Chancellor’s Area/University Advancement CDSJ Team
May 2005

CDSJ Assessment Reports, Change Goals and Change Plans by Organizational Unit:

Athletics

Office of Information Technologies (OIT)

Other (Ombuds Office, Equal Opportunity and Diversity, Human Relations, Central CA Staff)

Public Affairs (previously Government and Community Relations/Central UA Staff)

Alumni Relations

Development Office
# Toward Developing a More Inclusive Organization: Preliminary Results for Athletics

All Data As Of Spring 2002

DRAFT 10-14-03  LAST MODIFIED 8-10-04

Adapted from the MCOD Model developed by Bailey Jackson

<table>
<thead>
<tr>
<th>Mission</th>
<th>Personnel Profile</th>
<th>Management Practices</th>
<th>Climate and Culture</th>
</tr>
</thead>
</table>
| **Noteworthy** | As of March 2002:  
- 138 employees  
- 36% female  
- 11% staff of color  
Unit Head: white male  
Direct Reports:  
- 16 white males  
- 1 white female  
- 1 female of color  
Composition of Intercollegiate athletes not determined | | In 2003, Athletics applied for and received its first award of campus funds for an innovative program to explore issues of leadership and diversity |
<table>
<thead>
<tr>
<th>Strengths</th>
<th>Mission</th>
<th>Personnel Profile</th>
<th>Management Practices</th>
<th>Climate and Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletics had mission statement, listed on its web site, in its Policy Guide and in the appointment books produced for student athletes; this statement does include CDSJ language: “It is the Athletic Department’s responsibility to ensure that athletic programs are of the highest caliber and are indicative of the University’s desire to be in the top echelon of American universities, while maintaining a commitment to multi-cultural awareness and valuing diversity…”</td>
<td>Athletics management made a strong commitment in the late nineties to address Title IX compliance without eliminating men’s sports. These changes were the catalyst for important discussions about issues of gender within athletics. Athletics coaches have been willing to address CDSJ issues and play a leadership role. The primary example are the many coaches who have participated as workshop facilitators for the Mentors in Violence Program (MVP – now Voices Against Violence). These and other coaches held MVP workshops for all men’s women’s teams in 2001-2002</td>
<td>Athletics staff scored higher than other units on several survey items related to management practices: - 96% agreed “I know what is expected of me at work” (89% CA/UA) - 88% agreed “Overall, I am satisfied with my job” (77% CA/UA) - 81% agreed “My supervisor adequately address inappropriate behavior that occurs in my workplace” (69% CA/UA) - 89% agreed “My supervisor encourages my career growth and development” (73% CA/UA)</td>
<td>The metaphor of Athletics as a “family” creates a sense of community Athletics staff scored significantly higher on the Inter-Employee Respect scale: - 75% agreed “at UMass, professional employees respect classified employees” (59% overall) - 83% agreed “at UMass, classified employees respect professional employees” (75% overall) - 89% agreed that “at UMass, employees from different job classifications get along” (73% overall) 88% agreed “overall I am satisfied with my job” (77% overall) Athletics staff generally had a more positive view of the campus climate than other CA/UA units</td>
<td></td>
</tr>
</tbody>
</table>
## Areas For Improvement

<table>
<thead>
<tr>
<th>Mission</th>
<th>Personnel Profile</th>
<th>Management Practices</th>
<th>Climate and Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>The language of the Mission Statement needs updating to integrate CDSJ more directly and clarify its relation to excellence. The Mission Statement was very difficult to locate on the Athletics web site because of its location under “Athletic Department Staff”. It is unclear if the Policy Manual was distributed to all new employees.</td>
<td>Among the 18 direct reports to the Athletic Director, there were only one white female and one female of color. Of 21 sports teams, no head coach was a person of color; as is common practice in intercollegiate athletics, most professionals of color were assistant coaches brought in with their head coaches rather than through job searches; few administrative professionals were people of color and hiring searches had produced few candidates of color or hires on the administrative side.</td>
<td>The last long-term Athletic Director accorded CDSJ concerns and issues a low priority which established a strong norm that these issues were not important. Athletics staff scored lowest regarding having the resources to do their jobs: 62% agreed that “I have the materials/equipment necessary to do my job” (76% CA/UA).</td>
<td>Within Athletics leadership there was a lack of discussion of CDSJ issues other than gender, especially issues of race, ethnicity, sexual orientation and class. The poor physical environment in Boyden (cramped offices, inadequate air conditioning, lack of cleanliness, etc.) was mentioned repeatedly in open-ended comments about how to improve the climate of the immediate working environment: “A better office space and working conditions”; “better ventilation, air, sunlight”.</td>
</tr>
</tbody>
</table>
ATHLETICS COMMENTARY, CHANGE GOALS AND CHANGE PLANS

Athletics is a large department which successfully uses “family” as its metaphor for internal relations between administrators, staff, coaches and student athletes. Consistent with the “family” approach, there is a high degree of respect between co-workers, a high degree of job satisfaction, and a more positive view of the larger campus.

Refine the wording of the mission statement regarding CSDJ concerns through a process which involves broad discussion within Athletics and input from coaches and athletes.

Make the mission statement more prominent on the Athletics web site and assure that new staff and student athletes are aware of it. During the interview process, ensure that there is an opportunity for candidates to address CDSJ issues with members of the Athletics family. Make sure that the Policy Manual is provided to all new employees.

Personnel Profile

Include a demonstrated sophistication about CDSJ issues and a proven track record of making improvements in this area in the advertised job description requirements for the new Athletic Director.

Address the lack of racial and gender diversity among the direct reports to the Athletic Director.

Increase racial and ethnic diversity among the head coaches.

Management Practices

Administrators need to demonstrate increased support for and direct engagement with educational programs which encourage more open discussion of CDSJ issues such as race, sexual preference and class. Despite the involvement of coaches in programs like MVP, the lack of leadership concern with CDSJ issues has been noticeable in the past, from both inside and outside Athletics.

Conduct a department-wide survey to determine more clearly why Athletics employees score so low in having the materials and equipment for employees to do their jobs. While this sentiment was widespread in Athletics, it isn’t clear if this concern was coming from coaching staff, administrative staff or both.

Use employee input to prioritize changes and seek funds to improve the physical work climate within Boyden.

Culture and Climate

Athletics administrators and staff need to collaborate more with the larger campus in funding and developing educational programs addressing CDSJ issues for administrators, staff, coaches and student athletes. The “Developing Leadership and Embracing Diversity” proposal funded by the RFP Small Grants Program was a good initial step in this direction.

Acknowledge and address the disparities in quality of facilities between Boyden and Mullins. While remedying all of Boyden’s shortcomings may take time, staff morale would be improved if there were a plan for upgrading the physical environment of Boyden.

Survey student athletes to gain a better understanding of how they experience the CDSJ climate at Athletics. Consider using an organization of student athletes in this area, such as a student athlete advisory committee.
**Toward Developing a More Inclusive Organization: Preliminary Results for OIT**

All Data as of Spring, 2002 – June 8, 2004 Revision

*Adapted from the Multi-Cultural Organizational Development (MCOD) Model developed by Bailey Jackson*

<table>
<thead>
<tr>
<th>Mission</th>
<th>Personnel Profile</th>
<th>Management Practices</th>
<th>Climate and Culture</th>
</tr>
</thead>
</table>
| **Noteworthy** | As of spring 2002:  
150 employees  
47% female  
7% staff of color  
Assoc VC: female of color  
Direct reports: 4 white males  
3 white females  
1 female staff of color  
Classified: 45  
Faculty: 1  
Professional: 104  
While 47% of the staff are women, they are not distributed evenly across departments.  
Among classified employees, most women are in clerical roles and men are predominantly in technical roles. |  | 26% agreed “At UMass, faculty respect classified employees” (42% CA/UA.)  
43% vs. 11% agreed “the campus is friendly vs. hostile” (52% vs. 47% CA/UA) |
<table>
<thead>
<tr>
<th><strong>Strengths</strong></th>
<th><strong>Mission</strong></th>
<th><strong>Personnel Profile</strong></th>
<th><strong>Management Practices</strong></th>
<th><strong>Climate and Culture</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission Statement: OIT’s Mission is to help enable the Faculty, Staff and Students of the University to meet their needs in Information Technology.</td>
<td>OIT has diversity in leadership positions.</td>
<td>As a result of the Excellence in Higher Education (EHE) Workshop, management supported initial efforts to improve diversity, communications, planning and employee recognition. Leadership supported diversity initiatives include the Diversity Through Technology Summer Internship Program and the all-staff Diversity Training Program. 85% agreed “I have the materials/equipment necessary to do my job well.” (76% CA/UA)</td>
<td>OIT staff experience a high degree of co-worker support seen throughout CA/UA - 88% feel their coworkers appreciate their work contribution (91% CA/UA) - 91% feel that their coworkers treat them with respect versus (90% CA/UA) - 90% report that their coworkers care about them as a person (91% CA/UA)</td>
<td></td>
</tr>
</tbody>
</table>
## Areas For Improvement

<table>
<thead>
<tr>
<th>Mission</th>
<th>Personnel Profile</th>
<th>Management Practices</th>
<th>Climate and Culture</th>
</tr>
</thead>
</table>
| The Mission Statement is not on a web site, few staff know it exists, and CDSJ language is not integrated into it. | Representation of staff of color is low compared to the average representation on campus (7% OIT vs. 13% for the campus.) While some of the differences between the profile of OIT staff and the campus profile may be explained by the specialized nature of the jobs that staff within OIT hold, the representation of staff of color within OIT is still below the 10% availability estimates for computer professionals. | There was limited follow through on two of the EHE recommendations:  
- The Communications subcommittee recommendations were never acted on  
- The Planning subcommittee never met  
The context was not established for the Diversity Training and the goals for the program were not presented clearly. It was not evident if the Diversity Training will continue or if it was a one-time program.  
72% of staff agreed “I am concerned that my job at the University is in jeopardy” (60% CA/UA)  
The survey indicated a pattern of lower scores on the quality of supervision scales:  
- 65% agreed “my supervisor encourages my career growth and development.” (73% CA/UA)  
- 63% agreed “my supervisor adequately addresses inappropriate behavior that occurs in my workplace.” (70% CA/UA)  
“OIT tolerates too much unprofessional behavior in the workplace. Bullying, infighting and incompetence don’t seem to be taken seriously. Allowing managers and staff to behave this way without sanction is demoralizing to the rest of us”  
- 75% agreed “my supervisor cares about me as a person.” (81% CA/UA)  
Other survey items echoed similar themes:  
- 26% agreed that “Bullying is a problem in my work area” (18% CA)  
“Change the bullying, demeaning attitude of one person in a manager’s position of [an] area I interact with daily (not my manager)”  
- 35% disagreed that “My supervisor is a role model for appropriate workplace behavior” (27% CA)  
- 29% disagreed that “I can make complaints without fear of retaliation” (27% CA)  
- 57% disagreed that “Personnel decisions, such as hiring, layoffs and transfers, are handled fairly” (42% CA) | Nearly one-fourth of the respondents to the open-ended survey question identified the need for an improved physical environment. Some of this may have been corrected with the TelCom move to new space.  
29% agreed “At UMass, there are sufficient opportunities for me to advance” (37% CA)  
Lederle is not physically accessible. |
### Areas For Improvement

<table>
<thead>
<tr>
<th>Mission</th>
<th>Personnel Profile</th>
<th>Management Practices</th>
<th>Climate and Culture</th>
</tr>
</thead>
</table>
|         | Focus group participants from OIT commented that an over-emphasis on technical expertise experience in hiring and promoting managers led to a lack of attention to management skill and experience; managers who were promoted complain about the lack of management training. | The survey asked for “the single most important thing that could be done to improve the climate in your immediate work area”; the answers had the following themes:  
- 40% of respondents had concerns about the leadership at various levels or quality of supervision within OIT.  
- 10% of respondents called for new leadership at various levels, but especially at the top.  
- 10% of respondents expressed a need for more open communication from management.  
  “The biggest problem at this time is the lack of open communication which starts from the top and works its way down the hierarchy of the department”, “More openness and communication from administration of OIT regarding decisions”  
- Several staff called for an end to “nepotism” and other inappropriate workplace relationships at the top. |        |
The CDSJ Assessment indicated a number of strengths for OIT. One strength was OIT leadership’s commitment to diversity. This was borne out by the demographics of the leadership team and in efforts that were developed out of the Excellence in Higher Education (EHE) benchmarking workshop for departmental leadership and managers (April 2001). Another strength was OIT’s commitment to providing employees with the materials and equipment necessary to do their jobs well. In addition, OIT had a Mission Statement which clarifies its service role, although it was not publicized and does not integrate CDSJ language. And finally, co-worker support was high as it was throughout CA/UA.

The most striking problems for OIT centered on issues with current leadership at all levels and quality of supervision. This is supported by the survey data that showed a pattern of lower scores on the “Quality of Supervision Scales” and the responses to open ended questions where 40% of the respondents had concerns about leadership and quality of supervision. Many staff members called for either new leadership or changes in leadership behaviors (e.g. addressing inappropriate behavior, modeling appropriate behavior).

Other key points from the assessment identify the need to improve planning and communication. Both of these issues were raised previously in the EHE effort and the work on these areas was either never started (planning) or the recommendations of the responsible team (communications) were never implemented.

While OIT’s commitment to diversity is laudable, the goals of current efforts were not well defined and there had been no evaluation of efforts made to date. To improve diversity within OIT, the department must improve the overall climate of the department to make it welcoming to all employees. Improving the work environment for all employees is a critical first step in making the organization an employer of choice and more attractive to a more diverse range of employees. Staff from all levels of the organization should be involved in working to resolve the problems.

Initial recommendations from the Chancellor’s Area-University Advancement CDSJ Team and responses to date from CIO John Dubach, the OIT Directors and OIT managers and supervisors follow in italics.

**Mission**

**Revise and publicize a mission statement.** Involve all or a wide cross-section of OIT staff in revising the mission to be a clear, concise statement of OIT’s overall mission which integrates CDSJ concerns.

*The mission statement presently reads:*

“OIT’s Mission is to help enable the Faculty, Staff and Students of the University to meet their needs in Information Technology”

*Agreement to consider an on-line discussion across OIT. There are two sentiments about mission statements. On one hand they are seen as helpful for shaping expectations both internally and for external customers. On the other, there was some skepticism that there would be a common interpretation as to what a “mission statement” is meant to be.*

**Personnel Profile**

**Continue earlier diversity efforts and monitor results.** Direct the OIT Diversity Committee to monitor the effectiveness of current efforts while continuing to reach a diverse pool of applicants.
Agreement that the OIT Diversity Committee group will monitor and do outreach. Group will be revitalized with new recruits. Internship Program will be renewed for Summer 06.

**Conduct exit interviews with all departing employees.** This was recommended by the OIT Diversity Committee. Agreement that exit interviews could capture important information about experiences regarding CDSJ, culture, climate (one good example: why women are leaving the help desk). The OIT Diversity Committee has already implemented this proposal and created an exit interview format/questionnaire.

**Management Practices**

**Make the diversity training an annual workshop.** Expect all new employees to attend and invite all others. Agreement that this has been done but needs to be refined a bit to ensure it happens again, as well as sharpen the communications and expectations about the open invitation to all employees and the expectation that new employees who missed the previous session will attend the following one. There was also the sense that this annual workshop is necessary but not sufficient, and likely needs a next step. For example there might be an occasional department-wide “refresher” session which reviewed the material or expanded upon it. Develop another Diversity Session open to all which is based on case studies, examples, etc.

**Increase formal communication within the department.** Keep staff informed with regular communications and or meetings. Create a leadership group that meets regularly and issues timely minutes of the meetings to all staff. Agreement that this is a problem and John set the expectation that Directors need to take information to their next level and disseminate it there, assuring that it will be disseminated to additional levels as well. Agreement that a mechanism is needed for distributing information about what all internal OIT committees are doing. OIT committees could post their meeting outcomes on an “intra-net” web site. OIT intranet site now includes budget information, organizational charts and will soon add job descriptions. Have asked for staff requests for additional information to be added to the OIT intranet site, but have received none to date.

**Communicate existing standards of appropriate behavior, model them, and hold all accountable to them.** To assure that the “talk” translates into the “walk,” leadership and management need to model the behaviors that are expected of staff, such as requiring annual performance reviews to be done at all levels of the organization, setting goals for staff and managers, hold people accountable for meeting those goals, addressing inappropriate behavior and bullying, etc. Consider posting links to existing University policies on the OIT intranet site.

Agreement to address bullying and other inappropriate behavior. Agreement that leaders/managers/ supervisors need to model appropriate behavior and that this is a powerful way to deal with this issue and that the responsibility for stopping such behavior lies with the supervisor. Agreement that retaliation or the fear of retaliation can be a major barrier. Every employee experiencing or witnessing an instance of inappropriate behavior needs to bring it to the attention of the appropriate supervisor. Agreement that there is a big grey area between constructively providing someone negative feedback and appearing to inappropriately criticize someone.

**Provide professional development (training, coaching, mentoring, “360 degree feedback”, CA/UA support groups) for current managers and supervisors and give preference to new hires who have demonstrated supervisory and management skills.** It might be helpful to host a forum for managers and supervisors so they could examine the assessment data and further identify areas of needed professional development and modes of providing them. Searches for new managers and supervisors could easily incorporate committee members from outside the unit who have experience in assessing supervisory and management skills/experience.
Agreement that confidential one-on-one coaching or mentoring groups (formal or informal) might be helpful, perhaps including managers and supervisors across the Chancellor’s Area and University Advancement. The PMP process has been restarted. Agreement to periodically dedicate monthly brownbag presentations to issues of management and supervisory development.

**Involve staff in developing OIT goals and procedures.** Consider initiating another facilitated workshop similar to the Excellence in Higher Education (EHE) process to develop departmental goals. Emphasis should be on improving communication and establishing an open and equitable budget process for requesting funds.

Agreement that OIT needs to assure that all employees really know what the procedures are in the first place through better communication. John indicated that the EHE process would begin in September 2004. Agreement on utilizing the EHE process in the following sequence for:
- Priority setting
- Communications strategy
- Measuring and improving customer satisfaction
- Improving ability to change quickly and nimbly

**Assure that all employees are made aware of and follow University policy and guidelines regarding searches, hiring and promotions.** Updating and augmenting the existing information found on the OIT intranet site could be one effective way to do this.

Agreement that this is a University-wide issue, particularly around the upward mobility of classified staff and the pyramid structure of the organization which acts to restrict upward mobility. Agreement that OIT would improve this situation by sending out e-notices regarding significant personnel changes such as new hires and promotions, welcoming new staff, upcoming searches and so on. Agreement that updating job descriptions is both an employee and supervisor responsibility.

**Address the perception that “nepotism” has affected the distribution of resources within OIT and differential accountability.**

Agreement that this issue involves both perceptions and facts. Agreement that more communication about decision-making would greatly improve the situation regarding impacts on the perceived budget, space and hiring inequities. Agreement that untangling the past would be very difficult and that energy is better placed on moving forward making sure that there would be no basis for perceptions of inequity.

**Climate and Culture**

Administer the CDSJ survey every three years to evaluate the effectiveness of these efforts. Consider adding survey items and open-ended questions which proved to be valuable to other executive areas, e.g., a question about understanding the mission of OIT.

**Agreement to do a CDSJ reassessment in spring 2005 or soon thereafter.**

Make Lederle lowrise handicapped accessible. Examples: fix the doors so people in wheelchairs can get through them, lower counters that are too high, make sure offices that the public is invited into have wide enough spaces for wheelchair access.

Lederle accessibility improvements planned for summer 2005:
- Automatic doors from the south lobby to the elevator
- Automatic doors at tower entrance nearest tower elevators
- Automatic doors between the tower and the lowrise

Concerns also raised about addressing other forms of disability (e.g., visual impaired, etc.).
TOWARD DEVELOPING A MORE INCLUSIVE ORGANIZATION: PRELIMINARY RESULTS FOR Chancellor’s Area - Other
All data as of Spring 2002
DRAFT 2/22/04
Adapted from the MCOD Model developed by Bailey Jackson

<table>
<thead>
<tr>
<th>Noteworthy</th>
<th>Mission</th>
<th>Personnel Profile</th>
<th>Management Practices</th>
<th>Climate and Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chancellor’s Area lacks a mission statement. Furthermore, no mission statement can be found on the web for the campus and the official 1992 campus mission statement has outdated wording regarding CDSJ - it refers to “tolerance for diversity”</td>
<td>As of Spring 2002: - 26 employees - 9 classified - 1 faculty - 16 professional - 81% female - 23% staff of color</td>
<td>In open-ended comments, one person called the “class system…the single most destructive thing at UMass;” others called for the elimination of the employee classification system.</td>
<td>Staff in the Other offices, by the nature of their jobs, are very conscious of problems across the entire campus. Perhaps as a result, they tended to indicate more problems on campus than other staff did. Specific instances include: -45% of staff think there is racial conflict at UMass, (25% CA/UA) -29% of staff disagree that employees of color are treated fairly at UMass, (17% CA/UA) In open-ended comments, concern was expressed about air quality in some buildings.</td>
<td></td>
</tr>
</tbody>
</table>

The heads of these units include: -1 White female -2 White males -1 Black female
**Strengthen**s

<table>
<thead>
<tr>
<th>Department</th>
<th>Mission Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chancellor's Office</td>
<td>The mission of the EO&amp;D office is “To assist all campus units, departments and programs in achieving a fair, non-discriminatory environment…”</td>
</tr>
<tr>
<td>Equal Opportunity and Diversity</td>
<td>The mission statement of the Office of Human Relations is directed at improving the climate of the campus regarding community, diversity and social justice. It specifically commits the office to “anticipating and initiating change regarding issues of community, diversity and social justice.”</td>
</tr>
<tr>
<td>Ombuds Office</td>
<td>Meanwhile, issues of social justice (fairness) are central to the mission of the Ombuds Office: “To ensure that all University students and employees receive fair and equitable treatment within the University system.”</td>
</tr>
</tbody>
</table>

**Diversity** by race, gender, and disability.

- The Equal Opportunity and Diversity Office has the role of documenting and improving University efforts regarding affirmative action and equal opportunity. Specifically, the mission of the EO&D office is “To assist all campus units, departments and programs in achieving a fair, non-discriminatory environment…”
- The mission statement of the Office of Human Relations is directed at improving the climate of the campus regarding community, diversity and social justice. It specifically commits the office to “anticipating and initiating change regarding issues of community, diversity and social justice.”
- Meanwhile, issues of social justice (fairness) are central to the mission of the Ombuds Office: “To ensure that all University students and employees receive fair and equitable treatment within the University system.”

**The Other units scored higher than the rest of the Chancellor’s Area for both Quality of Supervision and Work Satisfaction. Specific instances include:**
- 81% of staff say their job description reflects what they do (66% CA/UA)
- 91% of staff say their supervisor treats them with respect (82% CA/UA)
- 82% of staff think their supervisor adequately addresses inappropriate behavior (69% CA/UA)
- 96% of staff know what is expected of them at work (89% CA/UA)
- 91% of staff have the equipment to do their job (76% CA/UA)
- 83% of staff think their supervisor promotes an inclusive work environment (60% CA/UA)
- 91% of staff are satisfied (and 78% “strongly satisfied”) with their jobs (77% CA/UA)
- Only 35% of staff are worried that their jobs might be in jeopardy (60% CA/UA)
- 52% of staff think that they have opportunities to advance (38% CA/UA)

**Most people enjoy working in these units and very much wanted to say so. One described her/his office as “supportive and affirming.” Another said: “I work in one of the most understanding & nicest offices at UMass.”**

These individual comments are reflected in the survey data: Other scored significantly higher on scales for Work Satisfaction, Working Conditions, General Climate of the Immediate Work Environment, and the Diversity Climate of the Immediate Work Environment. Specific instances:
- 95% of staff think their immediate work environment is friendly and 90% “strongly agree” (70% CA/UA)
- 95% of staff think their immediate work environment is respectful (65% CA/UA)
- 95% of staff think their immediate work environment is cooperative (59% CA/UA)
- 80% of staff think their immediate work environment has a strong sense of community (47% CA/UA)
- 65% of staff think their immediate work environment does have a diverse staff (42% CA/UA)

**Staff have very favorable opinions of their working relationships: 100% of respondents in these units thought their co-workers treat them with respect and care about them as a person.**

**Staff think their immediate work environments are supportive of diversity; 100% think their office accommodates people with disabilities; 85% think their office is non racist and non-sexist; 95% think their office is not homophobic; 86% agree the emphasis on an inclusive community makes UMass better; 86% say they have not felt pressure to change their dress or actions to “fit in”**
| Areas For Improvement | The Chancellor’s Area lacks a mission statement; this situation would be easier to address if the campus had an updated missions statement with updated CDSJ language | Diversity of these units needs to be more consistently reflected in front line staff | The Office of Human Relations was left in limbo in FY04 due to budget cuts with no plans for continuing key functions it performs such as overall coordination of diversity initiatives on the campus | None Apparent |

Commentary and Change Plans

Overall, the people staffing the Other offices in the Chancellor’s Area appear to be the most satisfied employees in the Chancellor’s Area and University Advancement. Sound management practices including a high quality of supervision and a supportive working environment contribute to this high level of overall satisfaction.

Mission

The Chancellor’s Office needs to create and publicize a mission statement for the Chancellor’s Area which incorporates CDSJ language. In the same vein, the campus as well as needs a clearly stated and web-evident mission for the campus which does a better job of incorporating CDSJ language. This lack of clear mission for the campus was cited in the Lazare report of two years ago. In a public presentation on the campus, Lazare stated that no one seemed to know what the mission of the campus was. Many peer institutions clearly state their missions or link to them on their home pages. This clarity about purposes needs to be reflected at the level of the Chancellor’s Area as well, especially since practices at the Chancellor’s Area tend to be adopted by others.

Personnel Profile

Attend to the need to have a diverse staff in front line areas. Most of the “Other” offices have small staffs with low turnover, but when vacancies do occur, the offices need to use these opportunities to hire more diverse staff.

Management Practices

Re-establish or reaffirm a department charged with anticipating and initiating change in the areas of Community, Diversity and Social Justice and coordinating such efforts campus-wide. While the campus has been an innovator among its peer institutions and nationally for more than two decades regarding its approaches to CDSJ issues, the current ambiguous status of the Office of Human Relations threatens to undermine these years of progress. In the current higher education environment, UMass needs to strengthen its approach for managing its overall diversity agenda and ongoing change processes for the campus, not eliminate it.
All Chancellor’s Other units should either establish or continue to hold regular staff meetings in an effort to ensure good communication within and among their units.

Climate and Culture

Consider how to use CDSJ data to improve the current campus climate which gives rise to many of the individual complaints which “Other” offices address. Explore how “Other” staff observations of unfair treatment (e.g. of employees of color) could be fed back to the campus and/or affected units. Consider mechanisms for providing feedback to specific units which produce repeated confidential complaints.
### Toward Developing a More Inclusive Organization: Preliminary Results for Government and Community Relations/Central Office

All Data as of Spring 2002  **DRAFT 10-16-03**

*Adapted from the MCOD Model developed by Bailey Jackson*

<table>
<thead>
<tr>
<th>Mission</th>
<th>Personnel Profile</th>
<th>Management Practices</th>
<th>Climate and Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Noteworthy</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>As of Spring 2002:</td>
<td></td>
<td>G&amp;C Relations staff consistently had a more negative view of the general campus climate than other CA/UA units:</td>
</tr>
<tr>
<td></td>
<td>- 11 employees</td>
<td></td>
<td>- 18% agreed that “the campus is respectful” (46% CA/UA)</td>
</tr>
<tr>
<td></td>
<td>- 9 females</td>
<td></td>
<td>- 25% agreed “At UMass, professional employees respect classified employees” (59% CA/UA)</td>
</tr>
<tr>
<td></td>
<td>- 1 staff of color</td>
<td></td>
<td>- 55% agreed “There is racial conflict among employees here at UMass” (25% CA/UA)</td>
</tr>
<tr>
<td></td>
<td>Vice Chancellor: white female</td>
<td></td>
<td>- 70% agreed “Employees of color are treated fairly at UMass” (83% CA/UA)</td>
</tr>
<tr>
<td></td>
<td>Unit head: white male</td>
<td></td>
<td>- 36% vs. 64% agreed “The campus is friendly vs. hostile” (52% vs 11% CA/UA)</td>
</tr>
<tr>
<td></td>
<td>Direct reports: 3 white females</td>
<td></td>
<td>- 18% vs. 27% agreed “The campus is respectful vs. disrespectful” (46% vs. 15% CA/UA)</td>
</tr>
<tr>
<td></td>
<td>1 female staff of color</td>
<td></td>
<td>- 9% vs. 46% agreed “The campus is cooperative vs. uncooperative” (36% vs. 18% CA/UA)</td>
</tr>
<tr>
<td></td>
<td>Women occupied all classified positions and most professional positions</td>
<td></td>
<td>- 9% vs. 55% agreed “UMass has a strong sense of community vs weak sense of community” (23% vs. 34% CA/UA)</td>
</tr>
<tr>
<td></td>
<td>Very low turnover of staff</td>
<td></td>
<td>- 36% vs 36% agreed that “UMass does have a diverse staff vs. does not have a diverse staff”</td>
</tr>
<tr>
<td></td>
<td>Note: the UA Vice Chancellor and her assistant were included in this unit</td>
<td></td>
<td>- (52% vs 14% CA/UA)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- 33% agreed that “Prejudice and/or acts of bigotry are not tolerated on this campus” (82% CA/UA)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- 54% agreed “Upper-level administrators promote respect for cultural differences at UMass” (78% CA/UA)</td>
</tr>
<tr>
<td>Strengths</td>
<td>G&amp;C Relations/Central staff scored highest in UA/CA on the Quality of Supervision scale:</td>
<td>At the same time, G&amp;C Relations/Central staff had a positive view of their immediate work environment, e.g., 83% vs. 0% agreed that their immediate work was respectful vs. disrespectful (65% vs. 13% CA/UA)</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>- 100% agreed that “My supervisor communicates the importance of valuing diversity” (72% CA/UA)</td>
<td>- 100% agreed that “My supervisor communicates the importance of valuing diversity” (72% CA/UA)</td>
<td>100% agreed that “Your immediate work environment accommodates people with disabilities vs. doesn’t accommodate” (70% vs. 10% CA/UA)</td>
<td></td>
</tr>
<tr>
<td>- 100% agreed that “I receive recognition/praise from my supervisor when I do a good job (75% CA/UA)</td>
<td>- 100% agreed that “I receive recognition/praise from my supervisor when I do a good job (75% CA/UA)</td>
<td>91% agreed “My co-workers encourage my career growth and development (71% vs. CA/UA)</td>
<td></td>
</tr>
<tr>
<td>- 83% agreed that “My supervisor promotes a work environment where all people feel included” (60% CA/UA)</td>
<td>- 83% agreed that “My supervisor promotes a work environment where all people feel included” (60% CA/UA)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- 92% agreed that “My supervisor encourages my career growth and development” (73% CA/UA)</td>
<td>- 92% agreed that “My supervisor encourages my career growth and development” (73% CA/UA)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>100% agreed “my supervisor treats me with respect” (82% CA/UA)</td>
<td>100% agreed “my supervisor treats me with respect” (82% CA/UA)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>100% agreed that “My supervisor cares about me as a person” (81% ) CA/UA</td>
<td>100% agreed that “My supervisor cares about me as a person” (81% ) CA/UA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>90% agreed “My supervisor adequately addresses inappropriate behavior that occurs in my workplace” (69% CA/UA)</td>
<td>90% agreed “My supervisor adequately addresses inappropriate behavior that occurs in my workplace” (69% CA/UA)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Areas For Improvement

| No clear statement of mission for UA or for Government and Community Relations/Central as evidenced by a wide range of differing staff statements about UA mission, e.g., “I don’t know [what the mission is]”; “I’ve only heard slogans” |
| No classified staff of color; one of seven professionals were staff of color |
| Staff had suggestions: “Have a rational policy on searches [as to] which positions are searchable, which are made through appointment; stop making/breaking the rules to suit a particular situation”; “This place is never going to be attractive to minorities if we don’t start hiring more”; “Stop all promotions of inadequately qualified staff”; “Include more minorities in decision-making and not just [as] token members of a search committee” |
| G&C Relations/Central staff called for improved communications within and between their department and others in UA, e.g. “That we all be in the same building – some of the most important communications do not take place on paper, but rather through conversations”; “Intranet”; “More interface between areas – cross-area committees, teams and workgroups”; “Shared minutes of dept meetings…meet as a group to share what’s going on and what’s being done about it” |
| Many comments were made about the need to improve the communications in the immediate work environment, e.g. “…rumors/speculations are dragging us all down”; “People need to know what’s going on”; “Secrecy is hard on morale”; “More open communication” |

## COMMENTARY, CHANGE GOALS AND CHANGE PLANS

Government and Community Relations/Central Office (previously known as Central Office/Government Relations) is a small unit with low turnover. Departments in this unit are charged with responsibilities directly related to building and maintaining connections between the UMass Amherst and community constituencies. Interestingly, staff in this unit consistently have a more negative view of the campus than others in CA/UA. This can perhaps be explained in part because of the nature of their work: G&C Relations/Central staff often address controversial issues while facilitating communications and maintaining relationships between a wide range of campus units/departments and key government and community constituencies. In addition, many of the staff have work roles which extend far beyond the campus to constituencies with which few other campus staff interact. Consequently, they often become aware of external perceptions which are not generally known by others on the campus.

### Mission

**Engage staff at all levels of the unit to develop a mission statement which integrates CDSJ concerns.** Ensure that this mission statement is publicized both on and off the campus through publications and web pages.

*Agreed.*

### Personnel Profile

**Engage in long-term planning for creating a more diverse staff.** Due to the small size of the unit and its low turnover, it is unlikely that there will be many opportunities to alter the personnel profile soon. This relative stability does allow for thoughtful planning, however, and longer-term strategies for increasing the diversity of the staff. *Agreed.*
Management Practices

Review past UA recommendations regarding improving internal and external communications. For example, review the visibility of the offices within the unit on the web and in campus publications.

Agreed.

Culture and Climate

Explore how to better utilize the unique perspective of the campus gained from external constituencies, particularly regarding CDSJ issues. Provide realistic feedback to units and departments about how they are viewed by various constituencies. Consider coordinating forums for the campus on relating to external constituencies similar to the “Communicators Workshops” done in the past by Communications and Marketing.

Agreed.

Consider locating all the staff in the same physical location to improve communications.

Agree, pending space availability.
TOWARD DEVELOPING A MORE INCLUSIVE ORGANIZATION
PRELIMINARY RESULTS FOR ALUMNI RELATIONS
All Data As Of Spring 2002  DRAFT 10/24/03
*Adapted from the MCOD Model developed by Bailey Jackson*

<table>
<thead>
<tr>
<th>Noteworthy</th>
<th>Mission</th>
<th>Personnel Profile</th>
<th>Management Practices</th>
<th>Climate and Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>As of Spring 2002:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- 22 employees</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- 9 classified</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- 13 professional</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- 86 % female</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- 0% staff of color</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unit head: white female</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Direct reports: 3 white females</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 white male</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strengths</td>
<td>Most employees have a general idea of the mission for UA</td>
<td>Alumni began an organizational development consultation with Training and Development in the all of 2002</td>
<td>Alumni staff experience a high degree of co-worker support seen throughout CA/UA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>81% feel that they have the material/equipment to do their jobs well (76% CA/UA)</td>
<td>- 86% feel their coworkers appreciate their work contribution (91% CA/UA)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- 90% feel that their coworkers treat them with respect versus (90% CA/UA)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- 90% report that their coworkers care about them as a person (91% CA/UA)</td>
</tr>
</tbody>
</table>
### Areas for Improvement

<table>
<thead>
<tr>
<th>Area</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is no written mission statement for Alumni Relations, nor any related statements about CDSJ. There is a mission statement for the Alumni Association, which does mention “Promote diversity within the University family” as one element. The relationship between the Alumni Association mission and the mission of Alumni Affairs is unclear. Furthering this confusion, the current web page for Alumni Relations is actually the page for the Alumni Association and contains no mention of Alumni Relations, its role or staff.</td>
<td></td>
</tr>
<tr>
<td>No staff of color</td>
<td>In the past two years, two new employees of color left within two weeks of being hired. Staff comments indicate that many steps could be taken to improve the recruitment and retention of employees of color, e.g., “[engage in] recruitment training…diversity training” I have served on several searches [and] we have never selected a person of color for an interview,” “Hire 3-5 people of color [and] provide a strong support systems to help them succeed”, “Don’t fight the Equal Opportunity Office when they say you can’t hire a certain person. Work [with] them rather than complain”, “Recruitment training…diversity training”</td>
</tr>
<tr>
<td>Changes developed during the past organizational development consultation are on hold, presumably awaiting new leadership.</td>
<td>Alumni employees had the lowest score on Quality of Supervision in CA/UA: - 29% agreed “My supervisor promotes a work environment where all people feel included,” (60% CA/UA) - 42% agreed “My supervisor communicates the importance of valuing diversity’” (72% CA/UA) - 53% agreed “my supervisor adequately addresses inappropriate behavior that occurs in my workplace,” (69% CA/UA)</td>
</tr>
<tr>
<td>Alumni staff had significantly lower scores on the following scales from the survey:</td>
<td>- Work Satisfaction: 57% of staff agreed that “Overall I am satisfied with my job,” (77% CA/UA) - Working Conditions 55% agreed “I get the training and professional development I need to succeed at my job,” (69% CA/UA) 50% agree that “Upper-level administrators promote respect for cultural differences at UMass,” (78% CA/UA)</td>
</tr>
<tr>
<td>Only 48% agree that “My job description accurately describe my duties” (66% CA/UA)</td>
<td>Alumni employees had significantly lower scores on the General Climate of Immediate Work Environment: - e.g. 58% vs. 28% agreed that “the immediate work environment was respectful vs. disrespectful (65% vs. 13% CA/UA) - “Get managers to understand what social justice is especially if they supervise classified staff”; “Stop treating staff as incompetent and be more open”</td>
</tr>
<tr>
<td>55% agree that “I feel pressure to change the way I speak, act or dress in order to “fit in” at UMass,” (24% CA/UA)</td>
<td>38% agree that “My pay is fair for the work I do,” (55% CA/UA)</td>
</tr>
</tbody>
</table>
COMMENTARY AND CHANGE PLANS

Alumni Relations is a small unit which needs to address performance in several areas: clarifying the mission of the unit (and its relationship with the Alumni Association); increasing the racial and ethnic diversity of staff members and ability to retain them; improving the quality of supervision and basic job descriptions, creating a more respectful and inclusive working environment where inappropriate behavior is addressed. Improving the work environment for all employees is a critical first step in making the organization an employer of choice and more attractive to a more diverse range of employees. Ideally, the staff of Alumni Relations should be representative of the range of social and cultural diversity found within University Alumni.

What is particularly striking about the lack of staff of color in Alumni Relations is the disconnection with the growing proportion of alumni of color over the past three decades and the growing number of majority alumni for whom diversity and social justice issues are special concerns. Consequently, Alumni Relations clearly needs to take stock of its changing audiences as it hires new leadership, refines its organization and internal working climate, and develops new ways of engaging a greater number and a greater range of alumni.

It is also worth noting the Alumni Relations is somewhat unique in that it frequently works with many independent entities in a collaborative or staffing role to create alumni events and programs. These organizations include the Alumni Association, the Alumni Association Board, Alumni Clubs, the undergraduate Recognized Student Organization STudent Alumni Relations Society (STARs) and others. Consequently, attending to CDSJ concerns in these events and programs and in the membership composition of the organizations themselves can present a multiple set of challenges for Alumni Relations staff and leadership. Actions taken are in italics.

Mission

Create and publicize a mission statement. While most staff have a general idea about the overall mission of University Advancement, Alumni Relations needs to develop a clear mission statement for itself which complements that of the Alumni Association and which also incorporates CDSJ concerns. Such a mission statement is important not only for internal alignment of the staff, but also to set expectations for campus and external audiences regarding the role of Alumni Relations.

*The mission is now synonymous with the Alumni Association: “We are the Alumni Association”. Efforts are underway to change the culture of the Alumni Association, make its Board more diverse and incorporate CDSJ concerns in the Alumni Association mission.*

Personnel Profile

Insure that the next director of Alumni Relations has excellent management skills and experience which includes a demonstrated proficiency with CDSJ issues. Ideally, the next director might be a person of color or be able to bring staff of color to the campus. The successful candidate also needs to demonstrate the ability to engage in a successful organizational development effort.

*A new director with these skills and experience started in March of 2004.*

Develop a credible recruitment and retention initiative for staff of color. This effort should draw on resources on the campus as well as those of the Alumni Association.

*Alumni Relations has open positions but needs assistance with effective placement of advertisements.*
Involve all staff in efforts to attract and retain employees of color. With a small unit like Alumni Relations, it is an easier task to make recruitment and retention efforts a major dimension of every staff members’ daily work.

*Agreement with this approach. Strategies include recruiting persons form HR and corporate positions*

Consider building a small “critical mass” of employees of color to help effect change in the culture of Alumni Relations. Joining Alumni Relations as the only employee of color is not an attractive situation; applicants need to know that they will be joining an organization which includes other employees of color as well.

*Agreement to this approach, with the understanding that changing of the composition of the Alumni Association is the key to making Alumni Relations more attractive to staff of color.*

Management Practices

Make completion of the previous organizational development process the first priority of the new director. The staff have invested significant time and effort in participating in an organizational development process facilitated by Workplace Education and Development. These changes aim at clarifying individual job responsibilities as well as improving communications and operations within the unit. Completing this process would be an important step in rebuilding staff morale and external credibility for Alumni Relations.

The hiring of the new director addressed many of the issues surfaced by the previous organizational development process and is an important step in empowering the staff. Job responsibilities have been clarified and internal communications operations have been improved considerably.

Provide supervisory development resources to existing staff and ensure that any new hires and/or promotions go to people who have already demonstrated these skills. Also ensure that all new hires and promoted individuals have demonstrated sophistication with issues of social and cultural diversity.

*Agreement that supervisory and staff development activities are important despite limited funds. The format of staff meetings has changed to identify local resources. Some teamwork activities have also been initiated.*

Collaborate with other campus or external groups or offices to develop programs which would be attractive to alumni of color. Potential programs developed by working closely with campus agencies which are involved in recruiting students of color. These collaborations can also be important ways to identify potential job candidates of color. These programs need not be racially or ethnically defined affinity groups, but activities which would draw alumni of color and others (e.g., serving as a partner in an urban schools initiative).

*Several collaborative initiatives are underway such as efforts with BCP to create a larger ALANA Group for Homecoming.*

Climate and Culture

Develop an ongoing, monthly or every other month educational program regarding CDSJ topics for all Alumni Relations staff and leadership. This program would follow the conclusion of the organizational development process and would examine internal climate issues regarding CDSJ and how they relate to external audiences of the unit. Such a program could also be conducted in partnership with other campus units and the Alumni Association and linked with organizing larger campus events with speakers and panels.

*Agreement to explore this and other approaches.*
Provide periodic training to Alumni Relations staff and leadership about how to attend to CDSJ issues when collaborating with other organizations on events and programs. Given that Alumni Relations works with so many independent entities in a collaborative or staffing role, it is important for the staff and leadership to be clear about CDSJ concerns and be skilled in using their influence to make sure that these other organizations also address such concerns, include them in their mission statements, reflect these concerns in their programs and events, and so on.

Agreement to explore this and other approaches.

Repeat the CDSJ Climate Survey for Alumni Relations in the spring of 2005. The initial survey provided a benchmark of Alumni Relations at a low point in its history. Repeating the survey, whether or not the entire campus is readministering it, would be a credible and powerful way for leadership and staff alike to see if changes are leading to improvements or not. Given the small size of the unit, the costs would be minimal.

Agreement to repeat the survey as part of a CA/UA reassessment in the spring of 2005.
## Toward Developing a More Inclusive Organization: Preliminary Results for the Development Office

All Data As Of Spring 2002  **DRAFT 4/28/05**  
*Adapted from the MCOD Model developed by Bailey Jackson*

<table>
<thead>
<tr>
<th>Mission</th>
<th>Personnel Profile</th>
<th>Management Practices</th>
<th>Climate and Culture</th>
</tr>
</thead>
</table>
| Noteworthy | As of spring 2002:  
- 40 employees  
- 15 Classified  
- 25 Professional  
- 78% female  
- 10 staff of color  
- 12% of professionals (3) were staff of color  
- 6.7% of classified (1) were staff of color  
Unit Head: 1 White female  
Direct reports: 2 White females  
1 male of color | Development staff had a more positive view of the larger campus than other units, e.g.  
- 55% of staff agreed that “At UMass, faculty respect classified employees” (42% CA/UA)  
- 65% vs. 12% agreed that “The campus is respectful vs. disrespectful” (46% vs. 15% CA/UA)  
- 54% vs. 12% agreed that “The campus is cooperative vs. uncooperative” (36% vs. 23% CA/UA)  
- 63% vs. 9% agreed that “The campus is friendly vs. hostile” (52% vs. 11% CA/UA)  
- 35% vs. 28% agreed that “The campus has a strong sense of community vs. weak sense of community” (25% vs. 34% CA/UA) |
# Strengths

Leadership Personnel Profile was more diverse than other CA/UA units. 12% of professionals were staff of color, a figure near the campus average of 12.6% and one which exceeded the March 2002 availability estimate for institutional relations professionals of 9.5%. 79% agreed that “My co-workers encourage my career growth and development (71% CA/UA) 94% agreed that “My co-workers appreciate my work contributions (91% CA/UA)

# Areas For Improvement

Only 59% of staff could generally identify the UA mission, while 41% were either unaware of it or had a different sense of mission. Development did not have a written mission statement. No other statements existed which integrated CDSJ concerns. The percentage of classifieds who are staff of color is low. Supervisors did not adequately address issues of inappropriate behavior and inclusion, e.g.

- 59% agreed that “My supervisor adequately addresses inappropriate behavior that occurs in my workplace” (69% CA/UA)
- 49% agreed that “My supervisor promotes a work environment where all people feel included” (60% CA/UA): “…it seems – at least in Development – that alliances on personal similarities/comforts dictate promotions…”; “There are ‘cliques’ i.e. smokers”
- 62% agreed that “My supervisor communicates the importance of valuing diversity. (72% CA/UA)

Development staff scored significantly lower on the General Climate of the Immediate Work Environment scale. Staff experienced their immediate work environment as:

- 58% friendly vs. 42% hostile (70% vs. 30% CA/UA)
- 58% respectful vs. 42% disrespectful (65% vs. 35% CA/UA)
- 50% cooperative vs. 50% uncooperative (59% vs. 41% CA/UA)

When Development staff were asked “what is the single most important thing that could be done to improve the climate in your immediate work environment?”

- 30% provided open-ended responses about the need to change leadership and improve the quality of supervision (“Get us more experienced leadership at top levels”; There needs to be…training or re-education as to proper workplace behavior/decorum from a supervisor”)
- 27% responded by calling for more open, honest and frequent communications: “More honesty from the top to employees…”; “professional communication on current work objectives and goals”, “more communication about direction of UA and clarification of job expectations
The Development Office is a unit which was going through considerable turmoil when this assessment was conducted in spring 2002 largely due to unresolved questions raised by plans to create the UMass Amherst Foundation to aid development efforts on the campus. Key strengths were a relatively high degree of co-worker support and a diverse management team and professional staff. Areas of needed improvement centered on: creating more clarity regarding Development’s mission within University Advancement and integration of CDSJ with that mission; maintaining the racial and ethnic diversity of professional staff while increasing that of classified staff; improving the quality of supervision to create a more inclusive work setting, clarifying employee job expectations, and providing adequate training and development opportunities; improving the quality of the immediate work environment; addressing issues of leadership and improved communications. Positive changes in these areas will improve the work environment for all employees and thus make the Development Office more attractive to a diverse range of employees.

The fact that Development Office staff has a more positive view of the campus than staff in other units deserves further examination. It may be related to the Development Office role as a promoter of the campus, or possibly to less familiarity with negative aspects of the campus.

For each of the assessment categories there are both obvious changes which can be put in place relatively quickly and as well as changes whose refinement will require further dialog with leadership and staff within the unit. Changes identified and/or implemented by Development management are in italics:

**Mission**

**Create and publicize a mission statement.** The Development Office needs a clear mission statement which complements that of University Advancement and which also incorporates CDSJ concerns. Developing a mission statement is important not only for clarifying the overall direction of the unit for staff, but also to set expectations for campus and external audiences. The process by which this statement is generated and approved is also critical. Creating a mission statement for Development in a way which engages all levels of staff would send a strong signal about improved communications and leadership within the unit.

*The following is the mission statement for University Advancement which was prepared for the Faculty Guide, which could possibly be used as a guide to create a mission statement specifically for the Development Office. Note: CA/UA CDSJ Team members said they would provide wording to us to incorporate CDSJ into the mission statement.*

The mission of University Advancement is to create a dynamic environment which increasingly expands private investment in the University of Massachusetts Amherst. In collaboration with alumni, parents, friends and organizational partners, University Advancement seeks to maximize support of our premier research programs and to help ensure our students are provided the finest educational opportunities. This is accomplished through an integrated program of communications, fund raising, and the involvement of alumni locally, nationally and around the world. The UMass Amherst Alumni Association, www.umassalumni.com, provides services and programs to involve and engage alumni, individually and collectively. The Development Office, www.umass.edu/development, works closely with constituencies to promote philanthropic investment in support of our excellent students, exceptional faculty, and superb academic, athletic and cultural programs. The University of Massachusetts Amherst Foundation, www.umass.edu/foundation, leads and supports private fund raising on behalf of the faculty, staff and students of the Amherst campus. Its volunteer Board of Directors provides leadership for the development of philanthropic
investment in support of the research, teaching and outreach of UMass Amherst. The Foundation works closely with campus leadership to identify opportunities for private support and to enhance UMass Amherst’s effectiveness in communicating its remarkable strength and opportunities to its many constituencies.

To enhance these efforts, in July 2003, an Advancement Communications group was established that encompasses UMass Amherst magazine, www.umassmag.com, which is sent three times annually to alumni, faculty, staff, parents, friends and donors (circulation approximately 180,000); and the campus Web Gateway, www.umass.edu, the audiences for which are prospective students and their parents, current students and their parents, faculty, staff, alumni, friends and organizations. In addition, this group provides communications expertise and support to the Development Office, Alumni Association and the UMass Amherst Foundation, Inc.; and assists with campus visual identity guidelines which can be found at www.umass.edu/identity.

Personnel Profile

Develop a sound recruitment and retention initiative for staff of color. Recognize that different strategies may be appropriate for classified staff drawn from a local labor market and professional staff drawn from a national one. Develop these programs in partnership with regional and national associations like the Council for the Advancement and Support of Education (CASE) who also have made a public commitment to this objective.

1. We advertise very widely for our searches (see Advertising List for Development/Communications Searches in Appendix 1) and all advertisements cite that women and people of color are encouraged to apply. Specific sources used to attract applicants of color are sending advertisements to a selection of colleges that are predominately African American and advertising in the Diversity section of www.careerbuilder.com. In addition, Alumni Relations advertises in Northeast Minority News and Hispanic Outlook (website) and we are going to add both to our advertising list.

2. For the past two years UMass Amherst has applied and been chosen to be a host institution for the CASE District I Diversity Fellowship program aimed at increasing diversity in the Advancement profession by providing Fellows with exposure to and direct experience with major areas of Advancement. This entailed a commitment of financial resources (for a portion of the Fellow’s salary and conference attendance and travel for professional development) as well as human resources in terms of Fellow supervision and mentoring. This year’s Fellow has just been hired into a full-time position at UMass Amherst as an Associate Director of Development in the College of Natural Sciences and Mathematics.

3. In the Fall of 2003, UMass Amherst retained an executive search firm, Lois Lindauer Searches, which specialized in recruitment of affirmative action candidates in development to help us recruit a candidate of color for the position of Director of Development for the School of Education. This firm contacted every diversity candidate/resource in their database to speak with them about the position and to seek additional leads. They spoke with several persons of color who held positions of responsibility in development at a number of universities; distributed the position description to the 60 people who belong to Sisters in Development, a network of women of color working in development and related professions in New England, and personally announced the opening directly to two groups of 25+ sisters. They attended the seminars on diversity at the AFP (Association of Fundraising Professionals) Conference where they identified and later contacted potential candidates; and queried the five seminar leaders for referrals. They spoke to heads of foundations who are persons of color, as well as to the head of the diversity committee of CASE District 1. In sum, they had conversations with a minimum of 125 people of color who were either potential candidates or resources, and we unable to attract one candidate to the pool. The “stoppers” they encountered were: in general, qualified people of color are making far above the range offered for the position (which
Clear performance goals and prospect management guidelines have been established and communicated to all development officers. In addition, the Performance Management Planning process has been fully implemented for all professional staff in Development. A continuous quality improvement (CQI) team was put together to review and improve practices, procedures and policies within the Records and Gifts was up to $80,000); some people were happy where they were; geography was an issue for others; and several people were not convinced that development at UMass Amherst “had its act together”.

Utilize a search and hiring process that assures that the next Assistant Vice Chancellor for Development has excellent management skills and is experienced with addressing CDSJ issues. University Advancement is ideally positioned to send a strong message to staff by hiring a new Assistant Vice Chancellor for Development who has a strong track record in both of these areas. The successful candidate also needs to demonstrate the ability to engage in a successful organizational development effort.

UMass Amherst retained an executive search firm, Witt/Kieffer, to assist with the search for a new Assistant Vice Chancellor for Development and an individual was hired who has extensive management experience, in conjunction with substantial senior-level development experience, and is seasoned in addressing diversity issues.

Develop more credible, clear and open hiring and promotion practices. There are many steps which could move Development in this direction: posting promotion opportunities internally, adding both majority and members of color to search committees who are external to Development and UA, etc.

In addition to the initiatives cited above, we have implemented a career ladder throughout development to provide for internal career opportunities. In addition to our recent hire of CASE Fellow, since CDSJ survey was done in the spring of 2002, we have hired three other employees of ethnic diversity (one in Records and Gifts Processing; one in Information Services; and one in Central Development). These are in addition to the five diversity employees already in the Development Office; one of whom was recently promoted within their unit. We also seek to promote diversity within our student employee hires – ten students and two student supervisors in our Annual Fund program are of ethnic diversity; and one student employee in the Vice Chancellor’s Office and one student employee in Central Development are of ethnic diversity.

Management Practices

Provide supervisory development resources to existing staff and ensure that any new hires and/or promotions go to people who have adequately demonstrated these skills. Three supervisory competency areas need particular attention. The first competency centers on creating inclusive workplaces in which inappropriate behavior is addressed. The second competency centers on developing sophistication with issues of social and cultural diversity. The third competency involves guiding and supporting the professional development of staff.

All members of Advancement were given Performance Management Planning training and a number of managers have attended the Supervisory Leadership training given by Workplace Learning and Development. The former Executive Director of Development was also given management coaching by a professional firm. In addition, significantly increased professional development opportunities have been made available, and have been taken advantage of, by members of the Development Office.

Initiate an organizational development process which aims at increasing the clarity of the functions of the unit and also sharpens job expectations for individual staff. This process should be initiated by the incoming director.

Clear performance goals and prospect management guidelines have been established and communicated to all development officers. In addition, the Performance Management Planning process has been fully implemented for all professional staff in Development. A continuous quality improvement (CQI) team was put together to review and improve practices, procedures and policies within the Records and Gifts
Processing unit; a new supervisor, with substantial management and accounting experience, was hired to oversee the unit; and the entire RGP work area was renovated and equipped with new furnishings.

Provide more avenues for communication and more frequent communications so that staff has a better sense of the direction and priorities of the unit. Formats should include face-to-face meetings, as well as electronic and other one-way and two-way communications.

A number of Town Meetings have been held that include all members of Advancement to give staff a better sense of the direction and priorities of the unit. Guest speakers at these meetings have included both the Chancellor and the Provost, with the floor being opened for questions afterwards, and a forum is always provided for questions to be posed to the Vice Chancellor for Advancement and others within the unit. In addition, monthly meetings are held with the Vice Chancellor for Advancement, all Directors of Development and Directors of other units within Development/Advancement. The new Assistant Vice Chancellor for Development has also established a monthly luncheon series with the Directors of Development and the Executive Director of Advancement and the Executive Director of Advancement Services. The Executive Director of Advancement Services has also hosted a meeting and luncheon for all school/college/unit development support staff to meet and share experiences and issues. Plans are also underway to create an Advancement intranet to share information and enhance communications throughout Advancement.

Climate and Culture

Acknowledge the poor quality of the immediate work environment, solicit suggestions from staff about improving it, and then implement suggestions upon which there is significant agreement. This issue needs to be considered a top priority for improvement in an organizational development process.

As can be seen from the above much has been done to improve the work environment and efforts are continuing in this regard. Having input from the CDSJ Climate Survey when it is redone in this spring will provide invaluable feedback as to whether staff feel the unit is moving in desired directions and in identifying areas/issues where improvements are needed.

Repeat the CDSJ Climate Survey for the Development Office in the spring of 2005. The initial survey was administered at a very challenging time for Development Office staff. Re-administering the survey soon would be a credible and powerful way for leadership and staff alike to assess if the unit is moving in desired directions.

Agreed.