office of Veterans’ Employment and Training Service, U.S. Department of Labor.
**Support Services:** Veteran Services provides programming and support for student veterans, active military, and their families. The UMass Amherst Student Veterans Resource Center was opened in 2014; the address is 18-19 Dickson Hall (413-545-0939). The facilities include computer workstations, study space, a meeting area for individual counseling and a comfortable place to relax between classes. Services include mentoring, employment related and other workshops, and support for the campus’ two veteran student organizations. Veteran educational benefits and enrollment verification is handled by Lynn Gates, Veterans Benefits Certification Manager (413-545-5792) vetbenefits@umass.edu, 215 Whitmore Administration Building. Since 2011, UMass Amherst has repeatedly been designated a “Military Friendly” campus, with a veteran-designated residential community and the first-of-its-kind veterans fraternity.

**Workforce Representation:** Campus-wide representation of veterans and persons with disabilities, including disabled veterans, is monitored by the EO&D Office.

**Hiring for Protected Veterans**

In 2014, the U.S. Department of Labor’s Office of Federal Contract Compliance Programs (OFCCP) made changes to the regulations implementing the Vietnam Era Veterans’ Readjustment Assistance Act, as amended (VEVRAA) at 41 CFR § 60-300. VEVRAA prohibits federal contractors and subcontractors from discriminating in employment against protected veterans, and requires these employers to take affirmative action to recruit, hire, promote, and retain these veterans. The new rule strengthens the affirmative action provisions of the regulations to aid contractors in their efforts to recruit and hire protected veterans and improve job opportunities for protected veterans.

Under these regulations, federal contractors are allowed to establish a hiring benchmark for veterans based on “the current national percentage of veterans in the workforce,” which was set at 7 percent in 2015. This estimate of veteran availability in the labor force encompasses all veterans, and is broader than the subset of veterans who are protected by VEVRAA. As of March 31, 2015, the University of Massachusetts Amherst workforce had 122 protected veteran employees (2.2%). Thus, the percentage of veterans in the campus workforce fell short of the 7 percent benchmark. Based on this shortfall, the percentage of total hires who are protected veterans that UMass Amherst seeks to hire in the coming year (2015-16) is 7.0 percent.

The university updated its applicant tracking system in 2013 to Interview Exchange (http://www.interviewexchange.com/), a Software as a Service (SaaS), cloud based on-line applicant tracking system (ATS). The Interview Exchange ATS provides a feature rich platform for posting positions and linking postings to many prominent online recruitment sources; for communicating with applicants and managing applicant flow and information; and for maintaining compliance with federal, state, and UMass System regulations, including OFCCP reporting requirements. As part of the Interview Exchange application process, all applicants are given an opportunity to voluntarily answer questions identifying their sex, ethnicity, race, protected veteran status, and disability status. The percentage of applicants who volunteer some protected status information has increased since the implementation of Interview Exchange.

Beginning in 2014, the Amherst campus modified the affirmative action clauses on all job advertisements to specifically include protected veterans. The standard tag line (for non-faculty searches) is, “The University of Massachusetts Amherst is an Affirmative Action/Equal Opportunity Employer of women, minorities, protected veterans, and individuals with disabilities and encourages applications from these and other protected group members.” Also in 2014, the EO&D Office began notifying each hiring department at the beginning of each faculty or exempt staff recruitment effort about the hiring benchmark for covered veterans. The Office also revised the training that it offers to
search committees to include information about effective ways to reach out to and give consideration to covered veterans.

PROGRAM TO COMBAT DISCRIMINATION
ON THE BASIS OF AGE

The University prohibits discrimination on the basis of age in any aspect of the access to, admission, or treatment of students in its programs and activities; or in employment and application for employment consistent with the Age Discrimination in Employment Act of 1967, as amended, and state law. Language which prohibits discrimination based on age is contained in University affirmative action policies, statements and nondiscrimination clauses contained in collective bargaining agreements. To prevent the consideration of age in the applicant selection process for classified positions, applicant age is not provided to hiring officials on applicant profile summaries. Hiring officials are informed through the Search Procedures: Faculty & Professional Staff that any pre-employment inquiry pertaining to age is unfair and illegal.

PROGRAM TO COMBAT DISCRIMINATION
ON THE BASIS OF SEXUAL ORIENTATION

The University, by including sexual orientation in its nondiscrimination statement, does not endorse a particular lifestyle, nor does it require preferential treatment or affirmative action for those with a particular sexual orientation. Discrimination on the basis of sexual orientation is prohibited by Massachusetts General Law 151 B, Section 4 and University policy.

It is important to note that language which prohibits discrimination based on sexual orientation is contained in the MSP, USA/MTA, AFSCME, PSU/MTA, RA, and GEO contracts. The Code of Student Conduct clearly prohibits students from harassing other members of the campus community on the basis of sexual orientation. The Equal Opportunity and Diversity Office, in conjunction with other appropriate offices on campus, will vigorously investigate and take appropriate action in cases where discrimination based on sexual orientation occurs.

The campus community will be informed annually of its obligation concerning nondiscrimination through published media.

PROGRAM TO COMBAT DISCRIMINATION
ON THE BASIS OF RELIGION

The University prohibits discrimination against employees or applicants for employment and in the admission or treatment of students because of religion (or national origin). The University provides reasonable accommodation for religious observance. Each benefited employee receives three or more personal days a year to accommodate, among other things, religious practices. Employees may also use annual leave to observe religious holidays that are not legal holidays. Other requests for religious accommodation will be honored so long as they do not cause undue hardship in carrying out the university mission nor violate the rights of other employees.
GRIEVANCE PROCEDURES

The University has established a system of grievance procedures to address complaints of alleged discrimination based on race, color, religion, creed, sex, age, marital status, national origin, mental or physical disability, political belief or affiliation, veteran status, sexual orientation, gender identity and expression or genetic information. Grievants are encouraged to resolve complaints informally by working with the relevant parties and administrators. The Ombuds Office and the Dean of Students Office together with the EO&D Office are available to assist in this resolution process. Formal charges of discrimination should be directed to the campus EO&D Office, 243 Lederle GRC Lowrise Building, (413) 545-3464. A copy of the University’s Grievance Policy and Procedures is included in Appendix H. The Grievance Policy and Procedures is also available on the EO&D website (www.umass.edu/eod).

The University has a separate Sexual Harassment Policy and Procedures to address complaints of sexual harassment, and provides both informal and formal methods for complaint resolution. Informal attempts may involve consultations at the department level, or mediation through the Ombuds Office, or other appropriate agency. Complaints involving students as complainants and respondents are normally handled through the Dean of Students Office, under the Code of Student Conduct. Formal charges of sexual harassment should be directed to the EO&D Office. The Sexual Harassment Policy and Procedures is included in Appendix F and is also available on the EO&D website (www.umass.edu/eod). The Title IX Coordination Team was created in 2011; this team meets weekly to discuss concerns dealing with Title IX, including training and information dissemination. See Appendix I: UMass Amherst Title IX Comprehensive Resources List.

On a continuing basis, the EO&D office conducts trainings for supervisors, employees, and graduate students dealing with discrimination and sexual harassment. Harassment prevention training is mandatory for all new employees. During the training, the participants learn to identify what are the various forms of discrimination and sexual harassment, what are the applicable laws that protect against discrimination and sexual harassment, what to do if discriminated or sexually harassed, and who to contact if someone is discriminated or sexually harassed. In addition, during the supervisor training the supervisors are informed about their duties and responsibilities when addressing discrimination or sexual harassment. The Office of Equal Opportunity & Diversity offers training to departments upon the request of the area, both for employee groups and also for one-on-one training.
Appendix A

UMass Amherst Organizational Chart
Appendix B

PROTECTED CATEGORIES OF PERSONS REQUIRING
EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION EFFORTS

- **American Indian/Alaskan Native.** A person having origins in any of the original peoples of North and South America (including Central America), who maintains cultural identification through tribal affiliation or community attachment.
- **Asian.** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand and Vietnam.
- **Black/African American.** A person having origins in any of the Black racial groups in Africa.
- **Hispanic/Latino** A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
- **Native Hawaiian or Other Pacific Islander.** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **Two or More Races.**
- **Women.**
- **Persons Age 40 and above.** (Equal Employment Opportunity only).
- **Sexual Orientation.** (Equal Employment Opportunity only).
- **Gender Identity or Expression** (Equal Employment Opportunity only).

INDIVIDUAL WITH A DISABILITY:

A person who (1) has a physical or mental impairment which substantially limits one or more of such person's major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment. "Major Life activities" include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. "Substantially limits" means the degree that the impairment affects employability.

PROTECTED VETERAN CATEGORIES:

- **Armed Forces Service Medal Veteran.** Any veteran who, while serving on active duty in the U.S. military, ground, naval or air service, participated in a United States military operation for which an Armed Forces service medal was awarded.
- **Disabled Veteran.** (1) A veteran of the U.S. military, ground, naval or air service who is entitled to compensation (or who but for the receipt of military retired pay would be entitled to compensation) under laws administered by the Secretary of Veterans Affairs, or (2) A person who was discharged or released from active duty because of a service-connected disability.
- **Active duty Wartime or Campaign Badge Veteran.** A veteran who served on active duty in the U.S. military, ground, naval or air service during a war or in a campaign or expedition for which a campaign badge has been authorized.
- **Recently Separated Veteran.** Any veteran during the three-year period beginning on the date of such veteran’s discharge or release from active duty in the U.S. military, ground, naval or air service.
# Appendix C

## EEO-6 JOB CATEGORIES AND UNIVERSITY JOB GROUPS

### EEO-6 CATEGORY 1
**EXECUTIVE/ADMINISTRATIVE/MANAGERIAL (EAM)**

- **EAM-A**
  - CHANCELLOR
  - DEPUTY CHANCELLOR
  - ATHLETIC DIRECTOR
  - PROVOST
  - VICE CHANCELLOR
  - CHIEF INFORMATION OFFICER

- **EAM-B**
  - DEAN
  - MAJOR DIVISION HEAD

- **EAM-C**
  - ASSOCIATE DEAN
  - ASSISTANT DEAN
  - ASSOCIATE PROVOST
  - ASSOCIATE VICE CHANCELLOR
  - ASSISTANT VICE CHANCELLOR
  - EXECUTIVE LEVEL ADMINISTRATOR

- **EAM D**
  - MAJOR DEPARTMENT HEAD

### EEO-6 CATEGORY 2
**FACULTY**

- TENURE SYSTEM FACULTY, BY DEPARTMENT
  - PROFESSOR
  - ASSOCIATE PROFESSOR
  - ASSISTANT PROFESSOR
  - INSTRUCTOR

- OTHER FACULTY, BY DEPARTMENT
  - LECTURER
  - VISITING PROFESSOR
  - VISITING ASSOCIATE PROFESSOR
  - VISITING ASSISTANT PROFESSOR

### EEO-6 CATEGORY 3
**PROFESSIONAL NON-FACULTY**

- **ADMINISTRATIVE**
  - AA/EO, AUDITORS, BUDGET, MANAGEMENT,
  - GRANTS/CONTRACTS, HUMAN RESOURCES, PROGRAM
  - ADMINISTRATORS, PURCHASING, RETAIL MANAGERS

- **EDUCATION/TRAINING**
  - ATHLETIC COACHES, COUNSELORS, DAYCARE, PLACEMENT,
  - RESIDENTIAL EDUCATION, SPECIAL SERVICES, TRAINERS

- **LIBRARY SCIENCES**
  - LIBRARIAN II-V

- **RESEARCH/POST-DOCTORATES**
  - POSTDOCTORAL RESEARCH ASSOCIATE
  - RESEARCH FELLOW
  - SENIOR POSTDOCTORAL RESEARCH ASSOCIATE
  - SENIOR RESEARCH FELLOW

- **MEDICAL CARE**
  - NURSES AND MEDICAL DOCTORS

- **TECHNICAL**
  - ANALYSTS, ARCHITECTS, COMPUTER PROGRAMMERS, DPC,
  - ENGINEERS, FINE ARTS CENTER OPERATIONS, LABORATORY,
  - OPERATORS, TECHNICIANS

### EEO-6 CATEGORY 4
**SECRETARIAL/CLERICAL**

- **ADMINISTRATIVE SUPPORT**
  - ASSISTANT MANAGER
  - CLERK IV, V
  - INFORMATION OFFICER I
  - PROGRAM COORDINATOR I
  - REPRODUCTIVE SERVICES SUPERVISOR
  - STOREKEEPER IV

- **SECURITIES, CLERKS, TYPISTS**
  - CLERICAL ASSISTANT
  - CLERK I-III
  - COMMUNICATION DISPATCHER II
  - MEDICAL RECORDS CLERK
  - MEDICAL SECRETARY
  - STATISTICAL CLERK I
  - STENOGRAPHER I, II
  - TELEPHONE OPERATOR I, II
  - TYPIST I, II

- **DATA ENTRY OPERATORS**
  - EDP ENTRY OPERATOR I-III

- **FINANCIAL RECORDS**
  - BOOKKEEPER I, II
  - RECEIVING TELLER I, II

- **DUPLICATING, MAIL**
  - MAIL CLERK II, III
  - OFFSET DUPL. MACHINE OPERATOR I, II

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^ Includes Department Chair/Head and Division Head

^ Includes post-retirement faculty and non-tenure-track faculty

**NOTE:** Job group divisions are based on the nature of job content and do not imply a hierarchy.
LIBRARY
LIBRARY ASSISTANT I-III
LIBRARIAN I

SALES
SALES CLERK I-III
STOREKEEPER II, III
ACCOMODATION CLERK I, II

EEO-6 CATEGORY 5
TECHNICAL/PARAPROFESSIONAL

SCIENCE & OTHER TECHNICIANS
ANIMAL CARETAKER I, II
AUDIO-VISUAL EQUIPMENT TECHNICIAN I, II
DESIGN ILLUSTRATOR
EXTENSION TECHNICIAN
GRAPHIC ARTS TECHNICIAN I
LABORATORY ASSISTANT
LABORATORY TECHNICIAN I
PHOTO TECHNICIAN I
RESEARCH ASSISTANT
RESEARCH ASSOCIATE
TECHNICAL ASSISTANT I, II
TECHNICAL SPECIALIST I, II

COMPUTER, ENGINEERING & RELATED TECHNICIANS
ASST MANAGER, COMPUTER OPERATORS
CONSTRUCTION ESTIMATOR
DRAFTSMAN
EDP PROGRAMMER I-III
EDP SYSTEMS ANALYST III
ELECTRONIC COMPUTER OPER I, II
ELECTRONICS TECHNICIAN I
ENGINEERING AIDE I

FIRE & SAFETY OFFICER
FIRE & SAFETY OFFICER

BUSINESS & RELATED
ACCOUNTANT I-III
BUYER I, II

HEALTH SERVICES
BACTERIOLOGIST I, II
DENTAL ASSISTANT
DIETICIAN I
MEDICAL ASSISTANT
NURSING ASSISTANT I, II
NUTRITION AIDE
PHYSICAL THERAPIST ASSISTANT
SUPERVISOR, NUTRITION AIDE
X-RAY TECHNICIAN I

PROTECTIVE SERVICES
UNIV POLICE LIEUTENANT
UNIV POLICE OFFICER
UNIV POLICE SERGEANT

EEO-6 CATEGORY 6
SKILLED CRAFTS

MECHANICS & REPAIRERS, NON-SUPERVISORY
ELECTRONICS TECHNICIAN I
LOCKSMITH
MAINTENANCE WORKER
MOTOR EQUIPMENT MECHANIC I
RECREATION FACILITIES REPAIRER
TRADESWORKER

SKILLED CRAFTS, SUPERVISORS
ASBESTOS ABATEMENT WORKER II
ASST. PLUMBER & STEAMFITTER FOREMAN
CARPENTER II
CHIEF PLANNER & ESTIMATOR
CONTROL SYSTEMS SPECIALIST ELECTRICIAN II
ELECTRONICS TECHNICIAN II
ELEVATOR REPAIRMAN
INST. MAINTENANCE FOREMAN
MAINTENANCE WORKING FOREMAN
MASON FOREMAN
METAL WORKER II
MOTOR EQUIPMENT MECHANIC II-IV
PAINTER II
PLUMBER & STEAMFITTER II

CONSTRUCTION TRADES, NON-SUPERVISORY
APPRENTICE I-IV
ASBESTOS ABATEMENT WORKER I
CARPENTER I
ELECTRICIAN I
FLOOR COVERING INSTALLER & REPAIRER I, II
HEATING, VENTILATING, AIR COND., & REFRIG. MECHANIC
MASON
MAINTENANCE TECHNICIAN I, II
METAL WORKER I
PAINTER I
PLUMBER & STEAMFITTER I
SIGN PAINTER & LETTERER I
STEAMFITTER
UPHOLSTERER

PLANT & SYSTEM OPERATION
FIRST CLASS POWER PLANT ENGINEER
POWER PLANT ATTENDANT
SECOND CLASS POWER PLANT ENGINEER
STEAM FIREMAN I, II
UTILITY PLANT OPERATOR
WASTEWATER TREATMENT PLANT OPERATOR
THIRD CLASS POWER PLANT ENGINEER

EEO-6 CATEGORY 7
SERVICE/MAINTENANCE

FOOD PREPARATION & SERVICES, NON-SUPERVISORY

BAKER I
COOK I
CULINARY WORKER
DIETARY WORKER I
DINING ROOM ATTENDANT
HEAD DISHROOM ATTENDANT
POT WASHER

CLEANING & BUILDING SERVICES, NON-SUPERVISORY
FACILITY SERVICE WORKER I, II
GAMES MANAGER
JANITOR
LAUNDERER I
MAINTAINER I
SKILLED LABORER

MOTOR VEHICLE OPERATORS
CHAUFFEUR
MAINTENANCE EQUIPMENT OPERATOR
MOTOR TRUCK DRIVER

FARMING & FORESTRY
ASSISTANT TO FARM SUPERINTENDENT
FARM SUPERINTENDENT
FARM WORKER I, II
HORSEMAN
HEAD OF GROUNDS SERVICE SECTION
SUPERINTENDENT OF GROUNDS

PARKING ENFORCEMENT
HEAD PARKING GARAGE ATTENDANT
PARKING CONTROL OFFICER I-III
PARKING GARAGE ATTENDANT
PARKING METER SERVICE ATTENDANT

FOOD PREPARATION & SERVICES, SUPERVISORY
ASST. FOODS MANAGER
BAKER II
COOK II, III
DINING HALL SUPERVISOR
HEAD BAKER
SNACK BAR MANAGER

CLEANING & BUILDING SERVICES, SUPERVISORY
ACCOM. SRV. NIGHT MANAGER
CUSTODIAL AREA SUPERVISOR
HOUSING OPERATIONS ASST.
LAUNDERER II, III
MAINTAINER II, III
SUPERV. OF ACCOM. SERVICES
SUPERVISOR OF JANITORS

DEPARTMENTAL ASSISTANT
DEPARTMENTAL ASSISTANT

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## Appendix D

**WORKFORCE REPRESENTATION OF PROTECTED GROUP MEMBERS**

**BY UNIVERSITY JOB GROUP WITHIN EXECUTIVE AREA**

3/31/2015

### EXECUTIVE AREA: Chancellor

<table>
<thead>
<tr>
<th>EEO-6 Category</th>
<th>Total Employees</th>
<th>Female #</th>
<th>Female %</th>
<th>Total Minorities #</th>
<th>Total Minorities %</th>
<th>Black/African Amer. #</th>
<th>Black/African Amer. %</th>
<th>Asian #</th>
<th>Asian %</th>
<th>American Ind./Alaskan Native #</th>
<th>American Ind./Alaskan Native %</th>
<th>Hispanic/Latino #</th>
<th>Hispanic/Latino %</th>
<th>Other Pacific Islander #</th>
<th>Other Pacific Islander %</th>
<th>Two or More Races #</th>
<th>Two or More Races %</th>
<th>Veteran Disabled #</th>
<th>Disabled %</th>
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<tbody>
<tr>
<td><strong>EEO-6 Category 1: Executive/Administrative/Managerial (EAM)</strong>&lt;br&gt;Total</td>
<td>7</td>
<td>2</td>
<td>28.6</td>
<td>4</td>
<td>57.1</td>
<td>2</td>
<td>28.6</td>
<td>1</td>
<td>14.3</td>
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<tr>
<td><strong>EEO-6 Category 2: Faculty</strong>&lt;br&gt;Total</td>
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<td>1</td>
<td>50.0</td>
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<tr>
<td><strong>EEO-6 Category 3: Professional Non-Faculty</strong>&lt;br&gt;Total</td>
<td>115</td>
<td>52</td>
<td>45.2</td>
<td>10</td>
<td>8.7</td>
<td>8</td>
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<td>0.0</td>
<td>2</td>
<td>1.7</td>
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<td><strong>EEO-6 Category 4: Secretarial/Clerical</strong>&lt;br&gt;Total</td>
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<td>18</td>
<td>69.2</td>
<td>5</td>
<td>19.2</td>
<td>1</td>
<td>3.9</td>
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<td>1</td>
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<tr>
<td><strong>EEO-6 Category 6: Skilled Crafts</strong>&lt;br&gt;Total</td>
<td>12</td>
<td>1</td>
<td>8.3</td>
<td>1</td>
<td>8.3</td>
<td>0</td>
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<td>1</td>
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<tr>
<td><strong>EEO-6 Category 7: Service/Maintenance</strong>&lt;br&gt;Total</td>
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<tr>
<td><strong>GRAND TOTAL</strong></td>
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<td>75</td>
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<td>11</td>
<td>6.7</td>
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<td>3</td>
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### Appendix D (continued)

**WORKFORCE REPRESENTATION OF PROTECTED GROUP MEMBERS**  
**BY UNIVERSITY JOB GROUP WITHIN EXECUTIVE AREA**  
**3/31/2015**

**EXECUTIVE AREA: Information Technology**

<table>
<thead>
<tr>
<th>Category</th>
<th>Total Employees</th>
<th>Female</th>
<th>Minority</th>
<th>African Amer.</th>
<th>Asian</th>
<th>American Ind./ Alaskan Native</th>
<th>Hispanic/ Latino</th>
<th>Native Hawaiian/ Other Pacific</th>
<th>Two or More Races</th>
<th>Veteran</th>
<th>Disabled</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Total</td>
<td>4</td>
<td>2</td>
<td>50.0</td>
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<td>25.0</td>
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</tr>
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<td>EEO-6 Category 3: Professional Non-Faculty</td>
<td>Total</td>
<td>125</td>
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<td>15</td>
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<td>3.2</td>
<td>6</td>
<td>4.8</td>
<td>1</td>
</tr>
<tr>
<td>EEO-6 Category 4: Secretarial/Clerical</td>
<td>Total</td>
<td>19</td>
<td>18</td>
<td>94.7</td>
<td>1</td>
<td>5.3</td>
<td>1</td>
<td>5.3</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>EEO-6 Category 5: Technical/Paraprofessional</td>
<td>Total</td>
<td>39</td>
<td>11</td>
<td>28.2</td>
<td>5</td>
<td>12.8</td>
<td>1</td>
<td>2.6</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>EEO-6 Category 6: Skilled Crafts</td>
<td>Total</td>
<td>1</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
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<td>0.0</td>
<td>0</td>
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<tr>
<td>GRAND TOTAL</td>
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<td>62</td>
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<td>6</td>
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<td>7</td>
<td>3.7</td>
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</table>
# Appendix D (continued)

## WORKFORCE REPRESENTATION OF PROTECTED GROUP MEMBERS
BY UNIVERSITY JOB GROUP WITHIN EXECUTIVE AREA
3/31/2015

**EXECUTIVE AREA: Academic Affairs**

<table>
<thead>
<tr>
<th>EEO-6 Category 1: Executive/Administrative/Managerial (EAM)</th>
<th>#</th>
<th>Female</th>
<th>Total Minorities</th>
<th>Black/African Amer.</th>
<th>Asian</th>
<th>American Ind./Alaskan Native</th>
<th>Hispanic/Latino</th>
<th>Native Hawaiian/Other Pacific Islander</th>
<th>Two or More Races</th>
<th>Veteran</th>
<th>Disabled</th>
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<tbody>
<tr>
<td>Total</td>
<td>62</td>
<td>30</td>
<td>48.4</td>
<td>3</td>
<td>4.8</td>
<td>1</td>
<td>1.6</td>
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<table>
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<th>EEO-6 Category 2: Faculty</th>
<th>#</th>
<th>Female</th>
<th>Total Minorities</th>
<th>Black/African Amer.</th>
<th>Asian</th>
<th>American Ind./Alaskan Native</th>
<th>Hispanic/Latino</th>
<th>Native Hawaiian/Other Pacific Islander</th>
<th>Two or More Races</th>
<th>Veteran</th>
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<tbody>
<tr>
<td>Total</td>
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<td>633</td>
<td>43.5</td>
<td>312</td>
<td>21.5</td>
<td>65</td>
<td>4.5</td>
<td>172</td>
<td>11.8</td>
<td>10</td>
<td>51</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EEO-6 Category 3: Professional Non-Faculty</th>
<th>#</th>
<th>Female</th>
<th>Total Minorities</th>
<th>Black/African Amer.</th>
<th>Asian</th>
<th>American Ind./Alaskan Native</th>
<th>Hispanic/Latino</th>
<th>Native Hawaiian/Other Pacific Islander</th>
<th>Two or More Races</th>
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<th>Disabled</th>
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<tbody>
<tr>
<td>Total</td>
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<td>476</td>
<td>61.1</td>
<td>134</td>
<td>17.2</td>
<td>21</td>
<td>2.7</td>
<td>91</td>
<td>11.7</td>
<td>2</td>
<td>20</td>
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</table>

<table>
<thead>
<tr>
<th>EEO-6 Category 4: Secretarial/Clerical</th>
<th>#</th>
<th>Female</th>
<th>Total Minorities</th>
<th>Black/African Amer.</th>
<th>Asian</th>
<th>American Ind./Alaskan Native</th>
<th>Hispanic/Latino</th>
<th>Native Hawaiian/Other Pacific Islander</th>
<th>Two or More Races</th>
<th>Veteran</th>
<th>Disabled</th>
</tr>
</thead>
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<tr>
<td>Total</td>
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<td>387</td>
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<td>2.1</td>
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<td>3.0</td>
<td>0</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>EEO-6 Category 5: Technical/Paraprofessional</th>
<th>#</th>
<th>Female</th>
<th>Total Minorities</th>
<th>Black/African Amer.</th>
<th>Asian</th>
<th>American Ind./Alaskan Native</th>
<th>Hispanic/Latino</th>
<th>Native Hawaiian/Other Pacific Islander</th>
<th>Two or More Races</th>
<th>Veteran</th>
<th>Disabled</th>
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<tbody>
<tr>
<td>Total</td>
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<td>101</td>
<td>62.0</td>
<td>25</td>
<td>15.3</td>
<td>4</td>
<td>2.5</td>
<td>12</td>
<td>7.4</td>
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<td>2</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>EEO-6 Category 6: Skilled Crafts</th>
<th>#</th>
<th>Female</th>
<th>Total Minorities</th>
<th>Black/African Amer.</th>
<th>Asian</th>
<th>American Ind./Alaskan Native</th>
<th>Hispanic/Latino</th>
<th>Native Hawaiian/Other Pacific Islander</th>
<th>Two or More Races</th>
<th>Veteran</th>
<th>Disabled</th>
</tr>
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<tbody>
<tr>
<td>Total</td>
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<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
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<td>0</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EEO-6 Category 7: Service/Maintenance</th>
<th>#</th>
<th>Female</th>
<th>Total Minorities</th>
<th>Black/African Amer.</th>
<th>Asian</th>
<th>American Ind./Alaskan Native</th>
<th>Hispanic/Latino</th>
<th>Native Hawaiian/Other Pacific Islander</th>
<th>Two or More Races</th>
<th>Veteran</th>
<th>Disabled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>11</td>
<td>1</td>
<td>9.1</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td>0</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>GRAND TOTAL</th>
<th>#</th>
<th>Female</th>
<th>Total Minorities</th>
<th>Black/African Amer.</th>
<th>Asian</th>
<th>American Ind./Alaskan Native</th>
<th>Hispanic/Latino</th>
<th>Native Hawaiian/Other Pacific Islander</th>
<th>Two or More Races</th>
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<tbody>
<tr>
<td>2908</td>
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<td>509</td>
<td>17.5</td>
<td>100</td>
<td>3.4</td>
<td>288</td>
<td>9.9</td>
<td>12</td>
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### Appendix D (continued)

**WORKFORCE REPRESENTATION OF PROTECTED GROUP MEMBERS**
**BY UNIVERSITY JOB GROUP WITHIN EXECUTIVE AREA**
3/31/2015

**EXECUTIVE AREA: Administration & Finance**

<table>
<thead>
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<th>EEO-6 Category</th>
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<th>Total Minorities</th>
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<th>Asian</th>
<th>American Ind./Alaskan Native</th>
<th>Hispanic/Latino</th>
<th>Native Hawaiian/Other Pacific</th>
<th>Two or More Races</th>
<th>Veteran</th>
<th>Disabled</th>
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</thead>
<tbody>
<tr>
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<td>Total</td>
<td>41</td>
<td>13</td>
<td>2</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>EEO-6 Category 3: Professional Non-Faculty</strong></td>
<td>Total</td>
<td>272</td>
<td>126</td>
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<td>10.7</td>
<td>7</td>
<td>2.6</td>
<td>15</td>
<td>5.5</td>
<td>2</td>
<td>0.7</td>
</tr>
<tr>
<td><strong>EEO-6 Category 4: Secretarial/Clerical</strong></td>
<td>Total</td>
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<td>171</td>
<td>32</td>
<td>15.2</td>
<td>10</td>
<td>4.7</td>
<td>4</td>
<td>1.9</td>
<td>2</td>
<td>1.0</td>
</tr>
<tr>
<td><strong>EEO-6 Category 5: Technical/Paraprofessional</strong></td>
<td>Total</td>
<td>171</td>
<td>61</td>
<td>35.7</td>
<td>16</td>
<td>9.4</td>
<td>5</td>
<td>2.9</td>
<td>4</td>
<td>2.3</td>
<td>0</td>
</tr>
<tr>
<td><strong>EEO-6 Category 6: Skilled Crafts</strong></td>
<td>Total</td>
<td>172</td>
<td>6</td>
<td>3.5</td>
<td>5</td>
<td>2.9</td>
<td>2</td>
<td>1.2</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
</tr>
<tr>
<td><strong>EEO-6 Category 7: Service/Maintenance</strong></td>
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<td>182</td>
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<td>23</td>
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<td>123</td>
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<td><strong>580</strong></td>
<td><strong>39.6</strong></td>
<td><strong>266</strong></td>
<td><strong>18.2</strong></td>
<td><strong>48</strong></td>
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<td><strong>10.1</strong></td>
<td><strong>6</strong></td>
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</table>
## Appendix D (continued)

### WORKFORCE REPRESENTATION OF PROTECTED GROUP MEMBERS
### BY UNIVERSITY JOB GROUP WITHIN EXECUTIVE AREA
### 3/31/2015

**EXECUTIVE AREA: University Relations**

<table>
<thead>
<tr>
<th>EEO-6 Category</th>
<th>Total Employees</th>
<th>Female</th>
<th>Total Minorities</th>
<th>Black/African Amer.</th>
<th>American Ind./Alaskan Native</th>
<th>Hispanic/Latino</th>
<th>Other Pacific Islander</th>
<th>Two or More Races</th>
<th>Veteran</th>
<th>Disabled</th>
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</thead>
<tbody>
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<td>50.0</td>
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<td>0.0</td>
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<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>EEO-6 Category 3: Professional Non-Faculty</td>
<td>66</td>
<td>29</td>
<td>43.9</td>
<td>4</td>
<td>6.1</td>
<td>2</td>
<td>3.0</td>
<td>1</td>
<td>1.5</td>
<td>0</td>
</tr>
<tr>
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<td>9</td>
<td>100.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>EEO-6 Category 5: Technical/Paraprofessional</td>
<td>6</td>
<td>6</td>
<td>100.0</td>
<td>1</td>
<td>16.7</td>
<td>1</td>
<td>16.7</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>GRAND TOTAL</td>
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<td>54.2</td>
<td>5</td>
<td>6.0</td>
<td>3</td>
<td>3.6</td>
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<td>1.2</td>
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</table>

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### Appendix D (continued)

WORKFORCE REPRESENTATION OF PROTECTED GROUP MEMBERS
BY UNIVERSITY JOB GROUP WITHIN EXECUTIVE AREA
3/31/2015

**EXECUTIVE AREA: University Relations**

<table>
<thead>
<tr>
<th>Total</th>
<th>Female</th>
<th>Total Minorities</th>
<th>Black/African Amer.</th>
<th>American Ind./Alaskan Native</th>
<th>Hispanic/Latino</th>
<th>Other Pacific Islander</th>
<th>Two or More Races</th>
<th>Veteran</th>
<th>Disabled</th>
</tr>
</thead>
<tbody>
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<td>50.0</td>
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<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>EEO-6 Category 3: Professional Non-Faculty</td>
<td>66</td>
<td>29</td>
<td>43.9</td>
<td>4</td>
<td>6.1</td>
<td>2</td>
<td>3.0</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
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<td>9</td>
<td>100.0</td>
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<td>0.0</td>
</tr>
<tr>
<td>EEO-6 Category 5: Technical/Paraprofessional</td>
<td>6</td>
<td>6</td>
<td>100.0</td>
<td>1</td>
<td>16.7</td>
<td>1</td>
<td>16.7</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>GRAND TOTAL</td>
<td>83</td>
<td>45</td>
<td>54.2</td>
<td>5</td>
<td>6.0</td>
<td>3</td>
<td>3.6</td>
<td>1</td>
<td>1.2</td>
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</tbody>
</table>
## Appendix D (continued)

### WORKFORCE REPRESENTATION OF PROTECTED GROUP MEMBERS

#### BY UNIVERSITY JOB GROUP WITHIN EXECUTIVE AREA

3/31/2015

**EXECUTIVE AREA: Development and Alumni**

<table>
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<th>EEO-6 Category 1: Executive/Administrative/Managerial (EAM)</th>
<th>Total Employees</th>
<th>Total Female</th>
<th>Total Minorities</th>
<th>Black/African Amer.</th>
<th>White Asian</th>
<th>American Ind./Alaskan Native</th>
<th>Hispanic/Latino</th>
<th>Other Pacific Islander</th>
<th>Two or More Races</th>
<th>Veteran</th>
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</tr>
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<tbody>
<tr>
<td>Total</td>
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<td>33.3</td>
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<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EEO-6 Category 3: Professional Non-Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EEO-6 Category 4: Secretarial/Clerical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

| GRAND TOTAL | 69 | 45 | 65.2 | 4 | 5.8 | 2 | 2.9 | 0 | 0.0 | 1 | 1.5 | 0 | 0.0 | 0 | 0.0 | 1 | 1.5 | 2 | 3 |
### Appendix D (continued)

WORKFORCE REPRESENTATION OF PROTECTED GROUP MEMBERS
BY UNIVERSITY JOB GROUP WITHIN EXECUTIVE AREA
3/31/2015

**EXECUTIVE AREA: Student Affairs**

<table>
<thead>
<tr>
<th>Total Employees</th>
<th>Female</th>
<th>Total Minorities</th>
<th>Black/African Amer.</th>
<th>Native Hawaiian/Asian</th>
<th>American Ind./Alaskan Native</th>
<th>Hispanic/Latino</th>
<th>Other Pacific Islander</th>
<th>Two or More Races</th>
<th>Veteran</th>
<th>Disabled</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
</tbody>
</table>

#### EEO-6 Category 1: Executive/Administrative/Managerial (EAM)

<table>
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<th>#</th>
<th>%</th>
<th>#</th>
<th>%</th>
<th>#</th>
<th>%</th>
<th>#</th>
<th>%</th>
<th>#</th>
<th>%</th>
<th>#</th>
<th>%</th>
<th>#</th>
<th>%</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
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<td>18.2</td>
<td>1</td>
<td>9.1</td>
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<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>9.1</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
</tr>
</tbody>
</table>

#### EEO-6 Category 3: Professional Non-Faculty

<table>
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<tr>
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<th>#</th>
<th>%</th>
<th>#</th>
<th>%</th>
<th>#</th>
<th>%</th>
<th>#</th>
<th>%</th>
<th>#</th>
<th>%</th>
<th>#</th>
<th>%</th>
<th>#</th>
<th>%</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
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<td>125</td>
<td>64.4</td>
<td>41</td>
<td>21.1</td>
<td>20</td>
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<td>4.1</td>
<td>2</td>
<td>1.0</td>
<td>8</td>
<td>4.1</td>
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<td>0.0</td>
<td>3</td>
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</tbody>
</table>

#### EEO-6 Category 4: Secretarial/Clerical

<table>
<thead>
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<th>#</th>
<th>%</th>
<th>#</th>
<th>%</th>
<th>#</th>
<th>%</th>
<th>#</th>
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**GRAND TOTAL**

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## Appendix D (continued)

**WORKFORCE REPRESENTATION OF PROTECTED GROUP MEMBERS**
**BY UNIVERSITY JOB GROUP WITHIN EXECUTIVE AREA**

3/31/2015

### EXECUTIVE AREA: Research & Engagement

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<th>Black/African Amer. %</th>
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<th>Asian %</th>
<th>American Ind./Alaskan Native #</th>
<th>American Ind./Alaskan Native %</th>
<th>Hispanic/Latino #</th>
<th>Hispanic/Latino %</th>
<th>Native Hawaiian/Other Pacific Islander #</th>
<th>Two or More Races #</th>
<th>Veteran #</th>
<th>Disabled #</th>
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## Appendix E

### WORKFORCE REPRESENTATION BY RACIAL/ETHNIC ORIGIN AND GENDER

BY EEO-6 JOB CATEGORY AND UNIVERSITY JOB GROUP

3/31/2015

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<th>Male</th>
<th>Native</th>
<th>Hawaiian/</th>
<th>Other</th>
<th>Two or More Races</th>
<th>Total</th>
<th>Black/ African American</th>
<th>American Indian/ Alaskan Native</th>
<th>Hispanic/ Latino</th>
<th>Pacific Islander</th>
<th>Male Employees</th>
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<td>3</td>
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**EEO-6 Category 2: Faculty**

| Tenure System Faculty | 1,051 | 420 | 25 | 2.4 | 55 | 5.2 | 2 | 0.2 | 19 | 1.8 | 0 | 0.0 | 5 | 0.5 | 631 | 27 | 2.6 | 86 | 8.2 | 2 | 0.2 | 21 | 2.0 | 0 | 0.0 | 5 | 0.5 |
| Other Faculty         | 407   | 214 | 7   | 1.7 | 17 | 4.2 | 4 | 1.0 | 9 | 2.2 | 0 | 0.0 | 2 | 0.5 | 193 | 6   | 1.5 | 14 | 3.4 | 2 | 0.5 | 2 | 0.5 | 0 | 0.0 | 2 | 0.5 |
| Category Total        | 1,458 | 634 | 32 | 2.2 | 72 | 4.9 | 6 | 0.4 | 28 | 1.9 | 0 | 0.0 | 7 | 0.5 | 824 | 33 | 2.3 | 100 | 6.9 | 4 | 0.3 | 23 | 1.6 | 0 | 0.0 | 7 | 0.5 |

**EEO-6 Category 3: Professional Non-Faculty**

| Administrative         | 460   | 312 | 10 | 2.2 | 12 | 2.6 | 1 | 0.2 | 8 | 1.7 | 0 | 0.0 | 1 | 0.2 | 148 | 7   | 1.5 | 5 | 1.1 | 1 | 0.2 | 2 | 0.4 | 0 | 0.0 | 0 | 0.0 |
| Education/Training     | 325   | 214 | 14 | 4.3 | 3  | 0.9 | 2 | 0.6 | 6 | 1.8 | 0 | 0.0 | 1 | 0.3 | 111 | 16  | 4.9 | 4 | 1.2 | 0 | 0.0 | 3 | 0.9 | 0 | 0.0 | 0 | 0.0 |
| Institutional Relations| 147   | 96  | 2   | 1.4 | 1  | 0.7 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 2 | 1.4 | 51   | 1   | 0.7 | 0 | 0.0 | 1 | 0.7 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Library Sciences       | 48    | 34  | 0   | 0.0 | 2  | 4.2 | 0 | 0.0 | 2 | 4.2 | 0 | 0.0 | 0 | 0.0 | 14   | 0   | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Research/Post Doctorates| 235 | 94   | 2 | 0.9 | 26 | 11.1 | 0 | 0.0 | 4 | 1.7 | 0 | 0.0 | 0 | 0.0 | 141  | 3   | 1.3 | 53 | 22.6 | 0 | 0.0 | 2 | 0.9 | 0 | 0.0 | 0 | 0.0 |
| Medical Care           | 35    | 26  | 0   | 0.0 | 1  | 2.9 | 1 | 2.9 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 9    | 0   | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Technical              | 362   | 98  | 3   | 0.8 | 5  | 1.4 | 1 | 0.3 | 3 | 0.8 | 0 | 0.0 | 1 | 0.3 | 264  | 6   | 1.7 | 11 | 3.0 | 2 | 0.6 | 5 | 1.4 | 0 | 0.0 | 0 | 0.0 |
| Prof. Non-Faculty, Other | 4    | 3   | 0   | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 25.0 | 1    | 0   | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Allied Health          | 32    | 22  | 1   | 3.1 | 0 | 0.0 | 0 | 0.0 | 2 | 6.3 | 0 | 0.0 | 0 | 0.0 | 10   | 0   | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Category Total         | 1,648 | 899 | 32 | 1.9 | 50 | 3.0 | 5 | 0.3 | 25 | 1.5 | 0 | 0.0 | 6 | 0.4 | 749  | 33  | 2.0 | 73 | 4.4 | 4 | 0.2 | 12 | 0.7 | 0 | 0.0 | 1 | 0.1 | 0 | 0.0 |
## Appendix E (continued)

**WORKFORCE REPRESENTATION BY RACIAL/ETHNIC ORIGIN AND GENDER**

**BY EEO-6 JOB CATEGORY AND UNIVERSITY JOB GROUP**

**3/31/2015**

### EEO-6 Category 4: Secretarial/Clerical

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<th>Female %</th>
<th>Male #</th>
<th>Male %</th>
<th>Native Hawaiian/</th>
<th>Asian</th>
<th>Black/ African</th>
<th>American</th>
<th>Alaskan</th>
<th>Indian/ Other</th>
<th>Pacific</th>
<th>Two or More</th>
<th>Races</th>
</tr>
</thead>
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<td>7</td>
<td>15</td>
<td>3.3</td>
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### EEO-6 Category 5: Technical/Paraprofessional

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<th>American</th>
<th>Alaskan</th>
<th>Indian/ Other</th>
<th>Pacific</th>
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### Appendix E (continued)

**WORKFORCE REPRESENTATION BY RACIAL/ETHNIC ORIGIN AND GENDER BY EEO-6 JOB CATEGORY AND UNIVERSITY JOB GROUP**

3/31/2015

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<tr>
<th>EEO-6 Category 6: Skilled Crafts</th>
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Appendix F

University of Massachusetts Amherst, MA 01003

SEXUAL HARASSMENT POLICY

The University of Massachusetts Amherst is committed to providing faculty, staff and students with an environment where they may pursue their careers or studies without being sexually harassed. Sexual harassment of or by any member of the University community is unacceptable and will not be tolerated. It is illegal and constitutes a violation of Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Massachusetts G.L.c.151B and 151C.

For the purposes of this policy, it is defined as follows:

Unwelcomed sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when: 1) submission to or rejection of such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic work; or 2) submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such individual; or 3) such conduct has the purpose or effect of unreasonably interfering with an individual's performance or creating an intimidating, hostile or sexually offensive working or academic environment.

Examples of sexual harassment include, but are not limited to the following:

- repeated unwanted sexual flirtations, advances or propositions;
- continued or repeated verbal abuse or innuendo of a sexual nature;
- uninvited physical contact such as touching, hugging, patting, brushing or pinching;
- verbal comments of a sexual nature about an individual’s body or sexual terms used to describe an individual;
- display of pictures, posters or cartoons that a reasonable person would find offensive or sexually suggestive;
- continued or repeated jokes, language, epithets or remarks of a sexual nature;
- prolonged staring or leering;
- making obscene gestures or suggestive or insulting sounds;
- demand for sexual favors accompanied by an implied or overt threat concerning an individual’s employment or academic status or promises of preferential treatment;
- indecent exposure.

In determining whether an alleged incident constitutes sexual harassment, those entrusted with administering this policy will look at the totality of the circumstances, such as the nature of the sexual advances and the context in which the alleged incidents occurred. The final decision regarding a suitable penalty will be made from the finding of fact on a case-by-case basis and from any record of previous sexual harassment by the Respondent.
The Equal Opportunity and Diversity Office, 243 Lederle GRC Lowrise (545-3464) will be responsible for administering this policy and its procedures. The Executive Director for Equal Opportunity and Diversity will serve as Chair of the Sexual Harassment Board (see Section VIII.A. for a description of this Board and its responsibilities) but may delegate all or part of this role to a designee. In such instances, overall decision making authority for matters related to this policy and procedures will continue to rest with the Executive Director for Equal Opportunity and Diversity. The Equal Opportunity and Diversity Office, in concert with the Chancellor, the Deputy Chancellor, and Vice Chancellors will see that all supervisors on the Amherst campus receive information and training concerning sexual harassment and the responsibilities of supervisors when complaints are received.

PROCEDURES

I. Purpose and Scope

This grievance procedure is intended to provide a fair, prompt and reliable determination about whether the University's sexual harassment policy has been violated. Anyone who, at the time of the alleged harassment, was either employed by or enrolled at the University of Massachusetts Amherst may file a complaint alleging violation of this policy. Specific procedures for complaint processing will be determined consistent with the exceptions noted in the last paragraph of this section. No University employee or student is exempt from the jurisdiction of this policy.

In most instances, complaints will be initiated by the target of the alleged harassment. However, the University reserves the right to initiate a formal grievance (or to continue processing a complaint even after a request to withdraw has been submitted by the Complainant in accordance with Section IV) when, in the opinion of the Chair of the Sexual Harassment Board, it is appropriate to do so. In such instances the Chair of the Sexual Harassment Board, in consultation with the Chancellor, will designate who will present the University's case.

As in any grievance procedure justice requires that the legal rights, as well as the right to academic freedom, of the Complainant and the Respondent be fully assured. The University will make every effort to protect these rights and will knowingly undertake no action that threatens or compromises them. Notwithstanding, nothing in these procedures is intended to prevent the University administration from taking appropriate interim measures to protect one or more of the parties until such time final adjudication regarding the complaint has been reached.

This procedure is not intended to impair or limit the right of anyone to seek a remedy available under state or federal law. A Complainant may file a complaint with an external agency to meet state and federal agency deadlines without jeopardizing his or her right to a University hearing. (See Section XI.) Upon official notification that an individual has filed with an external agency, the University will inquire if the Complainant wishes to continue with the internal grievance process. Should the Complainant seek to discontinue the internal process, the University will nonetheless continue to fact find and take appropriate measures.

If the Respondent is a member of the Chancellor’s staff, the Deputy Chancellor will serve the role described for the Respondent’s Vice Chancellor in this procedure. If the Respondent is the Deputy Chancellor, the Chancellor will serve the role described for the Respondent’s Vice Chancellor. If the Respondent is the Chancellor, the matter shall be referred to the President’s Office. [Note: In all instances throughout this document where the term Vice Chancellor is used, it will be understood that the term also refers to the Deputy Chancellor or Chancellor, whichever is appropriate.]

When the Respondent in a formal grievance is an undergraduate or graduate student, the Complainant should contact the Dean of Students Office, 227 Whitmore Building (545-2684); all such complaints will be handled in accordance with procedures as described in the Code of Student Conduct.
In instances in which a Respondent is both a student and an employee, the Chair of the Sexual Harassment Board shall review the circumstances of the case and determine which grievance procedure is appropriate.

II. Confidentiality

All parties involved in any aspect of this process will act at all times to preserve the confidentiality of these proceedings. Information will be shared with those individuals who have a legitimate and operational need to be informed, and to the extent that it is necessary to maintain the effectiveness of this process. Individuals found to have violated the confidentiality of this process may be subject to disciplinary proceedings consistent with the provisions of their collective bargaining agreement or other applicable administrative rules and regulations.

III. Deadlines

A Complainant will have twelve months following an incident to initiate a complaint under this policy and procedures unless he or she can show good reason for having that deadline waived. Requests for exceptions to the filing deadline must be made in writing to the Chair of the Sexual Harassment Board who will render a decision in writing following his or her review of the request. Legal counsel may be consulted in making this determination.

In some instances, particularly when a pattern of behavior is the subject of the complaint, supporting evidence may include reports of behavior that occurred outside of the twelve month filing deadline. In these instances, a written request for an exception is not required; however, the Chair of the Sexual Harassment Board may be asked by the Respondent to rule on the admissibility of such evidence. The decision of the Chair in these instances is final.

Failure to meet any of the deadlines stipulated in this procedure will not result in a decision by default or prevent the process from continuing.

IV. Requirements for Participation & Withdrawals

If a Respondent fails to answer a charge or to participate in this process, the Chair of the Sexual Harassment Board will notify his or her Vice Chancellor of that fact. Failure to respond to a claim or to appear at a hearing will be considered a breach of responsibility and could result in disciplinary action. Furthermore, a Respondent will not prevent this process from proceeding by his or her silence or absence; failure to respond to a complaint or to appear at a hearing may result in the process proceeding solely on the basis of the Complainant's testimony and evidence.

A Complainant may request to withdraw a formal grievance after it has been filed by submitting written reasons for the withdrawal to the Chair of the Sexual Harassment Board. The Chair will be responsible for notifying the Respondent of the request to withdraw. The Respondent must provide written agreement to the withdrawal before the charges are dropped. A Respondent who does not agree to the withdrawal request must provide written reasons to the Chair of the Sexual Harassment Board who, after consultation with appropriate administrators including, where necessary, legal counsel, will issue a written determination to the parties regarding the status of the claim. A Complainant may not interrupt the process simply by failing to appear at the hearing or other required meetings. Failure to appear may result in the hearing proceeding solely on the basis of the Respondent’s testimony and evidence.

None of the above actions should be construed to impinge upon the right of the University to initiate or continue a claim in spite of a request to withdraw when, in the opinion of the Chair of the Sexual Harassment Board, the allegations are sufficiently egregious to merit further action on the part
of the University. The alleged victim will be relied upon to serve as a witness under these circumstances.

V. Retaliation

No individual shall be retaliated or discriminated against for participating in these procedures. Any act of retaliation directed against person(s) participating in these procedures is illegal. Complaints of retaliation should be addressed to the Executive Director for Equal Opportunity & Diversity who will determine the appropriate action.

VI. Penalties

The penalties for those found to have violated this policy may include, but will not be limited to, any one or combination of the following: verbal admonition, written warning placed in the personnel file, probation, suspension without pay, demotion, removal from administrative duties, and dismissal. Any disciplinary measures imposed will be consistent with applicable union contractual provisions.

VII. Filing Sexual Harassment Complaints

The University recognizes that it has a responsibility to provide a procedure for rapid and equitable resolution of all sexual harassment complaints. In many instances, resolution can be reached without the need for formal measures. The goal in all instances is to ensure that inappropriate and offensive behavior is stopped. To assist Complainants in resolving sexual harassment complaints, the University has established both informal and formal procedures, and has identified a group of individuals, “Complaint Handlers”, (see Appendix A) who can advise parties of appropriate options and procedures. In addition, the University has identified volunteers from the University community who are willing to serve as “Support and Referral Contacts” (see Appendix B); Support and Referral Contacts, who can serve the needs of either Complainants or Respondents, are available to accompany participants to meetings or formal hearings and can provide support throughout the process.

VII.A. Initiating a Complaint

Complainants may initially consult with a Support and Referral Contact (see Appendix B) who can provide information about the complaint handling system and options available for resolution. Individuals may alternatively initiate discussions regarding a potential complaint directly with their departmental supervisor; department head or chair; or similarly situated administrator with line authority (these individuals may collectively be referred to as “Complaint Handlers”; see Appendix A of this document); or Complainants may directly contact the Equal Opportunity & Diversity Office (EO&D). [Note: The Appendices referred to in this paragraph will be updated annually and widely published.] All of the above-named individuals can provide advice regarding available options and procedures, and assist in determining how to proceed with the complaint (i.e. informally or formally).

The Complaint Handler (initial intake person as identified in the preceding paragraph) will assess the matter; determine what immediate action must be taken; and advise the Complainant about how to proceed – informally, using one of the methods described in Section VII.B.1-3 or formally, using the methods described in Sections VII.C and VIII.

The Complaint Handler may also consult with the Chair of the Sexual Harassment Board to determine the appropriateness of proceeding under these procedures. The Chair of the Sexual
Harassment Board has the authority to discontinue processing a complaint. This decision is final and not subject to appeal.

The Complaint Handler, in consultation with the Chair of the Sexual Harassment Board, will identify the appropriate fact finding mechanism. Fact-finding will be done either internally (by a University staff member) or externally (by a person whose services will be retained specifically for this purpose). When fact-finding results in a written report, this report will be forwarded to the Chair of the Sexual Harassment Board and may later be introduced into the record during a formal hearing process.

Complaint Handlers must file a written report of all complaints, regardless of their disposition, with the Equal Opportunity and Diversity Office who will maintain a record of all informal complaints and formal grievances. Such record will include Complainants' and Respondents' names and the outcome of proceedings, including sanctions imposed if any. At the end of every academic year the EO&D Office will prepare an annual report of statistics and relevant commentary for the Chancellor. The annual report will be available to faculty, staff and students upon written request to the Equal Opportunity and Diversity Office. The annual report will not contain names, but may contain other relevant statistical data including, but not limited to, status of the parties (e.g. undergraduate or graduate student; classified or professional staff; or faculty); department or other campus affiliation; nature of the complaint; and outcome.

VII.B. Informal Resolution

In some circumstances informal resolution of a complaint prior to or instead of initiating the formal process may be more satisfactory than directly proceeding to a formal grievance. Informal resolution options include, but are not limited to, self-help; consultation and action at the department level; or mediation through the Ombuds Office.

Further information regarding the informal resolution process may be obtained from Support and Referral Contacts (see Appendix B); Complaint Handlers (see Appendix A); or by contacting the Equal Opportunity and Diversity Office (EO&D).

VII.B.1 Self-Help

The goal in any complaint process is to stop the harassing behavior. If a Complainant believes he or she is experiencing inappropriate conduct and can comfortably confront the individual responsible for the inappropriate conduct, then the following steps may be taken:

- confront the person(s) promptly;
- inform the person(s) that the conduct is offensive, intimidating, or embarrassing;
- describe the affect of this behavior;
- request that the behavior stop immediately.

The Complainant should have the above conversation with a witness present who can corroborate the exchange. If this is not possible or practical, the Complainant may write a letter incorporating the above points and give it to the person in front of a witness. The Complainant should retain a copy of this letter.

In all instances, the Complainant should document the event(s), including dates, times, places and witnesses.

If this action fails to provide the Complainant with the appropriate relief, or as an alternative to using this approach, the measures described below may be considered.
VII.B.2 Consultation and Action at the Department Level

When the Complainant cannot comfortably and directly confront the Respondent, or the behavior has continued in spite of direct confrontation, then the Complainant should report the behavior to someone in a position of authority who can intervene. Such persons include an immediate supervisor, department head or chair, or similarly situated supervisory personnel (see Section VII.A.).

VII.B.3 Mediation

It is sometimes the case that the issue under contention can be resolved through mediation. The Ombuds Office, located in Room 823 Campus Center, is available to provide mediation services. The Ombuds Office is also prepared to provide referrals for more formal measures when circumstances warrant it.

VII.C Formal Resolution (Filing a formal grievance)

Complainants who are dissatisfied with or do not wish to utilize informal resolution should consult directly with the EO&D Office to determine the appropriateness of filing a formal grievance. Although informal resolution attempts are not required prior to filing a formal grievance, they are nonetheless encouraged.

Any individual who chooses to file a formal sexual harassment grievance may do so immediately following the incident giving rise to the complaint, or following efforts to reach an informal settlement. In no event will it be filed greater than twelve months following the incident which gave rise to the complaint unless the provisions of Section III have been met. After initially meeting with the Complainant to assess the complaint, including the appropriateness of the complaint being filed under this Policy and Procedures (see Section VII.A.), the EO&D Office will advise the Complainant of appropriate next steps.

VIII. Formal Grievance Procedure

Following appropriate initial consultation with the EO&D Office, the grievance must be submitted in writing to the Chair of the Sexual Harassment Board on an official grievance form (obtainable from the EO&D Office). The grievance must clearly and concisely state a description of the matter being complained about; it may also indicate any remedy sought. The complaint form must be signed and dated by the Complainant. The Chair of the Sexual Harassment Board will provide the Respondent and the Respondent’s Vice Chancellor with a copy of the complaint in a timely manner.

The Respondent will have ten working days to submit a written response to the EO&D Office. This statement, which must be submitted on the official form provided by the EO&D Office, will contain full and specific responses to each claim in the grievance, admitting, denying or providing a full explanation of the allegations. The response must be signed and dated by the Respondent. The Chair of the Sexual Harassment Board will forward a copy of the response to the Complainant and the Respondent’s Vice Chancellor. If an investigation has not already taken place and a fact-finder’s report completed, then one will immediately commence. The Chair of the Sexual Harassment Board will appoint the fact-finder and provide the fact-finder with a copy of the response and the complaint.

The fact-finder will conduct a thorough investigation and forward a written report to the Chair of the Sexual Harassment Board as quickly as possible. The Chair of the Sexual Harassment Board will review the report to determine next steps.

When a hearing is to be held, it will be conducted in accordance with the procedures outlined below.
If, consistent with Section VII.A (paragraph 3), the Chair of the Sexual Harassment Board determines that the complaint should be dismissed and a hearing should not be held, the Chair will provide written notification of this decision to the Complainant, the Respondent, and the Respondent’s Vice Chancellor. This decision is final and not subject to appeal under these procedures.

The Chair of the Sexual Harassment Board will provide copies of the fact-finder’s report to the Complainant and the Respondent.

VIII.A. The Sexual Harassment Board

The Sexual Harassment Board consists of fifty members of the University community, appointed by the Chancellor, each for a term of three years, which may be renewed. Every effort will be made to ensure a widely representative and diverse group. The Board will include at least eight members from each of the campus’ five constituent groups, namely classified employees, faculty, graduate students, professional staff, and undergraduate students. The Chancellor will appoint remaining Board members without regard to constituent group.

Following their appointment, Board members will participate in a workshop designed to educate them about sexual harassment as well as the procedures for conducting a sexual harassment hearing.

VIII.B. The Hearing Panel

When a hearing is to be held, the Chair of the Sexual Harassment Board will appoint a three member Hearing Panel. At least one member of each Hearing Panel will be drawn from the Complainant's and Respondent's respective constituencies (that is, classified employee, faculty member, graduate or undergraduate student, or professional staff). The Chair will designate one member to serve as the Presiding Officer.

Prior to their participation in a hearing, the Chair of the Sexual Harassment Board will meet with the Hearing Panel to review sexual harassment issues and the hearing procedures.

Before the hearing is convened, the parties will receive written notification of the Panel’s appointment from the Chair of the Sexual Harassment Board. Each party to the proceeding will have the right to object to the appointment of any panel member on the grounds that that member's participation would jeopardize the party's right to a fair and reliable hearing. All objections must be submitted in writing to the Chair of the Sexual Harassment Board. The Chair of the Sexual Harassment Board will determine whether objections have merit; will judge whether a panel member will be seated; and will provide the objecting party with a written decision. This decision will be final.

The Hearing Panel will hear testimony and consider evidence related to the complaint, including the written findings of fact as prepared by the fact-finder. (These findings will be provided to the Panel along with copies of the complaint and the response prior to the hearing.) The Panel will, on the basis of all relevant information and testimony before them, make a determination about whether the University policy on sexual harassment has been violated and, if so, will submit a recommendation for appropriate penalty and relief to the Chair of the Sexual Harassment Board. The Chair will review the Panel’s recommendation and forward it, along with appropriate commentary, to the Respondent’s Vice Chancellor.

**Duties and Powers of the Presiding Officer and the Hearing Panel**

The Presiding Officer will:

1. ensure an orderly presentation of all evidence;
2. ensure that the proceedings are accurately recorded; and
3. see that a fair and impartial decision based on the issues and evidence presented at the hearing is issued by the Hearing Panel.
The Hearing Panel will:
1. define issues of contention;
2. conduct a fair and impartial hearing which ensures the rights of all parties involved;
3. receive and consider all relevant evidence which reasonable people customarily rely upon in the conduct of serious business;
4. ensure that the Complainant and Respondent have full opportunity to present their positions and to present witnesses and evidence which support their positions; further, the Hearing Panel may also name individuals to appear as witnesses;
5. ask relevant questions of the Complainant, Respondent, and witnesses to elicit information which may assist the Hearing Panel in making a decision; members of the University community have a responsibility to fully cooperate with this process;
6. continue the hearing to a subsequent date if necessary to permit either party or the Panel to produce additional evidence, witnesses, or other relevant materials;
7. change the date, time or place of the hearing on its own motion or for good reason shown by either party, and with due notice to all parties;
8. permit both parties to submit written arguments following the conclusion of the hearing;
9. rule by majority vote on all questions of fact, interpretations of rules, regulations and policies, recommendations for penalties and relief, and any requests that are made during the hearing.

The Hearing Panel may consult with or have the assistance of University Legal Counsel throughout this process.

VIII.C. The Hearing
The Hearing is intended to provide a forum within which a panel of peers determines whether University policy has been violated. Both parties will be given a full and fair hearing. The proceeding, although formal, is not a court proceeding and the Hearing Panel will not be bound by the procedures and rules of evidence of a court of law. In most instances, Complainants and Respondents will be expected to speak for themselves. The Hearing Panel will hear and admit evidence which it believes is pertinent to the case.

The Hearing Panel will conduct the hearing by the following procedures:
1. The Chair of the Sexual Harassment Board will initially provide the Hearing Panel with copies of the complaint, the response, and the fact-finder’s report; the Chair will also work with the Hearing Panel and the parties to coordinate the scheduling of the hearing. A closed hearing will be held as soon as possible following the final appointment of the Hearing Panel. The Complainant and the Respondent must submit all documents they intend to introduce at the hearing, as well as the names and affiliations of their witnesses and advocates (see Section VIII.C.5) in reasonable advance of the hearing date. Actual deadlines for submissions of these materials will be established once a hearing date has been set. The Chair of the Sexual Harassment Board will ensure that the parties and the Hearing Panel receive copies of all submitted materials. Documents not submitted in advance of the hearing may be introduced into the record on the day of the hearing provided all parties and the Panel are accorded sufficient time to review the documents and respond accordingly. In this case, the party submitting the documents must provide sufficient copies for all relevant parties.
2. The Hearing Panel will convene prior to the hearing date to review the complaint, the response, the fact-finder’s report and all materials submitted by the parties. The Panel may, upon review of materials and witness lists submitted by the parties, identify additional witnesses they wish
to call on the day of the hearing or request that the parties provide additional materials. The
Presiding Officer will provide the parties with the names of additional witnesses and copies of
all additional materials requested by the Panel as far in advance of the hearing as possible.
3. The Presiding Officer may meet with the parties prior to the hearing to review hearing
procedures and to respond to any procedural matters that have arisen.
4. The Complainant and Respondent will have the opportunity to hear and respond to all
testimony, to examine all evidence, and to present evidence and witnesses which advance
arguments relevant to the issues in contention.
5. Each party will have the right to be accompanied and advised by two people at any stage of the
proceedings. Advisors are not restricted to Support and Referral Contacts. Either one of the
advisors may be an attorney. In most instances, Complainants and Respondents will be
expected to speak for themselves. Advisors, including legal counsel, will not address the
Hearing Panel directly except with the permission of the Panel.
6. The Chair of the Sexual Harassment Board must be advised as soon as possible, but in no event
less than five working days in advance of the hearing date if either party will be accompanied
by an attorney.
7. Each of the parties is responsible for informing their respective advocates and witnesses of the
date, time, and place of the hearing.
8. If either party is a member of a collective bargaining unit, the advisors mentioned above may,
upon the request of the party, be representatives of his or her union. However, neither party
will be required to be advised by a union representative. When there is no request for union
representation, the Chair of the Sexual Harassment Board will notify the appropriate union in
writing that a hearing has been scheduled; the union will be allowed to send an observer.
9. The hearing will be recorded on tape by the Hearing Panel and the tapes will become the
property of the University. Following the completion of the hearing, either party may have
supervised access to the tapes by submitting a written request to the Chair of the Sexual
Harassment Board.

The proceedings before the Hearing Panel will be as follows:
Following opening remarks, the Presiding Officer will summarize the charge(s) and ask the
Respondent to either admit or challenge the allegation(s).

The Complainant will present a brief opening statement, followed by the same from the
Respondent. Each party will then present their evidence and witnesses, followed by witnesses called
by the Hearing Panel. Questions may be posed at any stage of the proceedings consistent with the
protocol established by the Presiding Officer at the onset of the hearing process. Each party may make
a brief concluding statement to the Hearing Panel.

Either party may submit a written argument following the hearing, provided he or she notifies
the Presiding Officer no later than two working days after the hearing. The written argument may not
introduce new information, but rather must be a summary of the information already introduced and
presented. The Parties will have ten working days to submit written arguments to the Presiding
Officer. The Presiding Officer will send copies of written arguments to each party.

A Hearing Panel, by a majority vote of its members, may make other rules concerning the
procedure of a hearing which it deems appropriate and consistent with this Sexual Harassment Policy.

VIII.D. Decision of the Hearing Panel
Following the hearing and submission of written arguments, if any, the Hearing Panel will
convene for private deliberations to determine whether the University's policy on sexual harassment has
been violated. The Panel will prepare a detailed report noting its conclusion; this report will clearly
state the facts of the case and the supporting evidence; the conclusion must be fully supported by the
evidence elicited at the hearing. The decision of the Hearing Panel will be submitted to the Chair of the Sexual Harassment Board as soon as possible following the completion of the Panel’s deliberations.

When the Panel finds no violation, the Chair of the Sexual Harassment Board will forward the Hearing Panel’s report along with appropriate commentary to the Respondent’s Vice Chancellor. The Vice Chancellor will review the materials and submit his or her final decision in a timely manner to the Complainant, the Respondent, and the Chair of the Sexual Harassment Board. The fact that there has been no violation will be registered in all University records pertaining to the case.

When the Panel finds a violation of the Sexual Harassment Policy has occurred, the Hearing Panel will recommend a penalty for the Respondent and relief for the Complainant if appropriate. The Chair of the Sexual Harassment Board will review the Panel’s decision and provide appropriate commentary to the Vice Chancellor. This commentary may include an adjustment to the recommended penalty if, upon review of University records, it is determined that there have been past violations of this Policy by the Respondent; specific written reasons for the adjusted penalty must be provided. The Chair will subsequently forward the Hearing Panel’s report, the complete record of the hearing, and appropriate commentary to the Respondent’s Vice Chancellor.

The Vice Chancellor will render his or her decision in writing directly to the Complainant, the Respondent, and the Chair of the Sexual Harassment Board immediately following review of all of the materials noted above. When a violation has been found, the Vice Chancellor will be responsible for determining and implementing both the penalty and relief. The Vice Chancellor's determination of penalty and relief (including the dates by which each will be implemented) will be included in the written decision submitted to the Complainant, the Respondent, and the Chair of the Sexual Harassment Board. The Chair will notify the Hearing Panel of the final decision.

Following receipt of the Vice Chancellor’s decision, the parties may request copies of any written record. Requests must be submitted in writing to the Chair of the Sexual Harassment Board.

VIII.E. Review

Within thirty days after receiving a written copy of the Vice Chancellor's decision, the Respondent, the Complainant, or the Chair of the Sexual Harassment Board may request a review by submitting a written petition to the Chancellor (who may appoint a designee to handle the review). The petition for review will set forth in detail the specific grounds upon which review is sought. The Chancellor will ensure that the Respondent’s Vice Chancellor, Chair of the Sexual Harassment Board, the Hearing Panel, and the parties receive a copy of the petition. The Chancellor will review the record of the case, which includes the taped record of the hearing; documents considered by the Panel; the Panel's findings and recommendations; and any record of previous offenses. Based upon this review, the Chancellor may modify or vacate a Vice Chancellor's decision. The Chancellor may, for example, decide that the Panel's findings are unsupported by a preponderance of evidence, or that some aspect of the process violated an individual's legal rights, academic freedom, or these procedures.

The Chancellor or designee may: a) affirm or revise the decision of the Vice Chancellor; b) request specific findings from the Panel; or c) remand the case to the Chair of the Sexual Harassment Board for a new hearing before a new Hearing Panel. In the course of review, the Chancellor may consult with University Legal Counsel who will have access to the complete record of the case.

The Chancellor or designee will render a written decision in as timely a manner as possible following receipt of the petition for review and all materials relating to the grievance. The Chancellor's decision will be sent to the Respondent’s Vice Chancellor, the Complainant, the Respondent, the Hearing Panel, and the Chair of the Sexual Harassment Board. The Chancellor's decision will constitute final University disposition of the matter.
IX. Records

Records of all proceedings under this Policy will be kept by the Equal Opportunity and Diversity Office and may be accessible to authorized staff as necessary. For example, records may be accessed when determining an appropriate penalty for a subsequent sexual harassment complaint; when a complaint of retaliation is made; when a decision is reviewed; or when a Respondent is a candidate for a supervisory position.

The records will also be available to University Legal Counsel for any proceeding related to these policies or procedures, whether internal to the University or in any judicial or administrative proceeding in which the University, its trustees, officers, employees or agents are a party.

X. Standard of Proof

A violation of this Sexual Harassment Policy will be found only where there is a preponderance of evidence that a violation has occurred. The Hearing Panel, the Vice Chancellors, the Deputy Chancellor and the Chancellor will be bound to make their determinations based on this standard of proof.

XI. State and Federal Remedies

In addition, complaints of sexual harassment may be filed with one or more of the government agencies set forth below.

1. **EEOC - Equal Employment Opportunity Commission**
   John F. Kennedy Federal Building
   475 Government Center
   Boston, MA 02203
   (800) 669-4000
   TTY: (800) 669-6820

2. **MCAD - Massachusetts Commission Against Discrimination**
   Boston Office: One Ashburton Place, Room 601
   Boston, MA 02108
   (617) 994-6000
   TTY (617) 994-6196
   Springfield Office: 436 Dwight Street, Room 220
   Springfield, MA 01103
   (413) 739-2145

3. **OCR - Office for Civil Rights**
   United States Department of Education
   5 Post office Square, 8th Floor/Suite 900
   Boston, MA 02109-3921
   (617) 289-0111
   TTY: (800) 877-8339

Updated: March, 2014
Complaint Handlers

Complaint Handlers are those individuals who have been specially trained to receive complaints of sexual harassment and to advise Complainants about, and assist them in choosing, the appropriate option(s) for handling their complaint. Complaint Handlers are empowered to fact find or delegate fact-finding, and resolve complaints. Complaint Handlers will also provide information to all parties (i.e. Complainant(s) and Respondent(s)) regarding the availability of Support and Referral Contacts and will encourage their use.

Complaint Handlers include the following individuals: Department Heads and Chairs, Managers, Directors, Deans, Vice Chancellors and all other administrators with line authority.

Complaint Handlers will:
1. receive complaints;
2. advise Complainants about available options;
3. assist Complainants in implementing options;
4. consult with and report complaints to the EO&D Office;
5. identify and ensure the appropriate fact finding strategy;
6. make recommendations about or impose discipline as appropriate in informal cases;
7. provide recommendations to the parties about support and available resources, including the availability of Support and Referral Contacts;
8. do appropriate follow-up to ensure non-retaliation.

09/02/08
Support & Referral Contacts

Support and Referral Contacts are members of the University community who have either been nominated or volunteered to perform this function. They have been specially trained to be initial points of contact for individuals who have complaints of sexual harassment; to facilitate Complainants and Respondents in competently engaging the complaint handling system; and to provide information and advice about available resources when other areas of an individual’s life have been affected by the existence of a complaint. **Support and Referral Contacts are NOT finders of fact or case managers.** The names of these individuals will be published regularly in a variety of places throughout the campus.

Support and Referral Contacts will:
1. serve as the first point of contact;
2. make appropriate referrals;
3. do appropriate follow-up;
4. serve as a resource;
5. be available throughout the entire process.

These individuals can provide support and information to either Complainants or Respondents, although each will be represented by a different Support and Referral Contact. Support and Referral Contacts are available as the first point of contact whenever a complaint of sexual harassment arises and, as such, will be responsible for referring Complainants to the appropriate Complaint Handler. (Conversely, Complaint Handlers will be responsible for ensuring that the parties are aware of the support and referral services available through this group.) It is intended that Support & Referral Contacts are available to the parties throughout the entire complaint resolution process, including when a formal grievance is initiated.

09/02/08
Appendix G

Campus Offices, Agencies, Organizations, and Groups Directly Concerned with Community, Diversity, and Social Justice Issues (not including Recognized Student Organizations)

Center for Latin American, Caribbean and Latin Studies
Center for Multicultural Advancement and Student Success
Center for Teaching and Faculty Development
Center for Women and Community
Chancellor’s Diversity Advisory Council
Cultural Centers: (Josephine White Eagle Center, Latin American Center, Malcolm X Center, and Yuri Kochiyama Center)
Disability Services
Diversity Program Office, College of Engineering
Faculty Senate Council on the Status of Diversity
Faculty Senate Council on the Status of Women
Faculty Senate Council on Student Affairs and University Life
Judaic & Near Eastern Studies
International Programs
Labor/Management Workplace Education Program
Languages, Literatures & Cultures
Men and Masculinities Center
Northeast Alliance for Graduate Education and the Professoriate
Office of Equal Opportunity and Diversity
Office of Graduate Student Life
Office of Religious and Spiritual Life
Ombuds Office
Religious Affairs Committee
Residential Life
Social Justice Education Program, College of Education
STEM Diversity Institute
Stonewall Center: A Lesbian, Gay, Bisexual, Trans, Queer, Intersex, and Asexual Resource Center
Student Activities and Involvement
Student Bridges
Student Veteran Resource Center
Upward Bound
Veteran Services Office
Women, Gender, Sexuality Studies
Women of Color Leadership Network
Women in Science Initiative, College of Natural Sciences
Workplace Learning and Development
W.E.B. DuBois Center
Appendix H

University of Massachusetts Amherst

GRIEVANCE POLICY AND PROCEDURES

Introduction

The Amherst campus of the University of Massachusetts is committed in policy, principle, and practice to maintain an environment which is divest of illegal discriminatory behavior and which provides equal opportunity for all persons regardless of race, color, religion, creed, sex, age, marital status, national origin, mental or physical disability, political belief or affiliation, veteran status, sexual orientation, gender identity and expression or genetic information. This commitment is consistent with federal and state laws and University policy. A major responsibility emanating from this commitment is the provision of a fair, effective, and efficient mechanism that rectifies or eliminates policies, practices, and actions that are discriminatory, lack provision for due process, or mitigate against the Amherst campus' affirmative action efforts.

Outlined on the following pages are the procedures to be used in filing a grievance alleging discrimination and a violation of the University's policies prohibiting such behavior. Questions regarding details of this procedure should be addressed to the Equal Opportunity and Diversity (EO&D) Office, Room 243 Lederle GRC Lowrise.

In addition to this grievance procedure the EO&D Office has responsibility for the sexual harassment grievance procedure which is a separate and distinct process.

Sexual harassment is a form of sex discrimination and therefore a violation of federal and state laws and University regulations. Sexual harassment is defined as:

_Unwelcomed sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitute sexual harassment when: 1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic work; 2) submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such individual; or 3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working or academic environment._

For information regarding the Sexual Harassment Grievance Procedure, or if you or someone you know has been sexually harassed on the Amherst campus, contact the EO&D Office.

I. Affirmative Action and Equal Opportunity Grievance Policy

Definition

A grievance is an actual or perceived cause for protest or complaint arising out of some perceived or actual harm due to some action taken by the University or member(s) of the University community. This alleged action has the impact of imposing on the individual his or her legal rights, or has the impact of imposing on an individual's right to pursue an education or the right to work at the University of Massachusetts without fear or intimidation. An affirmative action and equal opportunity
Discriminatory behavior usually falls into two categories:

1. **Discrimination Based on Disparate Treatment** - Defined as treating some people less favorably than others because of the factors listed above. Intent to discriminate is important and sometimes can be inferred from the fact of differences of treatment.

2. **Discrimination Based on Disparate Impact** - Involves practices that fall more harshly on one group than another and cannot be justified by business necessity. (The intent to discriminate need not be shown in this case.)

II. **Affirmative Action and Equal Opportunity Procedures for the Amherst Campus**

The grievance process is intended to investigate and where possible resolve complaints of alleged discrimination against prospective employees, employees, prospective students, and students involved at the Amherst campus. The guidelines below are to be used by the EO&D Office to enable all University complainants to use the grievance process to resolve the initiating problem without fear of retaliation. These procedures are intended to ensure that the EO&D Office will conduct a thorough impartial investigation of all allegations of discrimination. The procedures should aid complainants and the University representatives in arriving at just resolutions.

The EO&D grievance process is comprised of two procedures - the formal procedure and the informal procedure.

A. **Informal Procedure**

1. **Informal Resolution of Dispute**
   a. In an attempt to encourage prompt resolution of potential grievances, any of the parties involved may request the intervention of the EO&D Office to resolve the matter informally. The EO&D Office will attempt to resolve the matter informally with the administrators closest to and best able to discuss the situation. Informal resolution attempts will not have precedential value nor will any statements or efforts made to resolve the matter informally have prejudicial effect on any formal grievances.
   b. The EO&D Office may initiate a review in the absence of a request by the allegedly aggrieved party but only on the basis of significant evidence.
   c. Informal attempts at settlement will not extend beyond thirty calendar days without the written agreement of all parties. If the complainant requests an attempt at informal settlement, then he or she will not be free to make a formal complaint with the office
until an informal settlement is proposed or the thirty days have elapsed whichever comes first.

B. Formal Procedure

1. Initiation of Formal Internal Complaint

   a. An individual or group of individuals may initiate a formal complaint by detailing the factors related to the allegations of discrimination in a written and signed statement.
   b. These allegations are filed with the EO&D Office, 243 Lederle GRC Lowrise. The telephone number is (413) 545-3464. The Office will acknowledge receipt of each complaint within 5 working days from the time the complaint is received. The complainant will be called in for an interview within 15 working days.
   c. At the interview the complainant(s) is informed of the steps to be taken to resolve the specific complaint; the complainant then reviews the charge for accuracy; and signs the initiation of complaint form.
   d. The charge is served on the respondent and the vice chancellor or executive officer of the respondent's unit in which this alleged act of discrimination is said to have occurred within 20 working days from the initial receipt of the complaint.
   e. Data and documents from the parties, and rebuttal statements from the respondent are to be submitted to the EO&D Office within 20 working days from the date the charge is served.

2. Investigation Process

   a. Investigation may include interview of witnesses, review and comparative analysis of data and documents, and may take up to 45 working days from the time of receipt of the position statement from the respondent.
   b. Written finding(s) of fact is made by the EO&D Office and is sent within 15 working days of the conclusion of the investigation to the complainant, the respondent, and the University Legal Counsel; each of whom have an opportunity to submit rebuttals to the finding(s) of fact within 10 working days.
   c. The EO&D Office may initiate an investigation into any apparent discrimination issue identified out of the investigation of a charge filed with it.

3. Resolution of Complaints

   a. The EO&D Office prepares a written report of each formal investigation. It includes pertinent information related to the specific discrimination complaint, including finding(s) of fact. This report will make a recommendation to the appropriate vice chancellor or executive officer for settling the complaint. Copies will be send to the complainant and the respondent. The report will be issued within 10 working days of receipt of all material referenced above.
   b. The appropriate vice chancellor or executive officer will respond to the EO&D Office's letter of finding(s) within 10 working days and that response will be sent to the Director of the EO&D Office. The response will accept, reject, or modify the recommendation of the EO&D Office.
c. Within 5 working days of receipt of the response of the vice chancellor or executive officer, the EO&D Office will send a letter of notification to the complainant and to the respondent outlining the University's position.

III. Scope of Resolution of Complaints

Acceptable resolutions of a discrimination complaint must be made in accordance with federal, state, and University of Massachusetts Amherst Affirmative Action policies, and federal and state statutes and regulations.

IV. Appeals

A complainant dissatisfied with the University's resolution may seek redress by appeal to a state or federal compliance agency. Filing a complaint with the EO&D Office does not deny a person the right to file with outside agencies. These outside agencies and the issues they investigate are as follows:

A. Massachusetts Commission Against Discrimination (MCAD)
   Under Chapter 151B, Massachusetts General Laws Annotated, it is unlawful to discriminate against a person(s) on the basis of race, color, religion, creed, national origin or ancestry, handicapping condition, veteran status, or sexual orientation. The MCAD, a state agency, monitors discrimination in the areas of housing, employment, loans, and educational opportunities. Any person claiming to be aggrieved by an alleged unlawful practice may file a complaint with this agency. The offices to contact are:

      Springfield Office:
      Massachusetts Commission Against Discrimination
      436 Dwight Street, Suite 220
      Springfield, MA 01103
      (413) 739-2145

      Boston Office:
      Massachusetts Commission Against Discrimination
      One Ashburton Place, Room 601
      Boston, MA 02108
      (617) 994-6000
      TTY (617) 994-6196

B. Office of Federal Contract Compliance Programs (OFCCP)/Department of Labor
   On October 5, 1978, President Carter signed Executive Order 12086. This order is the most recent amendment to Executive Order 11246. It gives OFCCP the compliance responsibility for equal opportunity programs previously assigned to eleven other federal agencies. This agency monitors discrimination in employment and in educational institutions (including hiring, upgrading, salaries, fringe benefits, training, and other conditions of employment) on the basis of race, color, religion, national origin, or sex. The local office to contact is:
C. Equal Employment Opportunity Commission (EEOC)

The EEOC monitors discrimination in employment under Title VII which prohibits discrimination in employment (including hiring, upgrading, salaries, fringe benefits, training, and other conditions of employment) on the basis of race, color, religion, national origin or sex. The EEOC places great emphasis on employment practices which classify jobs as "male" or "female" or which maintain separate line of progression based on sex where this would adversely affect any employee. The local office to contact is:

U.S. Equal Employment Opportunity Commission
John F. Kennedy Federal Building
475 Government Center
Boston, MA 02203
(800) 669-4000
TTY: (800) 669-6820

D. Office for Civil Rights (OCR)/U.S. Department of Education

The OCR monitors: 1) Title IX, which specifies prohibitions against discrimination on the basis of sex in educational programs; 2) the Rehabilitation Act of 1973, which prohibits discrimination based on handicap in areas related to employment, program accessibility, and student programs. Anyone who has a complaint relating to sex discrimination or discrimination based on personal impairment may contact:

Office for Civil Rights, Region I
U.S. Department of Education
5 Post office Square, 8th Floor/Suite 900
Boston, MA 02109-3921
(617) 289-0111
TTY: (800) 877-8339

V. Procedures Related to Complaints Filed Outside the University System

A. Notification of external complaints are usually sent by the outside agencies directly to the Chancellor's Office to the attention of the EO&D Office. A copy of the complaint is then sent to the appropriate vice chancellor or executive officer and the University Legal Counsel for their information.

B. Responses to compliance agencies' queries are submitted to the EO&D Office by the appropriate parties closest to the alleged problem. The Chancellor, in consultation with the EO&D Office, University Legal Counsel, and the appropriate administrators, will determine the University's position vis-a-vis the complaint. The EO&D Office will typically investigate and coordinate, with assistance of the University Legal Counsel, the responses to the outside
agency and advise the University administrators who present the University's position to the agency.

C. Any determination or resolution of these complaints is made by the appropriate vice chancellor or executive officer in whose area the complaint has been filed, usually after consultation with the EO&D Office and the University Legal Counsel.

D. All legal matters are handled by the University Legal Counsel in consultation with the vice chancellor or executive officer in whose area the complaint has been placed, and the Director of EO&D.

VI. Retaliation

In accordance with federal regulations, the University is required to take all necessary steps to ensure that "no person intimidates, threatens, coerces, or discriminates against any individual for the purpose of interfering with the filing of a complaint, furnishing information, or assisting or participating in any manner in an investigation, compliance review, hearing, or any other activity related to the administration of...the Federal, State, or local laws requiring equal employment opportunity." Therefore, the following policy is made known for information and dissemination.

The University will not take retaliatory or punitive action against any individual who alleges discriminatory practices by the administration. Charges of harassment or retaliation will be expeditiously and vigorously investigated by the University's administration in conjunction with appropriate in-house groups such as Faculty Grievance Committee, Ombudsperson, Union representatives and persons responsible for Affirmative Action grievances.

If the University determines that retaliatory or punitive action has been taken against an individual who alleges discriminatory practices by the administration, the University will take action which may include sanctions from verbal reprimand to dismissal. Such action will depend upon the existing law, regulations, and procedures which govern the disposition of such matter. In all cases, where possible, the person who has suffered the retaliation or punitive action will be offered redress.

Chancellor's Policy
June 1979

Revised: October, 2013
Appendix I

Title IX Comprehensive Resources to Address Sexual Harassment, Sexual Assault, Relationship Violence and Stalking

How to Get Support and How to Report Assaults Involving Students

Who Should report: Any employee who becomes aware of a potential incident of sexual assault, sexual harassment, relationship violence, stalking or other assault or harassment involving a student at the University of Massachusetts Amherst – either as victim or perpetrator – on or off campus, must promptly report the incident(s). This is subject to exceptions that can apply to law enforcement personnel, licensed clinicians, certified rape crisis or domestic violence counselors, or clergy.

Who to Report to: Employees should immediately report the matter to:

- Your supervisor (who should promptly report to the Dean of Students Office) or report directly to the Dean of Students Office

What will Happen: The Dean of Students Office will undertake all such investigations, as appropriate under the circumstances and take every precaution to ensure privacy. Cases involving students as alleged perpetrators will be handled by the Dean of Students Office.

How to Help: Encourage the victim/survivor to get support. The Center for Women & Community provides crisis intervention; advocacy and assistance in getting medical attention for victims/survivors of all genders. The Center for Counseling and Psychological Health provides mental health crisis counseling. Both services are available 24 hours a day, seven days a week and are confidential resources. Victim/Survivors can also contact the University of Massachusetts Police Department (UMPD) which is also confidential and/or the Dean of Students Office. You can let the victim/survivor know that Dean of Students Office will reach out to them.

What Not to Do: Do not attempt to investigate the matter.

How to Get Support and How to Report Assaults Involving Employees or Contractors

Who Should report: Any employee who becomes aware of a potential incident of sexual assault, sexual harassment, relationship violence, stalking or other assault or harassment involving faculty or staff at the University of Massachusetts Amherst – either as victim or perpetrator – on or off campus must promptly report the incident(s). This is subject to exceptions that can apply to law enforcement personnel, licensed clinicians, certified rape crisis or domestic violence counselors, or clergy.

Who to Report to: Employees should immediately report to:

- Your supervisor (who should promptly report to Equal Opportunity and Diversity (EO&D)) or report directly to EO&D.

What will Happen: The Office of Equal Opportunity and Diversity will undertake all such investigations, as appropriate under the circumstances and take every precaution to ensure privacy.
Cases involving non-students as alleged perpetrators will be handled by the Office of Equal Opportunity and Diversity.

**How to Help:** Encourage the victim/survivor to get support. The Center for Women & Community provides crisis intervention; advocacy and assistance in getting medical attention for victims/survivors of all genders. The Center for Counseling and Psychological Health provides mental health crisis counseling. Both services are available 24 hours a day, seven days a week and are confidential resources. Victim/Survivors can also contact the University of Massachusetts Police Department (UMPD) which is also confidential and/or the Office of Equal Opportunity and Diversity. You can let the victim/survivor know that the Office of Equal Opportunity and Diversity will reach out to them.

**What Not to Do:** Do not attempt to investigate the matter.

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**UMass Amherst Resources for Sexual Harassment, Sexual Assault, Relationship Violence and Stalking**

**The Office of Equal Opportunity and Diversity (EO&D)**

The Executive Director, Débora D. Ferreira, for the Office of Equal Opportunity and Diversity (EO&D), is the Title IX Coordinator for the University. Matters dealing with Sexual Harassment, Sexual Assault, Relationship Violence and Stalking can be reported to EO&D. In accordance with the Sexual Harassment Policy and Procedures, EO&D provides both formal and informal means of resolving sexual harassment, (including sexual violence) complaints, which are either between employees or a student filing against an employee. Cases in which a student files against another student are handled through the Dean of Students Office. When a claim is investigated, EO&D can assist with putting interim measures in place. Additionally, EO&D provides training to raise awareness through understanding and identifying behaviors that may be considered sexual harassment/sexual violence.

243 Lederle GRC Lowrise  
740 North Pleasant Street  
Phone: (413) 545-3464  
Email: eod@admin.umass.edu  
Web: www.umass.edu/eod

**The Dean of Students Office**

The Dean of Students Office can assist victims/survivors in changing class schedule, moving to a different residence hall, talking with professors, withdrawing from classes etc, as related to sexual and relationship violence. Victims/survivors do not have to file a formal complaint under the student code of conduct to request these resources. The Office also provides investigative and disciplinary processes for incidents of student against student sexual violence/harassment, relationship violence and stalking, in accordance with the Code of Student Conduct.

227 Whitmore Administration Building  
Phone: (413) 545-2684  
Email: doso@stuaf.umass.edu  
Web: www.umass.edu/dean_students
UMass Amherst Police Department
The UMass Police Department serves as a CONFIDENTIAL resource for reporting and criminal investigation of incidents of sexual violence/harassment, relationship violence and stalking. Additionally, the UMass Police Department provides prevention services such as Rape Aggression Defense courses, a night time escort service and other awareness raising and preventative information.

Emergency Phone: 911
Non-emergency phone: (413) 545-2121
585 East Pleasant Street
Web:  www.umass.edu/umpd

The Center for Women and Community
The Center for Women and Community is a free CONFIDENTIAL resource for people of all gender identities and expressions. The Center provides free, confidential crisis services, counseling and support groups for victim/survivors of sexual and relationship violence and stalking including 24/7 phone support, peer counseling, and assistance with: working with the Dean’s Office to request resources and/or to use the student conduct process, talking to the police, courts, getting health care or going to the hospital. Services are also available to community members, other Five College students, staff and faculty.

24 Hour Sexual Assault Crisis and Information Hotline: (413) 545-0800 TTY: 413-577-0940
Main phone number: (413) 545-0883
Email: ewcmail@admin.umass.edu
Web:  www.umass.edu/ewc
180 Infirmary Way
New Africa House

University Health Services (UHS)
UHS is a designated SANE (Sexual Assault Nurse Examiner) site, providing CONFIDENTIAL, free, compassionate services for male, female, and transgender survivors. The Massachusetts Department of Public Health specially trains, certifies, and supports registered nurses and physicians to provide quality care and forensic evidence collection to sexual assault survivors.

150 Infirmary Way
Phone:  (413) 577-5000
Web:  www.umass.edu/uhs

Center for Counseling and Psychological Health (CCPH)
CCPH provides CONFIDENTIAL supportive mental health services to survivors of sexual violence and harassment, as well as general mental health concerns. Services include: crisis intervention; short-term therapy for individuals, couples and families; support and therapy groups; behavioral medicine; psychiatric services; an eating disorders clinic; assessments for attention deficit/hyperactivity and learning disabilities; suicide prevention training; and consultation and education.

127 Hills North
Phone:  (413) 545-2337
Web:  www.umass.edu/counseling
Residential Life
Residential Life offers a residential experience that supports students’ learning, personal growth, and academic achievement. We foster inclusive communities, create social and educational opportunities, and provide safe and well-maintained residence halls. Residential Life staff provides resources to survivors of sexual violence and harassment, including connecting students to other offices on campus, and facilitating room assignment changes or temporary moves. The Residence Director (RD) or the on-call Residence Director can talk with survivors about options, support and campus services navigation. In some cases the RD on-call can also arrange for a temporary move on campus.

210 Berkshire House
Phone: (413) 545-1964
Web: www.housing.umass.edu

Athletic Department
The Department of Athletics provides a comprehensive, challenging, professionally-managed intercollegiate athletics program that encourages student-athletes to achieve their highest academic, athletic and personal aspirations. Programs sponsored by the University adhere to the highest standards of integrity and ethics. The Department promotes principles of good sportsmanship, honesty and fiscal responsibility in compliance with university, state, NCAA, and conference regulations. The Department promotes and supports the University's comprehensive commitment to diversity and equity, providing equitable opportunity for all students and staff including women and minorities.

20 Boyden Building
Phone: (413) 545-2866
Email: jbsmith@admin.umass.edu
Web: www.umassathletics.com

Other Campus Resources

Ombuds Office
The Ombuds Office is available to all members of the University community to help resolve University-related conflicts impartially and without judging, rewarding, or punishing parties. Depending on the problem, the Ombuds Office informally mediates disputes, facilitates communication, explores claims of unfair treatment or erroneous procedure, listens, advises, and makes recommendations.

823 Campus Center
Phone: (413)545-0867
Web: www.umass.edu/ombuds

Faculty & Staff Assistance Program (FSAP)
The Faculty & Staff Assistance Program is a free, CONFIDENTIAL service offering counseling, information, consultation and referrals for UMass Amherst faculty and staff. The FSAP helps resolve work-related and personal concerns through confidential assessment, counseling, consultation and referrals.
Student Legal Services Office
The Student Legal Services Office provides CONFIDENTIAL advice, counsel, referrals and community legal education for students.

922 Campus Center
Phone: (413) 545-1995
Web: www.umass.edu/rso/slso

Collective Bargaining Units
If you are an employee represented by a collective bargaining unit, you should also contact the appropriate office for advice and assistance:

- American Federation of State, County, and Municipal Employees (AFSCME), Council 93, Local 1776, AFL/CIO – for service/maintenance and skilled craft personnel, (413) 545-2831;
- Graduate Employee Organization (GEO), Local 2322, UAW – for teaching assistants, research assistants, and graduate students with similar assignments, (413) 545-0705;
- New England Police Benevolent Association (NEPBA) – for police officers, (413) 545-2121;
- International Brotherhood of Police Officers (IBPO-B) – for police sergeants, (413) 545-2121;
- The Massachusetts Society of Professors/Faculty Staff Union (MSP) – for faculty members and librarians, (413) 545-2206;
- Professional Staff Union Massachusetts Teachers Association (PSU/MTA) for non-faculty professional personnel, (413) 545-4509;
- Resident Assistant (RA) Union, Local 2322, UAW – for Resident Assistants, (413) 577-2629;
- United Auto Workers (Postdocs) – for Post-Doctoral Research Associates and Senior Post-Doctoral Research Associates; and
- University Staff Association, an Affiliate of the Massachusetts Teachers Association/NEA (USA/MTA/NEA) – for secretarial/clerical and technical/paraprofessional personnel, (413) 545-0165

External Agencies

Safe Passage Domestic Violence Program
Safe Passage is a CONFIDENTIAL resource that provides free 24/7 phone crisis intervention, counseling, safety planning, advocacy, shelter, outreach and legal support for victims of domestic violence. The program has specialized services for survivors with disabilities, children, Latina survivors and immigrant women. Services are available to anyone who has experienced domestic violence, regardless of gender, gender identity, or sexual orientation.

24 hr Hotline: (413) 586-5066 or (888) 345-5282 (toll-free)
Web: www.safepass.org

Northwestern District Attorney’s Office
The Domestic Violence and Sexual Assault Unit works closely with police departments, courts and social service agencies to address the serious problem of domestic violence and sexual assault
through prosecution of the offenders and the development of strategies for prevention and intervention for the victims.

Hampshire County Office
One Gleason Plaza
Northampton, MA 01060
Phone: (413) 586-9225
Fax: (413) 584-3635
Web: northwesternda.org

**Office for Civil Rights (OCR)/U.S. Department of Education**
The OCR monitors: 1) Title IX, which specifies prohibitions against discrimination on the basis of sex in educational programs; 2) the Rehabilitation Act of 1973, which prohibits discrimination based on handicap in areas related to employment, program accessibility, and student programs. Anyone who has a complaint relating to sex discrimination or discrimination based on personal impairment may contact:

U.S. Department of Education
Office for Civil Rights
5 Post Office Square, 8th Floor/Suite 900
Boston, MA 02109-3921
Telephone: (617) 289-0111
TTY: (800) 877-8339

**Massachusetts Commission Against Discrimination (MCAD)**
Under Chapter 151B, Massachusetts General Laws Annotated, it is unlawful to discriminate against a person(s) on the basis of race, color, religion, creed, national origin or ancestry, handicapping condition, veteran status, or sexual orientation. The MCAD, a state agency, monitors discrimination in the areas of housing, employment, loans, and educational opportunities. Any person claiming to be aggrieved by an alleged unlawful practice may file a complaint with this agency. The offices to contact are:

Springfield Office:
Massachusetts Commission Against Discrimination
436 Dwight Street, Suite 220
Springfield, MA 01103
(413) 739-2145

Boston Office:
Massachusetts Commission Against Discrimination
One Ashburton Place, Room 601
Boston, MA 02108
(617) 994-6000
TTY (617) 994-6196

**UMass Amherst Title IX Coordination Team**

**What is Title IX and why is it important?**
The University has always prioritized its efforts to combat sexual harassment and sexual violence by providing both proactive and reactive resources to ameliorate the devastating effects on
victim/survivors and on our Campus Community as a whole. Additionally, the University has created the Title IX Coordination Team to further evaluate, coordinate and address sexual harassment and sexual violence on our campus.

The Title IX Coordination Team, is comprised of the Office of Equal Opportunity and Diversity, the Center for Women and Community, Department of Athletics, the Dean of Students Office, Center for Counseling and Psychological Health, University Health Services, Residential Life, International Programs, Center for Student Development, UMass Amherst Police Department and the Provost’s Office; it meets weekly to look at specific incidences of sexual harassment and sexual violence and to assure resources and responses are holistically coordinated across the University. Additionally, the Coordination Team ensures that Title IX education and training is provided on campus. For any questions or to report a Title IX matter you can contact the Title IX Coordination Team at (413) 545-3464 or eod@admin.umass.edu

Members of the UMASS Amherst Title IX Team

The Office of Equal Opportunity and Diversity (EO&D)
Débora D. Ferreira, Executive Director and Title IX Coordinator for the University
Kelly A. Burgess, Assistant Director, serves as a deputy Title IX Coordinator for EO&D
Office of Equal Opportunity and Diversity (EO&D)
Phone: (413) 545-3464
Email: eod@admin.umass.edu

Dean of Students Office
Patricia Cardoso, Assistant Dean of Student Conduct
Phone: (413) 545-2684
Email: pcardoso@stuaf.umass.edu
Web: www.umass.edu/dean_students

UMass Amherst Police Department (Confidential)
Brian Henault, Lieutenant
Non-emergency phone: (413) 545-2121
Email: brianh@admin.umass.edu
Web: www.umass.edu/umpd

Residential Life
Jean Ahlstrand MacKimmie, Director of Residence Education
William Elum, Assistant Director of Residence Education for Community Standards
Phone: (413) 545-6923; (413) 545-1964
Email: jamackimmie@umass.edu; welum@umass.edu
Web: www.housing.umass.edu

Athletic Department
Jeff Smith, Associate AD for Student Athlete Enrichment
Phone: (413) 545-2866
Email: jbsmith@admin.umass.edu
Web: www.umassathletics.com
**Student Activities and Involvement**
Michael Wiseman, Director, Office of Fraternities and Sororities  
Phone: (413) 545-3600  
Email: michaeldwiseman@umass.edu  
Web: www.umass.edu/studentlife/involved

**International Programs**
Kalpen Trivedi, Director for Education Abroad  
Phone: (413) 545-5181  
Email: ktrivedi@ipo.umass.edu  
Web: www.umass.edu/ipo

**The Center for Women and Community (formerly known as Everywoman’s Center)**  
(Confidential)  
Becky Lockwood, Associate Director, Counseling and Rape Crisis Services  
24 Hour Sexual Assault Crisis Hotline: (413) 545-0800  
TTY: (413) 577-0940  
Main phone number: (413) 545-0883  
Email: rlockwood@umass.edu

**Center for Counseling and Psychological Health (CCPH) (Confidential)**
Jessi Bond, Psychiatric Social Worker for University Health Services  
Phone: (413) 545-2337  
Email: jsbond@uhs.umass.edu  
Web: www.umass.edu/counseling

**University Health Services (Confidential)**
George Corey, Executive Director for University Health Services & Medical Director  
Phone: (413) 577-5020  
Email: gcorey@uhs.umass.edu  
Web: www.umass.edu/uhs

**Provost’s Office**
John Bryan, Vice Provost for Academic Personnel  
Phone: (413) 545-2554  
Email: johnbryan@provost.umass.edu  
Web: www.umass.edu/provost

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