Diversity Plan

Office of Equal Opportunity
& Diversity

University of Massachusetts Amherst

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Introduction

The University of Massachusetts Amherst is one of our nation’s leading public research universities, and the flagship of the five-campus public university system. UMass Amherst has a long tradition of valuing diversity in people, in areas of study, and in research and creative activity. The campus has a proud legacy of bold efforts to remove the barriers to a fully inclusive campus and to increase the diversity of its student body, faculty and staff. The Diversity Plan describes UMass Amherst’s continuing efforts to promote diversity and outlines priorities that will help to guide our steps and focus our efforts as we move forward in this important arena.

There are multiple aspects to diversity including race, color, religion, national origin, sex, age, disability, veteran status, sexual orientation, political affiliation, gender identity and expression, marital status and economic condition. Each of us contributes to the diversity of UMass Amherst by who we are, and each of us has a role in building the diversity of our campus community. Together, we can help our campus continue to grow as a vibrant community where we engage and interact with each other in the fullness of our common humanity while also embracing, understanding, and valuing the identities and differences that make each of us unique.

In our nation's history, there has been exclusion and segregation in our neighborhoods, our places of worship, our workplaces and our schools. One of the greatest challenges facing colleges and universities today is that of fostering an inclusive and diverse campus community. As a leading public university, UMass Amherst welcomes the citizens of the Commonwealth, the nation and the world to our campus.

I. Diversity Initiatives

Background

Long-time members of our UMass Amherst community speak of the campus diversity initiatives of the 1960s, of the formation of the Committee for the Collegiate Education of Black Students (CCEBMS) in 1967 and the building of the W.E.B. DuBois Department of Afro-American Studies, recognized as a degree-granting department in 1970. The Diversity Plan builds upon these and other diversity initiatives of the past, including the Community, Diversity and Social Justice Initiative.

In 1996, then Chancellor David Scott asked the Chancellor's Counsel on Community, Diversity and Social Justice (CDSJ) to generate a Diversity Action Plan which would help move the campus to a new level of attention and action regarding these issues. The Counsel sought and incorporated input from many campus groups and individuals. Based on extensive research and consultation, the Counsel published a report in 1998 entitled A New Approach to Promoting Community, Diversity and Social Justice. In 2003-2004, the University CDSJ Team compiled a report on the campus-wide results of a climate survey administered to faculty, staff and graduate student employees.

In fall 2004, former Chancellor John V. Lombardi - saying that he was “seriously concerned about the effectiveness” of the campus’s approach to diversity issues – appointed a special Commission on Campus Diversity. In spring 2005, the 23 member Commission, chaired by the Dean of the Graduate School of Howard University, delivered a comprehensive report titled Diversity and Inclusion at UMass Amherst: a Blueprint for Change. Its recommendations were meant to enhance and sustain an inclusive environment at UMass Amherst. These recommendations underwent a period of public review and comment; the Chancellor then
released a follow-up document called *On Improving Campus Diversity: An Action Plan*. It proposed action in two major areas, Academic Affairs and Student Affairs. It reaffirmed that, “the first and most important principle is that the campus is responsible for its actions, its behavior, and its programs in the areas addressed by the Commission... The agenda for diversity and inclusion is a core issue within the mainstream of campus life.”

Two years later, in June 2007, the campus released a progress report entitled, *Continuing a Focus in Diversity and Positive Climate: An Update of the Actions Indicated in the Campus “Action Plan”*. This report details the actions taken in response to the spring 2005 Action Plan. Within Academic Affairs, major areas included: Improving Undergraduate Advising; Faculty Recruitment and Retention; Faculty Development; and Re-Thinking General Education. Within Student Affairs, major areas included: Reorganization; Undergraduate Recruitment; and Retention.

**Chancellor Holub’s Statements on Diversity and Inclusion**

When Chancellor Holub arrived on campus in 2008, he made these statements focused on diversity and inclusion at the Faculty Convocation:

“With regard to diversity and inclusion...we have done a remarkable job with recent faculty hires, and…22% of our incoming class is from minority groups, our undergraduate population is thus approaching – in terms of percentages – the composition of minorities in the Commonwealth. We must continue along this path, making certain that access for all prospective students is a guiding principle of our campus. In contrast to the private institutions of the state, UMass Amherst must always be the pathway of opportunity for students no matter what their background. We are proud of this role and will always embrace it as the essence of our institutional commitment.

Similarly, as the land-grant institution, we must continue our efforts to provide service for the citizens of the Commonwealth. We should pay special attention to the communities in which we reside, and to the region in which we are situated. I am heartened that we already have an entire array of connections with the city of Springfield, and I hope that we can continue to develop initiatives that bring benefit to both the city and the campus.”

In *Framework for Excellence: The Flagship Report Spring 2009*, Chancellor Holub stated the following:

“We are rightfully proud of our progress in the area of diversity at UMass Amherst. This past year, we enrolled a first-year class that had the highest academic indicators in our history. At the same time, this class was perhaps the most diverse group of students we have ever welcomed to campus. In the ranks of faculty, we have made significant strides over the past decade in the appointment of women and minorities in our instructional faculty. Our staff likewise exhibits a laudable diversity considering we are a community located in a small town in Western Massachusetts.

While we can be proud of our record, we should not be content with the gains we have made. We must continue to attract the very best minority students and
faculty to the campus and make special efforts to hire a staff that reflects the population of not only the region but also the state. In addition, we must expand our notion of diversity into realms beyond race and ethnicity, welcoming individuals of various political and religious beliefs and heritages, as well as individuals of different sexual preferences, gender identities, and age brackets and an increasing number of veterans seeking to further their education. We must welcome this diverse, cosmopolitan population of students, faculty, and staff, but we must also ensure that we establish a campus climate in which everyone feels safe and accepted and can thrive in this diverse community.”

Examples of Diversity Work on Campus

It is a matter of fact. There is diversity work going on all over campus. Here are just a few examples of innovative diversity work that is occurring and can be used as best practices models for the campus:

*Days of Dialogue*, a Five College Initiative, was first held in October, 2009 and expanded in 2010. Faculty and staff facilitators led a series of discussion groups which were held on each campus during the week of October 18, 2010. *Days of Dialogue* is an avenue for continuing conversations about important and challenging issues related to diversity on our campuses.

A professor in the Department of Sport Management (Isenberg School of Management), UMass Amherst students, and the Boston Celtics basketball organization created a program to honor men of color playing a key role in young people’s lives. The professor connected UMass Amherst and the City of Springfield by challenging students to identify a community problem, in this instance violence, and apply their classroom learning about marketing and strategic planning to the problem.

The Office of Institutional Technologies (OIT) has an Assistive Technologies Center Specialist. The ATC Specialist and Disability Services work together to make software, hardware and electronic course materials accessible to students, faculty, and staff with assistive technology needs. The ATC Specialist helps campus web developers with site accessibility issues and along with the Academic Computing Faculty Support group supports the use of accessible teaching technologies.

The Biology Department (College of Natural Sciences) has a grant-funded mentoring program for a diverse group of junior faculty. The program seeks to help junior faculty successfully transition from Postdoctoral Fellow to Assistant Professor to Associate Professor, by offering mentoring in the classroom, in the development of a research program, in laboratory management, and in time management.

UMass Extension runs the Massachusetts 4-H Youth Development Program which provides after school and summer time educational programs in Springfield for middle school youth. Massachusetts 4-H partners with UMass Amherst Student Bridges, an undergraduate student service organization, to tutor and mentor youth at community centers in Springfield.

The Women, Gender, and Sexuality Studies Program (College of Humanities and Fine Arts) collaborates with the Africana Women's Studies Program at Bennett College for Women, a historically Black college for women in Greensboro, North Carolina. UMass Amherst faculty members traveled to Bennett for a faculty development workshop and Bennett faculty have visited UMass Amherst. Faculty from both programs reported on their collaboration at the National Women's Studies Association.

The Department of Kinesiology (School of Public Health and Health Sciences) undertook a department-wide initiative to weave diversity education into its curriculum. Faculty and graduate students watched the 6-part film "Unnatural Causes" and discussed inequalities in
access to health care and the effects of poverty and racial/ethnic minority status on health, thereby raising their awareness and their ability to teach the multicultural aspects of health and health disparities in the classroom.

The College of Engineering has a Diversity Programs Office to help recruit and retain undergraduate minority and female students. The Office gives the College of Engineering a presence at such events as the Springfield K-12 Outreach fair and the North Eastern Girls Collaborative Western Ma. Forum, a forum about recruiting and retaining female students in STEM disciplines (Science, Technology, Engineering and Mathematics). The Office, along with the student chapter of the Society of Women Engineers, helped the College of Engineering host a Career Day and an Engineering Career.

II. Diversity Plan

Background

During the spring of 2010, new steps were taken to strengthen and revitalize diversity initiatives on campus. Chancellor Holub formed the Chancellor’s Diversity Advisory Committee to serve as an advisory board on matters of diversity. This committee 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. Chaired by Debora Ferreira, Executive Director of Equal Opportunity & Diversity, the Committee 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 UMass Amherst Diversity Plan was shaped by information collected from the schools, colleges and executive areas. As part of the new diversity initiative undertaken with Chancellor Holub, the Office of Equal Opportunity & Diversity collected baseline information on the various diversity programs and activities currently in place on campus. Respondents were asked to outline their priorities regarding diversity, as well as gaps in services and programs. It is important to note that the campus reveal many successful examples of initiatives, programs and activities that have already been undertaken by the campus in these areas and can be utilized as best practice models. A detailed summary of these reports is presented in Part III: Information from the Campus Reports.

Baseline data on the workforce appears in Appendix A: Workforce Change, 2008-2010. The UMass Amherst workforce on 3/31/10 included 5,258 employees (excludes all student, hourly employees and those who work less than half-time). Women represented 50.1% of the total workforce; minority group members represented 17.1%. Employee minority representation increased from 16.2% in 2008 to 17.2% in 2010. Baseline data on the student body appears in Appendix B: Race/Ethnicity of Students, 2008-2010. In fall of 2010, there were 20,126 undergraduates and 6,196 graduate students. ALANA students (American Indian/Alaskan Native; Asian; Black, African-American; Hispanic/Latino; Pacific Islander; or 2 or more races) comprised 21.1% of the undergraduate body and 20.2% of the graduate student body. There were 4,460 entering first-year undergraduates in fall 2010 of which 20.8% were of ALANA heritage. Information on retention and graduation rates of entering students appears in Appendix C: Retention and Graduation Rates of Entering Full-Time First Year Students, Fall 2000 - Fall 2009, by Minority Status and Gender. This table includes continuation and cumulative graduation rates for all students, under-represented minority students, minority students, male students and female students. Under-represented minority students include: American Indian/Alaskan Native, Black/African American and Hispanic/Latino students. Minority
students include Asian/Pacific Islander plus under-represented minority students. For all full-time first-year students who entered in fall 2004, 68.9% had graduated in 6 years; this rate compared to 59.8% for minority students, and 53.4% for under-represented minority students.

Vision Statement

Diversity is critical to equity and excellence in education. An institution of higher learning cannot achieve excellence without the building blocks of diversity, inclusion and equity. In order to foster and sustain diversity, it is necessary to take measured steps to promote successful outcomes. The Diversity Plan serves to focus campus efforts to promote diversity, inclusion and equity. The following objectives have been identified:

- Promote a campus that is accepting of all differences;
- Develop a more culturally responsive campus community;
- Improve campus climate;
- Strengthen community connections;
- Increase the recruitment, hiring and retention of a diverse faculty and staff;
- Increase the recruitment, retention and graduation rates of undergraduate and graduate students from diverse backgrounds;
- Strengthen pipeline programs;
- Integrate a curriculum that fosters cultural competencies;
- Incorporate universal design and universal instructional design concepts;
- Coordinate organizational changes that support diversity goals; and
- Increase accountability for the achievement of diversity objectives.

In pursuing these objectives, be mindful that dealing with differing world views, perspectives, and cultures is never easy, but then change is never easy. Inaction is not an option, as disparities in our community and the world continue to increase. While work of this nature is likely to be frustrating at times, the rewards include actualizing the full potential of our students, faculty and staff, and of fully engaging this institution with the surrounding communities in a relationship free from boundaries and misconception.

Priority Areas for Action

Priority areas for action fall within the categories of: education, communication, campus community and outreach. It is important to note that the campus reports (please refer to Part III: Information from the Campus Reports) reveal many successful examples of initiatives, programs and activities that have already been undertaken by the campus in these areas and can be utilized as best practice models. Collaboration, replication of successful programs, and sharing of resources will be key to our further success in these areas.

1. Education: Provide education and training on diversity related topics

   - Support academic initiatives that promote an understanding of diversity:
     - Continue to offer classes that promote diversity education in the classroom. Expand the curriculum to create more opportunities in the classroom for scholarly discussion on issues of diversity. Topics can be integrated into the classroom in a seamless manner so it becomes part of everyday learning.
     - Organize a conference for the campus on issues of diversity that will assist with innovative and exciting ways to integrate diversity into the classroom as well as into the workplace.
• Provide training for all new faculty, staff and students:
  o Create a presentation for the orientation of new faculty and staff that sends a clear message about diversity, inclusivity and equity on campus. Include vignettes that will depict how to address sensitive issues while creating a welcoming atmosphere.
  o Offer workshops on diversity, including information on the prevention of sexual harassment and discrimination, for all new faculty and staff.
  o Create a workshop on diversity, with information on the prevention of sexual harassment and discrimination, to be included in the orientation program for all undergraduate, graduate and international students. This workshop could also be presented online.
  o Create a presentation for the entire campus community with a focus on students, especially first year students, on how to prevent sexual assault and provide information on the services in place to respond to sexual assault.
• Enhance campus training programs on diversity and civil rights laws:
  o Support and expand on-going workshops and trainings for the university community. EO&D currently offers diversity workshops and training on the prevention of harassment and discrimination, including sexual harassment; and special workshops for supervisors, managers and department heads.
  o Notify the campus about workshops related to diversity, including those offered by: Workplace Learning and Development, Labor/Management Workplace Education; the School of Education, Residential Housing Program, and others.

2. Communication: Foster communication on diversity related topics
• Utilize the Diversity Plan as a way to focus the campus on diversity:
  o Present the Diversity Plan to the campus community. Have a period of feedback and revisions to the Plan.
  o Begin a campus wide collaborative effort, with senior leadership support, to attain the goals and priorities laid out in the Diversity Plan.
  o Create a Strategic Plan on Diversity. The strategic plan would include a five to ten year time period and include specific actions that the University would take to accomplish the strategies laid out.
• Use channels of communication:
  o The Chancellor’s Diversity Advisory Committee assists the Chancellor on ways to address complex diversity issues. The committee meets on a regular basis and members serve as a resource to the campus if there is a need for a strategic response to a problem concerning diversity.
  o Other diversity related advisory groups include: the Affirmative Action Advisory Board, The Faculty Senate Council on Diversity, and the Faculty Senate Council on the Status of Women.
• Create a Diversity Mission Statement for the University:
  o A Diversity Mission Statement will communicate clearly how diversity is part of the overall mission of the University. This statement will demonstrate to the campus community and beyond the campus’ commitment to diversity.
• Institute a Diversity Web Site:
The UMass Diversity website will be the hub of all diversity work and activity taking place on campus and neighboring communities. It will be a place to communicate and be informed on how to collaborate with other areas on campus on issues of diversity, inclusion and equity.

- On the Diversity Website, have a video message from the Chancellor and the Executive Director for EO&D on diversity, inclusivity and equity on campus.
- Along with the diversity website, a poster campaign with the same message conveyed on the diversity website can be initiated to communicate that all people regardless of race, ethnicity, sexual orientation, religion, disability are accepted on campus. This campaign will showcase that the University is a welcoming, inclusive campus that is not tolerant of any type of discrimination, harassment or retaliation.

- Support initiatives that promote communication on diversity related topics:
  - Continue to promote through open collaboration different ways to discuss, interact and educate on issues of diversity. This can include programs, activities, events and materials that are focused on diversity. Leadership needs to be supportive and aware that this type of work is needed on campus.
  - Continue to communicate the procedures that protect against discrimination, sexual harassment and retaliation. Continue to communicate the search procedures that promote equal opportunity and affirmative action recruitment in hiring.

3. **Campus Community: Promote an environment that is welcoming for all and free of bias**
   - Support and enhance campus mentoring programs for faculty, staff and students:
     - Continue to support and increase mentoring programs for faculty, staff and students. These programs build strong ties to the University that usually last a lifetime. By starting mentoring programs in middle school and/or high school, UMass will build a pipeline for students to attend UMass.
     - Mentoring programs also work for graduate students and post-graduates, as well as faculty and staff, to foster relationships with campus members that will make them feel part of the campus community.
   - Collaborate and share resources that promote diversity on campus:
     - Conduct a campus wide survey that would measure the atmosphere on campus as it pertains to diversity, inclusion and equity.
     - This plan includes best practices from all of the areas on campus, with an aim to help spur collaboration and modeling to promote diversity on campus. Especially during difficult economic times, it is imperative to share resources and ideas for programs and activities that have worked in the past and/or are currently working.
     - Review models that were used in the past, such as the Community, Diversity and Social Justice Initiative, for best practices to attain our diversity objectives.
     - Gather data on climate indicators for diversity on campus. Implement campus-wide survey for faculty, staff and students.
   - Increase the diversity of students on campus:
o Collaboratively explore different avenues to increase the number of students from underrepresented communities as well as students who are economically disadvantaged. Increase the outreach to this student population and communicate that UMass is a welcoming place where all students can be successful.
o Replicate services provided by such offices as School of Engineering’s Office of Multicultural Programs.
o Provide more resources for graduate fellowships, assistantships, and mentoring for graduates students.
o Build in a structure for exit interviews for students. This would capture information about why the student left the University in order to work on retention and making the University more welcoming.
o Collaborate with communities on how to increase the diversity of our student population on campus.

• Increase the recruitment, hiring and retention of faculty and staff from diverse backgrounds:
o Put into place programs that will help with recruiting, such as NEGEAP.
o Continue to work with the Provost’s Office checkpoints for faculty searches in order to increase the diverse of faculty hires.
o Continue to enforce the search procedures that are in place for faculty and staff.
o Continue to follow the employment procedures for classified staff, including the Targeting Process.
o Replicate other funding sources for mentoring programs such as the Mellon Mentoring Grant.
o Build in a structure for exit interviews for faculty and staff. This would capture information about why the faculty or staff left the University in order to work on retention and making the University more welcoming.
o Explore ways to increase staff diversity, such as hiring a recruiter for the campus.
o Collaborate with communities on how to increase faculty and staff on campus.

• Recognize and reward diversity efforts on campus:
o Structurally build mechanisms that would reward diversity efforts on campus.
o Reward teaching, research and service that advances equity and equal opportunity.
o Structurally build mechanisms that would fundraise for diversity initiatives. For example, establish funds that would help areas pay for accommodations based on disabilities.
o Create a criterion to reward diversity practices for staff and for students.

4. Outreach: Provide services that promote diversity to the citizens of the Commonwealth

• Institute pipeline programs for students:
o Continue to fund programs that allow students to attend programs during the school year and summer. Further develop programs for middle and high school students that would give them the opportunity to see what it would be
like to be part of the University, such as tours, sitting in on a class or auditing a class.

- Strengthen community service learning programs:
  - Community service learning programs build ties between the University and neighboring communities, and make a positive impact in the surrounding communities. Community service programs also build a sense of responsibility and connection between our students and the world and help to break down barriers.
- Continue to support the Initiatives begun by the Chancellor with Springfield and Chelsea:
  - The Springfield initiatives and Chelsea Compact are other great initiatives that seek to further the diversity of our student body. These types of programs are essential to build trust with the community and take concrete steps that show that diversity is important.
- Develop and support collaborative initiatives to serve diverse constituencies on campus and within the neighboring communities:
  - Develop long term initiatives with surrounding communities that will lead to more students from underrepresented communities attending the University; more mentors and tutors in the community; more staff opportunities at the University; and more faculty collaborations.
- Continue to strengthen the liaison relationship with community organizations, schools and businesses:
  - Partner with community organizations, K-12, community colleges, technical colleges and local business for internship possibilities and explore different ways to build stronger ties to the University.

III. Information from the Campus Reports

III.A. Areas of Concern
- “Our inability to hire in the past two years has impeded efforts to continue to diversify the faculty and to support important areas in the curriculum.”
- “We regret the loss from budget cuts of the New WORLD Theater program.”
- Lack of funds and workshop facilitators needed to formalize and regularize cross-cultural training at the department level;
- Institutional funding for graduate student stipends is needed;
- “Even though recruiting a more diverse faculty is a top priority for the College it has been and continues to be our greatest challenge.”
- Challenges each year include the necessity of raising private contributions to sustain programs in place for undergraduate students.
- Because competition among Ph.D. programs is fierce for minority students, our yield is not high. Our assistantship stipends are relatively low.
- There are constraints on how much can be packed into an already tight schedule with everyone required to focus attention on many other things at the same time.
- “There are clearly still barriers to people really being completely open and honest about their feelings regarding race, diversity, health disparities, etc.”
- There is a need to “promote activities and programs that celebrate and destigmatize ability differences.”
• “Rising fees have a negative impact on working class students and students of color are overrepresented in this group.”
• “We are concerned about retention of faculty of color on this predominantly white and rural campus.”
• There is an “erosion of programs serving students of color.”

III.B. Summary of the Campus Reports by Organizational Area

**Chancellor’s Area**

**Disability Services** works to ensure that reasonable and effective accommodations and support services are in place for members of the university who have a documented disability. The following services are provided: support for employees with disabilities, assistance with employee accommodations, academic access, classroom access, commencement accommodation, exam proctoring, disability advising, disability advocacy, disability workshops for employees/supervisors, faculty notification of students’ accommodation eligibility in the classroom, open house sessions, orientation for incoming/prospective students, a scholarship program, a speakers bureau, and verification of eligibility for various campus services. Information provided by Disability Services to prospective students and their families encourages enrollment and leads to the diversification of the campus with regard to ability.

**Office of Information Technology (OIT)** management has long endorsed a training program aimed at providing OIT staff with an understanding of diversity in its many forms. In 2009, new employees and current staff were encouraged to attend a *New Employee Training on Harassment and Discrimination*. With the recent hiring of the Assistive Technologies Center Specialist, OIT established an active bridge between Academic Computing Computer Classrooms and the Office of Disabilities. In the Assistive Technologies Center (ATC), consumers registered with Disability Services will find six workstations, four with electric adjustable height desktops, housing three Windows and three dual-boot Macintosh computers. The ATC is also equipped with flatbed and multifeed scanners, optical character recognition software, document and screen reading software, voice recognition software, text enlargers, and other assistive technologies. The ATC Specialist’s role extends to assisting any UMass users, whether registered with Disability Services or not, through screen magnification and screen reading software.

Accommodations for wheelchair users are also found in all OIT Computer Classrooms facilities across campus. Consulting, instruction and links to tools are provided for campus web developers to allow them to check their sites for accessibility issues. In collaboration with the Library, OIT Computer Classrooms has plans to assist citizens of the Commonwealth with disabilities to gain access to the Library’s computing resources at the public stations in the Learning Commons. In the approach to instructors’ use of teaching technologies, the Faculty Support group in Academic Computing emphasizes how the technologies can be used to engage students of different learning styles and abilities.

Universal access is a theme throughout all OIT workshops that involve the building of content and use of tools. Faculty are urged to make sure that what they are doing is accessible to all. The Telecommunications area of OIT provides a TTY machine (a typewriter-like device) which allows the hearing or speech-impaired to communicate via telephone lines. OIT sponsors the UMass Summer Computer Technology Internship Program. The program is intended to attract traditionally underrepresented minorities and women in order to provide them an
opportunity to work in a technology-focused environment and to consider technology-related careers.

The UMass Athletic Department promotes and supports the University’s comprehensive commitment to diversity and equity, providing equitable opportunity for all students and staff including minorities and women. Freshmen student-athletes are required to take a course a one credit course called “Your Winning Season” in which they are educated on a number of issues. Within this curriculum there is a section devoted to diversity. Athletics provides special programs to its athletes and coaches, such as one last spring by Break the Cycle. BTC assists youth in addressing their academic and personal needs by developing effective and relevant strategies and providing positive alternatives within a supportive community-based setting. Athletics has a committee for Student Athlete Welfare. It is our hope that this group will help our department remain proactive in developing initiatives and identifying priorities regarding diversity.

Academic Affairs

Commonwealth Honors College continues its long history of building an open environment that embraces diversity and encourages dialogue. The group of faculty, staff and graduate students that comprises our Community, Diversity and Social Justice Committee regularly organizes events, workshops and discussions for all who work in the Honors College. Over the past 10 years this committee has played a major role in developing staff awareness around diversity issues and in catalyzing change in policies and procedures to lead to greater inclusiveness.

Each year, the Honors College requires its student staff to attend and participate in a day-long workshop focused on community, diversity and social justice. The focus of the spring 2010 workshop was to raise issues and participate in conversations about ability and disability and the ways in which differing abilities affect the campus and the Honors College office. Twice-a-month faculty development meetings led by the Honors College's Community Engagement Program have given faculty teaching Community Service Learning courses and other honors faculty opportunities to discuss articles on diversity and social identity and examine together how to address these issues in teaching.

Over the past seven years, Commonwealth Honors College has made strides in bringing the demographics of each incoming class into alignment with the University's admission statistics for ALANA students. In its academic programs, Commonwealth Honors College promotes diversity as well as creates opportunities for developing multicultural awareness. In Bachelor's Degree with Individual Concentration (BDIC), motivated students have the opportunity to construct concentrations relating to the experience of minorities that are not available through the University's standard majors. For example, BDIC students have developed concentrations in Latin American Studies and Asian American Studies.

All of our service-learning programs and courses offered through the Honors College's Community Engagement Program work to promote a diverse and multicultural environment for students. Community Service Learning (CSL) courses send students into communities (within western Massachusetts and across the country) to engage in community service; often this work requires students to cross boundaries of race and class and other dimensions of social identity. CSL courses, which operate as anti-discriminatory learning communities, prepare students for this work by exploring issues of diversity, social identity, power and privilege that they are likely to encounter in their community service.
Commonwealth Honors College collaborates with Undergraduate Advising and the Office of Admissions to recruit students to Emerging Scholars, an Honors Residential Academic Program (RAP) for traditionally underserved and underrepresented first-year students with strong academic records. While living together in a hall, these students, representing a range of racial, ethnic and economic backgrounds, take courses together that engage them in exploring issues of diversity, such as "Culture, People and Society" and "Beyond Borders." Students in Emerging Scholars are invited to apply to Commonwealth Honors College after receiving their first-year grades. This program will continue next year.

This year, the Honors College hosted a reception to bring together honors faculty, faculty of color who teach honors classes, new faculty of color, honors students of color, prospective honors students of color and honors staff. With about 100 in attendance, the informal gathering was well-attended. It paved the way for setting up faculty and student mentoring, establishing connections between faculty and students and Honors College staff. Faculty shared their thoughts with students about the importance of higher education, rigorous research, making the most of their tenure at UMass, using available resources, and the urgency to share their skills in their communities. The faculty underscored the significance of undergraduate research and shared with students their own experiences with engaged, honors-level teaching.

The Honors College often coordinates events that offer students intellectual stimulation as well as social interaction. A series of events including films, discussions and a campus visit from the author complements the book selected each semester for the Honors Seminar Series. Weekly Pizza and Prof Nights provide opportunities for honors students to engage informally with faculty on a variety of topics, many of which incorporate social or cultural matters. Topics for the spring 2010 semester include a discussion of gender, sexuality, and culture in 1960 American society, an exploration of the assumptions and attitudes people make based on variations in speech, and a presentation on the intersections between gender, race and food.

The Graduate School includes the Graduate Dean’s Office, the Offices of Graduate Admissions, Graduate Records, Degree Requirements and Graduate Registrar, the Office of Graduate Recruitment and Retention, the Northeast Alliance for Graduate Education and the Professoriate, the STEM Education Institute, and the Graduate Assistantship and Fellowship Office. The mission of the Graduate School is to advocate, enhance, and support graduate education and the research, scholarship, teaching, academic outreach and economic development associated with graduate level work. During 2009-2010 the Graduate School continued to make important contributions in supporting and advancing graduate education and scholarly activities of graduate students, faculty and staff from diverse and underrepresented groups. Activities within the Graduate School include the following:

The Graduate Deans Office supports a number of programs and opportunities designed to enhance the chances of success of our enrolled graduate students who are, by virtue of their race, ethnicity, gender, age, or socioeconomic class, underrepresented in their chosen discipline. These programs compliment the recruitment investment made to bring diversity to our graduate student body by helping to create the supportive environment and array of scholarly opportunities necessary to assure their success and graduation. Supported opportunities include internships, travel grants, fellowships and scholarships. Awards and support in FY 2009 for these purposes from the Graduate Dean totaled $256,725.

The mission of the Office of Graduate Student Recruitment and Retention (OGSRR) is to facilitate the recruitment and retention of graduate students. Key recruitment activities included participation in several national consortiums designed to broaden the participation, on campuses across the nation, of students from groups who have been traditionally
underrepresented within graduate education, e.g., Project 1000 – a national Hispanic name exchange program, and the National Physical Science Consortium.

OGSRR activities aimed at retention and community building included the sponsorship of a reception to welcome first-year ALANA graduate students to campus and several informal social gatherings for ALANA graduate students. The OGSSR Director coordinated two diversity funding initiatives that awarded a combined total of over $300,000 in stipends to graduate students. The OGSSR Director also presented “Applying to Graduate School” workshops to both University of Massachusetts groups, including students from the College of Natural Resources and the Environment, Commonwealth College, and students living in North Dormitory. The OGSSR Director also made presentations to students participating in Northeast Alliance and College of Engineering sponsored “2009 Fall Recruitment Weekend,” and several groups of students who participated in campus summer research programs.

The **Northeast Alliance for Graduate Education and the Professoriate** (NEAGEP) at the University of Massachusetts Amherst recruits, supports and mentors underrepresented minority students interested in academic careers so they may pursue Ph.D.’s in science, mathematics or engineering disciplines. Funding is distributed to internships. These underrepresented interns are given opportunities to work in faculty labs gaining technique experience and learning about what is involved in careers in science and science education. Also funds interns to run the SPUR summer program for incoming grads. All funding for NEAGEP student support totaled more than $600,000. A summary of NEAGEP events and initiatives follows next.

Faculty, staff and graduate students from all 15 NEAGEP institutions were invited to attend **NEA Science Days** to discuss best practices as well as issues surrounding recruiting and retaining minority students in science, technology, engineering and mathematics (STEM) disciplines. Nearly all NEAGEP Institutions attend these events. At these meetings, faculty and students meet to set up long-term recruiting partnerships and mentoring relationships.

NEA co-hosted a recruitment event highlighting the interdisciplinary and engineering departments in fall 2009 to recruit minority students to STEM graduate programs at UMA. Over 30 students attended the event.

To introduce URM students to opportunities available for doctoral research at UMass Amherst, we host an eight-week **summer program for undergraduate research** that attracts participants from across the country. In this program, students work in the laboratories of research-active faculty members. In addition, they participate in professional development activities such as writing a resume, drafting a personal statement and filling out applications. They also receive GRE preparation and enhance their oral and written presentation skills. This program has been evaluated formally for the past 5 years, and during that time both student and faculty participants have rated it as excellent. Generally, faculty members keep in touch with the students who worked in their laboratories. More than half of these students go on to graduate school and several are now at UMass Amherst.

The **Postbaccalaureate Research Education Program** (PREP) encourages students of underrepresented groups who hold recent baccalaureate degrees to pursue doctorates in biomedical sciences. PREP participants work as apprentice scientists in laboratories and participate in professional development activities, as well as taking a course per semester. PREP is funded by a grant from the National Institute of General Medical Sciences (NIGMS) to PREP Faculty Core Coordinators: Drs. Surita Bhatia (Engineering), Sandra Petersen (Life Sciences) and Lynmarie Thompson (Chemistry).

The **University Libraries** have regularly updated the Community, Diversity and Social Justice Action Plan (CDSJ) which was first adopted in 2005. The key areas to be addressed in...
the CDSJ Action Plan are: Goals and Values, Personnel Policies, Management Practices, Work Environment, and Teaching and Learning. Each of these key areas has actions associated with it, along with the party responsible for implementation of the action.

Within this plan, **goals and values** are addressed through the following items: enhance the sense of community in the Libraries; increase respect between classified and professional staff; and enhance the sense of community for library staff within the campus. In order to enhance the sense of community in the Libraries, the following actions are cited: the provide opportunities for social interactions to build community; provide opportunities to involve more staff in the work of the Libraries during the semester; recommend and facilitate staff cultural and enrichment opportunities; and collaborate with faculty to host professional development programs for staff. In order to increase respect between classified and professional staff, the following actions are cited: establish a program of departmental orientations for both professional and classified staff; encourage teams of professional and classified staff to teach skills and make presentations to other staff; and award funds from the Staff Development endowment to provide opportunities for staff to attend staff development programs. An enhanced sense of community for library staff will be afforded through library liaisons (to service departments on campus).

Within this plan, **personnel policies** are addressed through the following: increase the diversity of the professional and classified staff in the University Libraries, and recruit professional and classified staff from diverse backgrounds. Minority applications for vacant positions will be encouraged through targeted advertising and personal contacts. Both grants and sponsors to establish residency programs and retention incentives will be investigated. There is a need to provide regular diversity programs, and to collaborate with faculty to create diversity awareness programming.

A goal under **management practices** is to ensure that all library job descriptions are accurate and up to date. A systematic review of updating all library job descriptions on a department by department basis will be continued. An All-Staff Meeting will be set up and held with campus Human Resources to review personnel procedures and answer staff questions. Alternative career ladder models and opportunities will continue to be explored.

Within this plan, there are goals for **addressing the work environment** as follows: improve the work environment, both in the Libraries and on campus; and position the Libraries as a model in diversity and social justice for the campus and community. This will be accomplished in the following way: maintain a prominent announcement space to promote campus wide activities and information; solicit student representatives to serve on Staff Council and other library committees; and improve the working climate for student workers.

Within this plan, there are goals for **addressing teaching and learning** as follows: Create an atmosphere that is welcoming and comfortable as well as supportive to learning; insure access by all to the Libraries’ resources and services; and enhance a sense of community and the awareness of CDSJ issues for all library users. A welcoming and comfortable, supportive environment will be created in the following ways: create a user-friendly environment through greater use of artwork and greener; commission student artwork for the Mural Project to reflect the diverse ethnicities and different viewpoints; encourage faculty and students to participate in displays, exhibits and events in the Libraries which reflect our diverse community; provide tours and programs for international students and faculty by working with the International Programs; and monitor access to library services and facilities. Access by all to the Libraries’ resources and services can be achieved in the following ways: expand the Special Collections and University Archives online exhibit program; invite members of the public to offer programs, workshops, art and displays that contribute to the education of the campus community concerning diversity and
social justice; partner with campus publications to communicate information regarding services, collections and programs of the UMass Amherst Libraries; distribute library information to campus groups and through activities such as booths and tables at campus events; provide a retrieval service to pull materials from the collections for library users who are unable to retrieve them without assistance.; provide assistance with the equipment and software for adaptive needs both in the Assistive Technology Lab and on Library and OIT computers; and ensure that the Libraries/Web site complies with Americans with Disabilities Act requirements. Finally, there is a goal to enhance the sense of community and the awareness of CDSJ issues for all library users through the commission of artwork that reflects diverse ethnicities and different viewpoints that promote a sense of identify and community.

**College of Humanities and Fine Arts (HFA)**

The College of Humanities and Fine Arts has been a leader for diversity in hiring, in curriculum and research activities. Strong affirmative action policies have resulted in recent minority tenure-system hires in the departments of Philosophy; English; Languages, Literatures & Cultures; and others. Among the highlights within HFA are the following:

The W.E.B. Du Bois Department of Afro-American Studies reported that their most important diversity initiative at the faculty level is a Mellon Mutual Mentoring Initiative connected with the interdisciplinary, College of Humanities and Fine Arts interdepartmental African American Studies Faculty Cluster. The African American Studies Faculty Cluster M3 Project successfully created an intentional interdisciplinary mentoring network, as well as a sustainable model for other interdisciplinary fields at UMass Amherst and beyond. There are numerous activities the Du Bois Department sponsored or co-sponsored that helped to promote diversity, including events, symposia, professional networking activities and outreach. Also, their teaching fosters multiculturalism.

Many areas of the HFA curriculum support multiculturalism and diversity. For example, the French program expanded its scope to French and Francophone Studies and offers courses on Francophone African, North African, and Caribbean literature and culture. The Women, Gender, Sexuality Studies program is recognized as a national leader in bringing race, gender and sexuality into the center of their curriculum and program. Throughout the college, the number of undergraduate General Education courses that fulfill the diversity requirement are too numerous to count.

There are a variety of outreach projects sponsored by areas within HFA. For example, the Women, Gender, Sexuality Studies Program collaborates with the newly developed Africana Women’s Studies program at Bennett College for Women, a historically Black college for women in North Carolina. In the Spanish and Portuguese program, graduates and undergraduates perform community service in the Holyoke Tutorial, working with young students in under-resourced schools.

The Theater department regularly offers special matinee performances for school groups from Holyoke and Springfield, as well as programs that serve other low-income students, many of them from diverse backgrounds. The Theater department regularly includes works by artists of color and a variety of cultural and ethnic backgrounds, as well as works that accommodate the casting of actors of diverse backgrounds.

In the area of research activities, The German and Scandinavian Studies program is internationally known for its research focus on multiculturalism in Germany. Last year the program sponsored a lecture series on “Race and the New Europe.” Within Linguistics the
Center for the Study of African American Language sponsors the Summer Dialect Research Program and the Summer Dialect Teacher Project.

Natural Sciences (CNS)

There are a variety of diversity programs and activities in the new College of Natural Sciences. Among the highlights within CNS are the following:

The University of Massachusetts is the lead university for the NSF-funded Northeastern Louis Stokes Alliance for Minority Participation (LSAMP) program (the PI is from the Biology Department). The goal of LSAMP is to increase the enrollment, retention, graduation, and participation in research of students from underrepresented minority groups seeking degrees in STEM disciplines.

Commonwealth Information Technology Initiative (CITI) is a public/private partnership to promote IT education, through strategic investments, that prepares graduates to participate, lead and innovate in the knowledge-based economy of Massachusetts. CITI has the goal of improving computer science curricula and recruitment to meet industry needs and reflect the diverse population of Massachusetts. The Computer Science Department spearheads the Commonwealth Alliance for Information Technology Education to recruit women and minorities into technology and computer careers.

The College is now the home of UMass Extension, which runs programs that reach out to the local community, including the Massachusetts 4-H Youth Development Program. 4-H Science, Engineering and Technology (SET) activities and projects combine informal education with hands-on, inquiry-based learning in a positive youth development context to engage youth, ages 6-17, in improving their SET knowledge, skills and abilities. A Massachusetts 4-H program educator received a USDA Communities, Youth & Families at Risk (CYFAR) grant in support of community-based programs for at-risk children and their families. The $660,000 grant is for five years offering SET programming in the Springfield working with community partners in low-income, diverse neighborhoods.

UMass Amherst Student Bridges undergraduates (who are the tutor-mentors) provide instruction at two Springfield sites; The South End Community Center, Inc. and the New North Citizens' Council, Inc. Dunbar Community Center, Inc. in Mason Square neighborhood is subcontracting with 4-H utilizing their staff to provide the hands-on SET activities.

A number of CNS undergraduate research programs emphasize opportunities for traditionally underrepresented students. CNS faculty are major contributors to the NE Alliance for Graduate Education and the Professoriate (NEAGEP), and the PI and two of the three co-PIs are members of CNS. NEAGEP’s major goal is to increase the numbers of traditionally underrepresented students in the STEM graduate programs and launch them on careers as faculty members.

Social and Behavioral Sciences (SBS)

SBS plays a widely recognized role on the campus in educating students and various external publics about the nature and significance of human diversity by race, gender, language, nationality, culture and class. Highlights within SBS include the following:

SBS is committed to global diversity education through the Global Education curriculum and houses programs and initiatives that focus on diverse populations; African-American, Latino/Latina, Native American, Islamic and Asian studies.
The newly formed SBS Advising Center has played a critical role in the recruitment and retention of students, with a focus on the retention of at-risk students. A new College peer-advising system is being launched in fall 2010. As part of this program, new peer advisors will take a course that helps them to be effective in guiding their peers to become successful university students, and develop an appreciation of, and respect for, the diverse UMass community.

SBS places a strong emphasis on Community Service Learning and civic engagement as part of the student experience. The College houses the UMass Alliance for Community Transformation (UACT). This is a unique partnership of UMass students, faculty and members of grassroots community organizations. Students and community members work together to design programs that build community, promote social and economic justice, advance cross-cultural understanding and serve the educational and civic objectives of our Land Grant University.

The College has provided staff (who are predominantly female) with educational training opportunities to enhance computer skills. We will also be offering a course in fall 2010 for our staff that focuses on managing and coping with change in the workplace, and how to develop good relationships with our diverse population of staff, faculty and students.

The commitment to recruiting and retaining a diverse faculty has led SBS 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.

There is a growing group of research centers with international recognition including the Center for Research on Families; Science, Technology and Society; and the Social and Demographic Research Institute. Each benefits in exciting synergistic ways from an effort to bridge the gap between diversity studies and centers of research excellence.

The Anthropology Department has aggressively pursued fellowships and TA funds to attract students of color, and the annual earnings on the Sylvia Forman endowment have provided a $10,000 recruitment fellowship for either Native Americans or applicants from “third world” countries.

**School of Education (SOE)**

Multicultural and social justice education are hallmarks of SOE 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. Among the highlights within SOE are the following:

The undergraduate Minor in Education has four components: foundations, social justice, human development and pedagogy; it has been designed to attract future education professionals who support the learning of all students. The faculty who teach within the Higher Education specialization (Masters and doctoral programs) are well-known experts on the issues of access and equity in postsecondary settings, which are integral to research, scholarship and curriculum.

The SOE Diversity Committee provides the leadership to deepen and enhance our commitment to diversity efforts with recommendations for continuous improvement regarding curricula and assessments to more fully integrate diversity themes across programs. The School of Education sponsors the Norma Jean Anderson Lecture and Award for Diversity and Leadership which recognizes leadership in promoting diversity in education through research, practice or policy.

The School of Education’s journal, *Equity and Excellence in Education (EEE)*, established in 1963, publishes scholarly articles related to equity, equality and social justice in
K12 or postsecondary schooling. A faculty member received $50,000 from the Council of Administrators of Special Education for an Editorship for the Journal of Special Education Leadership.

For more than four decades the Center for International Education has offered graduate level professional training, service and research opportunities. Since the Center was established, students and graduates have originated from more than 70 nations, bringing an international perspective that enriches the educational experience for students. The Center has managed more than $40 million in grants and contracts during this period including the current USAID/Afghanistan Higher Education project to improve access to education and medical training.

The ACCELA Alliance (Access to Critical Content and English Language Acquisition) was originally developed with federal and state funds to be a professional development partnership between the University of Massachusetts Amherst, three local school districts, and several community organizations in Western Massachusetts. The purpose of this partnership is to support the academic literacy development of linguistically and culturally diverse students attending public schools in the region.

The interactive curriculum of the recent Day of Dialogue launched by the Five College Intergroup Dialogue Committee incorporated the pioneering work of Ximena Zuniga, associate professor, Social Justice Education. Zuniga helped conceptualize the daylong initiative designed for staff and faculty at Amherst College, Hampshire College, Mt. Holyoke College, Smith College, and UMass Amherst to foster understanding among groups by exploring attitudes, feelings, and perceptions through discussion of issues of race, class, gender, and religion.

The Language, Literacy and Culture concentration strives to address the needs of all learners in a diverse society. The annual Language, Literacy and Culture conference, sponsored by the School of Education, reunites our student community to present and celebrate student research and their contributions to education to meet the needs of diverse learners. Social Justice Education, the only freestanding doctoral program of its kind in the US, is an interdisciplinary program of study (Masters, CAGS, 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.

$500,000 was received from the National Science Foundation for the STEM Bridge Project to award scholarships to undergraduates, those from underrepresented categories in particular, preparing to become secondary science or mathematics teachers. $212,000 was received from the Mass Charter School Association for a Dissemination Project Evaluation to identify and analyze high-quality charter schools serving high-need communities and students at risk for academic failure.

Research awards that focus on students with disabilities include: a $796,809 grant awarded in the area of autism spectrum disorders; a $799,860 grant to train future administrators and faculty to create inclusive learning environments for students with disabilities from diverse backgrounds; and a $799,000 grant to prepare the next generation of speech language pathologists, with a special focus on students with speech and language disabilities in the public schools.

In the area of adult education, $1,026,204 was received from the Nellie Mae Education Foundation for the Adult Transitions Longitudinal Study. The goal is to enable adult literacy program graduates to prepare for, enter and succeed in postsecondary education thereby increasing the likelihood of improving their own and their families' lives. $1,500,000 was awarded from the Massachusetts Department of Education for developing and validating assessments for adult basic education learners in Massachusetts.
In the area of social justice education, the following awards were made: $605,000 was received from the WT Grant Foundation for a Multi-University Evaluation of the Educational Effects of Intergroup Dialogues; $602,000 from the Ford Foundation for a Multi-University Intergroup Dialogue Project; and $50,000 from the Anti-Defamation League for Making Diversity Count, an Evaluation for Online Anti-Bias Video Course Pilot.

**College of Engineering (COE)**

The College of Engineering continually strives to recruit more women and minority faculty and staff and to have a student body that more accurately reflects the demographics in the population. Highlights within COE include the following:

The College continues to take proactive steps 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. The College has recently increased the diversity among its staff members.

The Diversity Programs Office (DPO) directs two long-term programs concerned primarily with the retention and recruitment of undergraduate minority and female students: the Multicultural Engineering Program (MEP) and the Women in Engineering Program (WEP). The DPO is funded primarily with College funds with additional support from corporate and private gifts. DPO attends outreach fairs and forums to provide local area counselors and teachers with information regarding the College of Engineering and the support programs available to underrepresented students. The DPO office organized and conducted a 4 day phone-a-thon to Early Action, accepted female, out of state and students of color.

The Women in Engineering Program in conjunction with the Society of Women Engineers student chapter hosted an annual Career Day for female High School Students on October 29th 2009. 220 students 40 counselors from across the state of Massachusetts, 4 companies/industry partners were in attendance.

ESRO (Engineering Students Reaching Out) is a student run organization, whose mission is to recruit more women and students of color into the fields of engineering. The goal is to motivate high school students to pursue higher education with a focus in the fields of science and engineering. On December 3rd 2009, The Springfield Renaissance School, (where 40% of the school is Latino and 37% African American) attended a one day Engineering Career conference in the College of Engineering. 27 students and 3 counselors were in attendance.

To help retain students that are currently enrolled, tutoring services are offered to all undergraduate students to assist them with their studies. Females and minority students have the support of three, diverse, graduate student mentors to advise and assist them.

Students involved in Society of Women Engineers, The Society of Hispanic Professional Engineers and the National Society of Black Engineers attend the National Conference every year to build their professional and technical skills. For several years the College has used discretionary funds to sponsor the Women in Operations Research/Management Sciences (WORMS) annual meeting.

First Friday Socials are held every first Friday of the month to allow students, faculty and professionals to build community within the College of Engineering. The Women in Engineering Program’s Meet and Greet Social introduces first year female students to seasoned undergraduates and female engineering faculty.

First year Seminar is a one credit comprehensive course offered in the fall semester for female and minority freshmen engineering students. The curriculum is designed to help the
students make a smooth and informed transition from high school to college with an emphasis on study skills, time management and academic success.

A new program and scholarship was established in 2009-2010 that enabled through to create a networking support group that specifically addresses the needs of engineering student veterans. In addition to the networking support group, Robert C. Hagerty scholarships were awarded to two engineering students who are veterans and whose service included a posting in Iraq or Afghanistan.

COE Development makes a priority of soliciting funds to support the activities of the Diversity Programs Office; in FY09 unrestricted giving to the Diversity Programs Office was just over $55,000, a 57% increase over last year. The College also has 15 named scholarships funded by private contributors which are directed in whole or in part towards underrepresented students.

The College of Engineering’s Community, Diversity, and Social Justice Committee (CDSJ) examined the College’s progress since 2005 (when the campus last surveyed CDSJ issues) by conducting an online follow-up survey. Overall, the 2009 CDSJ survey illustrated the College has been successful in several areas, specifically co-worker support, general work satisfaction in immediate work environment and general overall climate of the College.

The College actively participates in the National Consortium for Graduate Degrees for Minorities in Engineering and Science (GEM). There are currently 6 GEM Fellows on campus.

In 2007, a group of faculty in the College of Engineering received a “Scholarships for Science, Technology, Engineering and Mathematics” (S-STEM) Award from the National Science Foundation. The purpose of the five year, $598,000 grant is to recruit and support transfer students with $6,000 scholarships per year. In the fall of 2008 23 transfer students were recruited with the S-STEM scholarship; 43% are minority (including Asian); 22% were underrepresented in engineering (African American, Hispanic, and Native American).

Isenberg School of Management (ISOM)

The Isenberg School has been actively involved in diversity initiatives for the past 20+ years. Highlights within ISOM include the following:

In 1988 the Isenberg School established the Minority in Management Education Program, later named the Diversity in Management Education Services (DiMES) with its aim to improve recruitment and retention of minority undergraduate students. Since the program began, undergraduate enrollment of ALANA (African-American, Latino, Asian-American and Native American) students in the business school has increased from less than 3% of the school’s students to more than 14%. Through DiMES, the Isenberg School works with other academic programs at the university that are dedicated to minority recruitment and retention. Over the past ten years, DiMES has expanded its reach to national associations including the Association of Latino Professionals in Finance and Accounting (ALPFA), the National Association of Black Accountants (NABA) and INROADS.

Other undergraduate initiatives include CAMP and the Bridge to Business programs, as well as minority clubs and community service learning projects. In 2008 the Ernst & Young Partners in Education Foundation provided Isenberg with a $500,000 multi-year grant to promote minority success in the business world. The Careers in Accounting and Management Professions (C.A.M.P.) is a week-long summer program where high school minority students explore careers in accounting and other business related professions. Faculty and staff within the Isenberg School volunteer to run the workshops and seminars.
A faculty member is working on a **Diversity leadership program** for high achieving, high potential minority students in Hospitality. The program will attempt to build leadership, ethics and interpersonal communication skills.

The Department of Sport Management was awarded a **Teaching and Learning in a Diverse Classroom** partnership grant from the Center for Teaching to help address the chronic under-representation of minorities in Sport Management. The program funded a) the development of a strategic plan for the recruitment and retention of more diverse students; b) the development of a minority scholars program; c) a series of lectures regarding race, law and civil rights; d) acquisition of diversity-oriented classroom materials and e) faculty development in learning to teach to a diverse student population.

A professor in the Department of Sport Management, UMass Amherst students, and the Boston Celtics basketball organization created a program to **honor men of color** playing a key role in young people’s lives. The professor connected UMass Amherst and the City of Springfield by challenging students to identify a community problem, in this instance violence, and apply their classroom learning about marketing and strategic planning to the problem.

The **Sports Plus program** provides diverse students in urban school districts with an opportunity to participate in college classes on campus with a concentration in sport management. Seminars are offered here on campus for students in the 9th, 10th and 11th grade. The seminars give the participants an idea of what will be expected of them as college students.

The **Association of Diversity in Sport** is a club open to any and all students interested in Sports Management. The club considers diversity as a variety of thoughts, people and opportunities that we need to support in the Sports Industry and provides multicultural events for students to attend on or off campus. The club officers encompass all races and genders.

A strategy for actively **recruiting minority students** into the fulltime MBA program has been in place for ten years. The school has engaged in active recruiting at the National Black MBA Association and the National Society of Hispanic MBAs. The first year MBA class for fall 2004 represented a 50% increase in our percentage of domestic minorities from the previous year. The MBA program was awarded a university grant for developing a mentoring program for Isenberg masters students, with special emphasis on recruitment and retention of minorities.

The **Ph. D. Program** aggressively recruits under-represented minorities to apply to the Isenberg School. Each year since 1994 the Ph.D. program has sent a team of faculty to the Ph.D. Project recruiting conference in Chicago. Applications resulting from that conference are tracked, to make sure the applicant is given every consideration during the review process.

The Isenberg School has been working hard to improve the diversity of its faculty. We have had considerable success in recruiting and retaining women faculty (five of our last ten tenure-track hires are women). Two of our most recent hires are Asian and one new hire is African-American. As we anticipate new hires, we will emphasize our diversity goals.

**School of Nursing (SON)**

The faculty of the School of Nursing will continue to work to improve the search process to recruit and retain a more diverse faculty and staff. A recruitment packet is also available to faculty to help publicize current faculty openings at conferences they attend during the academic year.

Activities to promote and retain satisfaction of diverse students in the School of Nursing include providing additional academic support services for students with English as a second language.
SON continues work to open a wellness center in the Springfield community designed to promote engagement with community members and also to recruit and mentor high school to attend to School of Nursing and/or the University of Massachusetts Amherst.

**School of Public Health and Health Sciences (SPHHS)**

Many SPHHS faculty have made diversity and cultural competency a priority in their teaching. For example, a course in Speech and Language Development addresses the issues of diversity and perception of language disorders by different cultures. The course also addresses issues of sensitivity to culturally diverse populations who require services. A number of key Nutrition Department courses incorporate cultural and socio-demographic relevant competencies.

Kinesiology went through a comprehensive effort to address the weaving of diversity education into the curriculum. The Department developed a 100 page handbook titled “Weaving diversity education into the Kinesiology curriculum” that contains the goals of the project, information about relevant health disparities suitable for incorporation into class curricula, and key scientific papers for instructors to use as references.

Nutrition offered a student social event and the annual Virginia Beal Lecture will host scientists from diverse backgrounds. Nutrition continues to recruit underrepresented students to join the nutrition major as Health and Nutrition Diversity Scholars (HANDS). Through a USDA-funded grant, the department is able to provide $6,000 scholarships for up to 5 nutrition majors. The Nutrition Department hosted a series on Health and Nutritional Disparities, bringing in national speakers.

Nutrition hired five new tenure system faculty members in 2009, including 1 male and 4 female. Of the females, one is a member of a racial/ethnic minority group.

A faculty member in Public Health introduces students to theories related to indigenous youth resilience, and involves them in related research. The project is part of a larger, on-going research project involving indigenous people from Alaska, Canada, Norway and Siberia. A faculty member has developed a Native Studies course through a fellowship, Building Capacity for Native American Indian Studies at UMass in the 21st Century.

In the Group Dynamics course, there is a unit on inter-group (e.g. race, class, gender) power dynamics with the goals that students will better understand the social, cultural, historical and political issues that influence group development and learning, and be able to demonstrate sensitivity to diversity in communities.

The goal of the course, PUBHLTH 160 My Body/My Health, is to support the student to recognize the big picture of health through the dimensions: physical, emotional, intellectual, social & community, environmental and spiritual wellness. Many of the volunteer placements are working with groups of people that are economically and culturally different then themselves.

Faculty within SPHHS participate in a wide variety of community activities that promote diversity and multiculturalism in health. SPHHS is firmly committed to disseminating research beyond the academy to community members, practitioners, and researchers. The Public Health Sciences Program encourages students to create internships or independent studies that meet a need they see. There are a number of on-campus and town-of-Amherst student internships that deal directly with issues of diversity and disparity.

A number of faculty in SPHHS are involved in innovative service and research projects, including designing a culturally appropriate teen health education program for a school in Haiti, exploring Asian medicinal herbs as a tool for managing diabetes and obesity, assessing
community needs among Cambodian youth in Lowell, MA; and providing suicide prevention trainings in Northwest Alaska.

SPHHS has joined in a collaborative effort with community leaders in Holyoke and Springfield to establish a campus-community coalition to improve health outcomes in these cities. The coalition’s work will be grounded in community-based participatory research methodologies, involving diverse community leadership in every step of the planning process.

The research of a faculty member in Communications Disorders focuses on the **speech development of children learning African American English** as a first dialect. As a result of this research, she fosters understanding among practicing speech-language pathologists of how to distinguish dialect from disorder, thus reducing the number of children who speak African American English who are inappropriately labeled as having a speech-language delay or disorder.

A faculty member affiliated with the UMass Center for the Study of African American Language (CSAAL) teaches at the bi-annual two-week CSAAL Summer Dialect Research Project for undergraduates. Communications Disorders sponsored a **Fulbright Scholar** from India last year. The focus of her research with us was the development of a motor speech test that could be administered to children with autism regardless of their mother tongue.

A faculty member in Kinesiology is working with eight low-socioeconomic status preschool classrooms in the Springfield area to implement an intervention designed to help educators teach preschoolers fundamental movement skills.

The research of a faculty member in Public Health focuses on **indigenous suicide and suicide prevention**. Her work has relevance for other American Indian/Alaska Native communities with disproportionately high rates of suicide and substance abuse, and culturally incompatible services to address them.

The **Health Careers Opportunity Program** (HCOP) summer SPHHS camp serves high school students from Springfield and Holyoke. For the last several summers, the SPHHS has brought students from Springfield and Holyoke to this UMass summer camp to teach them about public health.

Planned for fall, 2011, SPHHS graduate and undergraduate alumni will meet with Springfield and Holyoke high school students. Alumni of the SPHHS undergraduate programs who attended high schools in Holyoke and Springfield will be making visits back to their high schools to talk to students about their experiences at UMass Amherst in general and the SPHHS in particular. Having alumni who know the community and high schools in these areas, and can talk frankly about the benefits and challenges they faced at UMass, will go a long way to making UMass a realistic option for many teens.

In the planning stages is a **SPHHS Math & Science Tutoring Center**. The goal for this Center would be to meet the tutoring needs of SPHHS students; peers and graduate students will be available to tutor on math and science requirements for the four majors. While the University offers math and science tutors, this Center would be specific to health sciences, helping students make the connection between their chosen career trajectory and their immediate academic requirements. While open to all SPHHS students, faculty and peer advisors in all four majors could make individual referrals to our diverse students, either to take advantage of the Center, or to tutor others.
University Relations

The homepage is the “front door” to the University. The site is designed to tell the story of UMass Amherst through the collected stories of students, faculty and alumni. The communications team that reviews the stories for rotation on the University home page ensures that the rotation reflects a diverse campus.

Multimedia communications used to recruit prospective high school students to the University are designed to ensure that the campus is presented as a community that values and celebrates its diversity and to reflect this core value to prospective students and their families.

Demonstrating diversity at UMass Amherst is a priority in Social Media, which includes the Official Channels in Facebook, YouTube, Flickr and LinkedIn as well as the Student Blogger program on www.umass.edu. The editorial content posted through Social Media is culturally and racially diverse, and uses interesting images and video to create excitement and discussion across all audiences.

A new Social Media outlet is the student blogger program. An extremely competitive selection process yielded a cross section of diverse students with extraordinary writing and storytelling skills. They bring all diverse and interesting cultural, social, and family background and discuss the campus from a variety of perspectives aimed to show that UMass Amherst is a good place for everyone.

When bringing in distinguished guests to major campus events, the Office of External Relations and University Events pays careful attention 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.

When overseeing award processes, care is taken to 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.

Through the UMACC campaign, the campus community reaches out to diverse populations including families and individuals facing critical life challenges, new immigrants to the country, those with disabilities, veterans of the armed forces, and people of differing socioeconomic status and race/ethnicity/gender/sexual orientation. The campaign is designed so that all of our employees are allowed to donate to charities that represent their own values and beliefs.

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.

The News Office works with others across campus to document the many diversity efforts undertaken by faculty, staff and students. These stories illustrate the campus’s success in fostering inclusiveness of women, minorities and the financially disadvantaged.

Over the past year, the Office of News and Media Relations produced a number of press releases and video presentations that support the campus mission of diversity. In the Loop, the campus’s online faculty and staff newsletter, publishes articles, photographs and links related to affirmative action and equal opportunity.
Administration and Finance

The executive area of Administration and Finance is comprised of eleven divisions responsible for the development, stewardship and enhancement of the campus’ human, fiscal, environmental, 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.

Auxiliary Services provided learning opportunities for managers and supervisors focused on making the work environment more inclusive and continued to support line and managerial staff in gaining the skills necessary for working successfully in a diverse workplace. In cooperation with the Offices of Equal Opportunity and Diversity and Disability Services, all Auxiliary Services employees receive training on employment equity, diversity, sexual harassment, disabilities and discrimination. In partnership with the Office of Labor Management Workplace Education Program (LMWEP), Auxiliary Services has developed more effective delivery of this training as well as operational training to its ESL students. Currently, Auxiliary Services has 12 employees studying English. The Apprenticeship Program in the Physical Plant 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. At the present time there are two active apprentices in the program, one of whom is female. The University Police Department (UMPD) conducted its annual review of the Sexual Harassment Policy with police at roll call and with all new officers during their field training and sexual harassment was a topic of discussion at the December Command Staff meeting. In addition, UMPD conducted specialized police diversity training (4 hours) for all police and staff in the department.

Divisions in A&F continue to focus attention on issues of diversity in recruitment efforts by insuring that position advertisements reach a broad, varied audience and questioning prospective candidates regarding their understanding of and commitment to affirmative action and diversity. The cadet program continues to be a strong recruiting source for women and people of color aspiring to be police officers. Since the program’s inception in FY 2003, the department has hired and retained two women who were originally student cadets. Due to budget reductions, the department did not hire a police cadet class in 2010. Auxiliary Services continues partnership with the Franklin Technical School and Westover Job Corps Center. Alterations services hired temporary CC trades people for the busy summer construction season, including one minority. For this period, the UMPD’s ethnicity/gender ratios for the staff of 62 police officers remained stable at 13% female and 13% minority. The Employment Office continued to sustain the efforts it has achieved to increase the number of qualified African-American and Latino applicants from the greater Springfield/Holyoke metropolitan area in the campus applicant pool.

A&F has a significant student employee base. The UCard Office is committed to a diversified student workforce with 38% of its student employees represented by people of color and 75% represented by women. In EHS, 50% of student EMT employees were minorities. Facilities Planning student and temporary/CC employment program included 27 grad/undergrad students and CC employees, of which 45% were female and 20% were minorities. In Auxiliary Services, formal linkages that were created to improve the diversity of the student employee workforce between Auxiliary Services and the minority programs (BCP, CCEBMS and ALANA) continue to grow and foster. In collaboration with the New Students Program,
Auxiliary Services continues to provide students who come through minority programs with information and assistance in gaining employment in Auxiliary Services. Through the highly successful “Needajob” program, Auxiliary Services continues to make hiring efforts visible in the dormitories, student organizations and ALANA groups. During this period, UMPD offered two adult (all female) classes in RAD (Rape Aggression Defense) and two RAD classes for children. All of the classes were open to the community. In addition, staff from the program conducted monthly demonstrations in the residence halls.

**Workplace Learning and Development (WLD)** has worked on diversity, inclusion and respectful workplace issues with departments and organizations within many of the executive areas of the university and with their external clients. During FY’10, over 62 contact hours of customized training in these areas were delivered to over 468 participants. Central to the diversity efforts of WLD is the Five College Intergroup Dialogue initiative. In its second year, WLD plays a major role in the continued development of this important and exciting educational opportunity for faculty and staff from the five colleges. This collaboration between the Five College Training and Development Collaborative, the campus diversity directors and Dr. Ximena Zúñiga, Associate Professor, Social Justice Program, School of Education at UMass Amherst offers 60 faculty and staff an opportunity to begin to develop facilitation skills in intergroup dialogue during the three day IGD Institute in June. Those trained during the institute then facilitate introductory dialogues for their faculty and staff colleagues during the Days of Dialogue in the fall. The Days of Dialogue are intended to be a starting point for initiating more dialogues about important issues on our campuses to help create welcoming and inclusive campus communities. During the Days of Dialogue in FY’10, over 80 faculty and staff participated in dialogues on the topics of Class, Gender, Race and Religion.

The programming offered by the campus’ **Labor/Management Workplace Education Program (LMWEP)** brings together labor and management to address workplace issues such as diversity, civility, bullying, conflict, respect, and classism via workshops and courses geared primarily to a non-exempt workforce. LMWEP continues to address the needs of the campus for English as a second language programs in our maintenance and dining workplaces as well as education geared to our older workforce to increase their skill level with computer based applications used in their jobs. LMWEP builds sustainable futures for frontline workers, particularly women and workers of color, through grant-funded career ladder frameworks (e.g., pre-apprenticeship opportunities and education linked to job certification).

The Procurement Department has been committed to working with **Small and Minority/Woman Owned Businesses (M/WBE)** for over 40 years and continues to look for opportunities to increase M/WBE participation. During FY10, the Amherst Campus purchased several million in goods and services from small /minority and/or women-owned businesses through the public bid process administered by the Procurement Department.

The executive area supports the needs of campus community members who have disabilities by insuring that physical accessibility is being addressed in a planned manner and through support of the **Architectural Access Board**. During this period, several accessibility projects were completed.

The Campus Center/Student Union Complex continues to act as a center for multicultural activities on campus with such things as Ramadan programs and African-American, Cape Verdean, Greek, Haitian and Asian Students cultural nights and dances. Dining Services, in conjunction with International Programs Office, hosts multicultural programming activities (Vietnamese, Thai, African-American, Taste of Italy, Chinese New Year, Black History Month, Taste of Japan, Flavors of Canada, Indian, and Haiti) through ethnic food offerings and related programs.
Development and Alumni Relations

Development and Alumni Relations strives to recruit minority staff members at all levels of the organization, fully supports the campus’s commitment to diversity, and undertakes concerted efforts to ensure all Development and Alumni Relations print and electronic materials and communications focus on ensuring diversity representation.

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

- Working with student/alumni groups and campus departments to coordinate various programs that target diverse constituents: including ALANA and Stonewall Center reunions during Homecoming 2010, and establishment of a Black Alumni Club.
- Hosting one alumni event targeted to women in the workplace with alumnae as the featured speakers.
- Hosting international alumni events, including three in the United Kingdom and one in Hong Kong.
- Working with the International Students Office to coordinate alumni events in Europe and Asia when faculty members travel to those areas.
- 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 Alumni Association Board of Directors.
- Networking with select student/alumni groups and campus departments that support minority constituents groups to ensure students are aware of the many scholarships and partnership opportunities offered by the Alumni Association.
- Providing event support through the Alumni Association’s Partnership Program to student organizations and campus departments that sponsor multicultural events and other programs geared towards women or students and alumni of color. This year the Alumni Association has sponsored two such campus programs to date.
- Working to establish a worldwide network of alumni volunteer contacts, including alumni representation at Admissions college fairs in Europe to recruit a diverse student body.

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. Thirteen of the thirty-one Alumni Association board members are women and three are persons of color.
- Ongoing and active recruitment of women and alumni of color to participate in the Campus to Career and Career Connections Programs, to feature in alumni profiles for various communication vehicles, to lead regional Alumni Clubs, and to serve on the Alumni Association’s strategic initiative committees. To date this year, 29 women and two persons of color have volunteered as alumni speakers at various programs.
- Continued partnership with the Women of UMass Amherst 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, including Northeast Minority News, Hispanic Outlook, National Center for Black Philanthropy and Women in Philanthropy, and are sent to a selection of colleges and universities that are predominantly African American.
- Networking with select student/alumni groups and campus departments to assist with identifying diverse applicants.

The Development Office continues to make positive 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, and are sent to a selection of colleges and universities that are predominately African American. In addition, we have a 50% time recruiting position – the person in this position is a member of Women in Philanthropy and works to support diversity in recruitment. The Development Office strives to promote diversity within our student employee hires – 65 student callers, five student supervisors, and two student clerical workers in the Annual Fund program this past year were women or of ethnic diversity, representing 57% of the Annual Fund student staff. The Women of UMass Amherst is a special volunteer initiative that brings the power, passion and resources of alumnae and friends together to support UMass Amherst.

**Student Affairs and Campus Life**

Student Affairs and Campus Life strives for an environment defined by comprehensive multicultural literacy. That goal is only advanced through the active implementation of programs and services that demonstrate a commitment to equal opportunity and diversity for students and staff. Following is a summary of programs and services:

**Cultural Interest Housing** is provided to students through the following programs:

- The **Nuance Multicultural Student Program** emphasizes a socially just living and learning community based on mutual respect regardless of race, ethnicity, gender, sex, age, class, sexual orientation, religious preference, ability/disability and/or international status.
- The **Asian/Asian American Student Program** is designed for Asian and Asian American students and for others interested in Eastern cultures. The program seeks to create a supportive living/learning environment that encourages personal growth and academic achievement.
- **Harambee: African Heritage Student Program** - Through the celebration and study of African history and culture, the Harambee Program aims to foster the educational success of students of African descent
- **Kanonhsesne: Native American Student Program** - Kanonhsesne is a residential community for Native American students and other interested in native cultures. Many nations are represented, and residents have the opportunity to affirm their own identities and learn about the customs and traditions of other tribes.
- International Program - International and U.S. students have the opportunity to become better acquainted across diverse cultures as part this program.
• 2 in 20 Program - The 2 in 20 Program is a supportive residential community for gay, lesbian, bisexual, and transgender students and their allies. Residents are committed to working together to end homophobia and heterosexism.

There are a number of courses that promote diversity affiliated with Residence Life. These include the Shaha course (EDUC 258), which focuses on issues of power, privilege and oppression; the Toltec course (EDUC 393B, Experiencing Social Justice in Community); the Student Leadership Development course (EDUC 393A); and the Residential Education and Community Development Course, EDUC 391R.

The SHAHA Peer Theatre Troupe is a diversity peer education theater-based troupe that is educational, entertaining and thought provoking. The Diversity Peer Educators, via small group discussions, provide a peer education program focused on issues of social identities, power and privilege.

In Family Housing, the ESL Conversation Group convenes during the summer to have conversations, and a weekly international community program is held for tenants and children to share in cross cultural communication.

All full-time and graduate staff within Housing and Residence Life attend diversity awareness workshops and trainings. Topics focus on safe and respectful work environments. Housing Assignment Office customer service staff members are trained on responding to issues of oppression, privilege, and discrimination. Residence Life staff members are supported in attending Workplace Learning and Development workshops focused on diversity awareness and issues. Housing and Residence Life conducts on-going assessments to determine students’ experiences with diversity in the residence halls.

The Office of Veteran Services assists veterans, guardsman, reservists and their family members in taking full advantage of all educational benefits available to them. Assistance is also provided with the transition from active duty to student life at UMass Amherst, including a one-credit course to address college transition issues for veterans. Veteran Services offers a Drop-in Center for veteran students to relax or study. The Office consults with the New Students Orientation program to address the needs of new student veterans.

The Center for Multicultural Advancement and Student Success (CMASS) provides academic support, cultural enrichment, student development, and support for institutional diversity. A collaborative approach to focusing on the needs of students of color addresses their needs functionally rather than racially. The four areas of operation include: Academic Support, cultural enrichment, ALANA Student Development, and support for Institutional diversity. CMASS maintains four separate cultural centers that focus on providing a comprehensive exposure to African-American, Latin American, Asian American and Native American cultures. A variety of activities and events are provided to highlight culturally themed months and include: Latino Heritage Month, Black History Month, Native American Heritage Month, and Asian Heritage Month.

The Office of Fraternities and Sororities and OPSAS are sponsoring an Intra-group Dialogue (IGD) for members of the fraternity and sorority system. The focus of the dialogue is to examine the role of gender and race in the fraternity and sorority movement.

The Stonewall Center provides LGBT trainings for staff, faculty, and student leaders at UMass and in the surrounding community. The Center sponsors a Speaker’s Bureau. The Stonewall Center provides a guide to local resources for transgender students; included is a list of gender-neutral bathrooms at UMass Amherst. The Stonewall Center provides a lending library.
of LGBT related books, videos, and DVD’s. The Center also maintains a website of campus, local, and national LGBT resources.

**UVC TV-19** collaborates with high schools in the greater Springfield area and invites them to live broadcasts of the UMass News show “UMass this Week.” UVC TV-19 tapes a variety of multi-cultural events, speakers, performances, and arts related program for playback on their local channel.

**Student Legal Services** addresses issues that are commonly experienced by racial and ethnic minorities, as well as international students, such as civil rights discrimination, harassment, retaliation, immigration law, consumer fraud and deception, and Registry of Motor Vehicles questions and problems.

As part of the **Office of Religious & Spiritual Life**, the **Jewish Affairs program** offers a range of educational programs, individual and institutional advocacy, and bridge-building activities designed to foster a safe and welcoming campus environment for Jewish and all other students. Jewish Affairs plans and implements the Annual Freedom Seder, an interfaith and multicultural celebration which fosters positive relationships between students of diverse religious, racial and cultural backgrounds.

A greatly-expanded **Religious Affairs website** has resources for students from seven distinct religious communities including Bahá’í, Buddhist, Christian, Hindu, Jewish, Muslim, and Pagan.

The **UMass Religious Affairs committee** is an organization through which the University recognizes the religious advisers from a wide variety of religious organizations (i.e. Newman Center, Hillel, and United Christian Foundation).

**Career Services** reaches out to the entire student body at UMass Amherst. Services have included: working with new international students, presenting to first year students in a CEEBMS First Year Students Survival Technique Course, and providing resume and career fair workshops for ALANA students. Career Services co-facilitated the ALANA Career Fair, which last year drew approximately 500 students and 55 employers.

**Research and Engagement**

The Research area both directly as well as indirectly supports research and scholarly activities that promote diversity and inclusion. Project titles from the past fiscal year included: Native American Repatriation; Epidemiology of Stress and GDM among Latina Women; MA Multicultural Film Festival; and a Native American symposium and powwow.

A staff position in research development was created to better integrate the University’s existing diversity and outreach programs into the research programs proposed by faculty principal investigators.
# Appendix A

## Workforce Change

**The University of Massachusetts Amherst**  
2008-2010

<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>
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</thead>
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<tr>
<td><strong>Executive/Admin./Managerial</strong></td>
<td>2010</td>
<td>114</td>
<td>41</td>
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<td>13</td>
<td>11.4</td>
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<td></td>
<td>2009</td>
<td>126</td>
<td>48</td>
<td>38.1</td>
<td>16</td>
<td>12.7</td>
</tr>
<tr>
<td></td>
<td>2008</td>
<td>118</td>
<td>48</td>
<td>40.7</td>
<td>16</td>
<td>13.6</td>
</tr>
<tr>
<td><strong>Faculty</strong></td>
<td>2010</td>
<td>1,365</td>
<td>543</td>
<td>39.8</td>
<td>253</td>
<td>18.5</td>
</tr>
<tr>
<td></td>
<td>2009</td>
<td>1,350</td>
<td>527</td>
<td>39.0</td>
<td>250</td>
<td>18.5</td>
</tr>
<tr>
<td></td>
<td>2008</td>
<td>1,336</td>
<td>512</td>
<td>38.3</td>
<td>234</td>
<td>17.5</td>
</tr>
<tr>
<td><strong>Professional/Non-Faculty</strong></td>
<td>2010</td>
<td>1,655</td>
<td>876</td>
<td>52.9</td>
<td>276</td>
<td>16.7</td>
</tr>
<tr>
<td></td>
<td>2009</td>
<td>1,653</td>
<td>889</td>
<td>53.8</td>
<td>260</td>
<td>15.7</td>
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<tr>
<td></td>
<td>2008</td>
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<td>883</td>
<td>53.6</td>
<td>252</td>
<td>15.3</td>
</tr>
<tr>
<td><strong>Secretarial/Clerical</strong></td>
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<td>723</td>
<td>86.3</td>
<td>83</td>
<td>9.9</td>
</tr>
<tr>
<td></td>
<td>2009</td>
<td>876</td>
<td>752</td>
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<td>89</td>
<td>10.2</td>
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<tr>
<td></td>
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<td>752</td>
<td>85.6</td>
<td>84</td>
<td>9.6</td>
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<tr>
<td><strong>Technical/Paraprofessional</strong></td>
<td>2010</td>
<td>334</td>
<td>154</td>
<td>46.1</td>
<td>32</td>
<td>9.6</td>
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<tr>
<td></td>
<td>2009</td>
<td>323</td>
<td>149</td>
<td>46.1</td>
<td>30</td>
<td>9.3</td>
</tr>
<tr>
<td></td>
<td>2008</td>
<td>318</td>
<td>144</td>
<td>45.3</td>
<td>31</td>
<td>9.8</td>
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<tr>
<td><strong>Skilled Crafts</strong></td>
<td>2010</td>
<td>226</td>
<td>13</td>
<td>5.8</td>
<td>13</td>
<td>5.8</td>
</tr>
<tr>
<td></td>
<td>2009</td>
<td>228</td>
<td>14</td>
<td>6.1</td>
<td>11</td>
<td>4.8</td>
</tr>
<tr>
<td></td>
<td>2008</td>
<td>229</td>
<td>11</td>
<td>4.8</td>
<td>10</td>
<td>4.4</td>
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<tr>
<td><strong>Service/Maintenance</strong></td>
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<td>283</td>
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<tr>
<td></td>
<td>2009</td>
<td>734</td>
<td>284</td>
<td>38.7</td>
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<td>30.5</td>
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<tr>
<td></td>
<td>2008</td>
<td>746</td>
<td>297</td>
<td>39.8</td>
<td>225</td>
<td>30.2</td>
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<td><strong>GRAND TOTAL</strong></td>
<td>2010</td>
<td>5,258</td>
<td>2,633</td>
<td>50.1</td>
<td>898</td>
<td>17.1</td>
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<tr>
<td></td>
<td>2009</td>
<td>5,290</td>
<td>2,663</td>
<td>50.3</td>
<td>880</td>
<td>16.6</td>
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<tr>
<td></td>
<td>2008</td>
<td>5,273</td>
<td>2,647</td>
<td>50.2</td>
<td>852</td>
<td>16.2</td>
</tr>
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</table>

Equal Opportunity & Diversity: 12/13/2010
### Appendix B

**Race/Ethnicity of Students**

The University of Massachusetts Amherst

Fall 2008 – Fall 2010

<table>
<thead>
<tr>
<th>Year</th>
<th>Total #</th>
<th>American Indian/Alaska Native #</th>
<th>Asian #</th>
<th>Black, African American #</th>
<th>Hispanic/Latino #</th>
<th>Pacific Islander #</th>
<th>2 or more Races #</th>
<th>ALANA Total #</th>
<th>White U.S. Citizen* (reporting) #</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Entering first -Year Undergraduates</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>4,469</td>
<td>3</td>
<td>324</td>
<td>134</td>
<td>200</td>
<td>2</td>
<td>100</td>
<td>763</td>
<td>20.8</td>
</tr>
<tr>
<td>2009</td>
<td>4,124</td>
<td>27</td>
<td>353</td>
<td>159</td>
<td>173</td>
<td>-</td>
<td>-</td>
<td>712</td>
<td>21.7</td>
</tr>
<tr>
<td>2008</td>
<td>4,144</td>
<td>18</td>
<td>396</td>
<td>187</td>
<td>170</td>
<td>-</td>
<td>-</td>
<td>771</td>
<td>21.8</td>
</tr>
<tr>
<td><strong>Undergraduate Students (all)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>2010</td>
<td>20,126</td>
<td>49</td>
<td>1,534</td>
<td>732</td>
<td>729</td>
<td>23</td>
<td>442</td>
<td>3,750</td>
<td>21.1</td>
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<tr>
<td>2009</td>
<td>19,653</td>
<td>84</td>
<td>1,652</td>
<td>949</td>
<td>788</td>
<td>-</td>
<td>-</td>
<td>3,473</td>
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<tr>
<td>2008</td>
<td>19,373</td>
<td>63</td>
<td>1,597</td>
<td>961</td>
<td>970</td>
<td>-</td>
<td>-</td>
<td>3,350</td>
<td>19.4</td>
</tr>
<tr>
<td><strong>Graduate Students</strong></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>6,196</td>
<td>15</td>
<td>260</td>
<td>222</td>
<td>268</td>
<td>7</td>
<td>86</td>
<td>858</td>
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</tr>
<tr>
<td>2009</td>
<td>6,143</td>
<td>21</td>
<td>256</td>
<td>255</td>
<td>224</td>
<td>-</td>
<td>-</td>
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<td>2008</td>
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<td>227</td>
<td>242</td>
<td>200</td>
<td>-</td>
<td>-</td>
<td>691</td>
<td>18.4</td>
</tr>
</tbody>
</table>

*Includes students with resident alien or immigrant status.

Note A. Percentages are based on the number of U.S. citizens or immigrants who report race/ethnicity. Excludes non-resident alien and non-reporting.

Note B. Race/Ethnicity is based on students’ voluntary self-report.

Note C. Numbers include students enrolled in programs administered by Continuing and Professional Education (CPE), including off-campus and on-line programs.

Note D. Effective fall 2010, new federal race/ethnicity standards allow individuals to specify more than one race. In addition, some categories have been renamed, Asian and Pacific Islander categories were split, and “2 or More Races” was added. Therefore, fall 2010 numbers are not comparable to previous years.

Equal Opportunity and Diversity 03/1/11

Source - Office of Institutional Research
## Appendix C

Retention and Graduation Rates of Entering Full-Time First-Year Students†

**Fall 2000 – Fall 2009 Students by Minority Status and Gender**

<table>
<thead>
<tr>
<th></th>
<th>Average SAT</th>
<th>HS GPA</th>
</tr>
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<tbody>
<tr>
<td>Fall 2000</td>
<td>1128</td>
<td>3.33</td>
</tr>
<tr>
<td>Fall 2001</td>
<td>1118</td>
<td>3.35</td>
</tr>
<tr>
<td>Fall 2002</td>
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<td>Fall 2003</td>
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<td>1187</td>
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<td>Fall 2005</td>
<td>1144</td>
<td>3.38</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>1146</td>
<td>3.46</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>1142</td>
<td>3.48</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>1155</td>
<td>3.56</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>1169</td>
<td>3.60</td>
</tr>
</tbody>
</table>

| Under-represented Minority†          |            |        |
| Fall 2000                            | 988         | 3.11   |
| Fall 2001                            | 980         | 3.10   |
| Fall 2002                            | 985         | 3.22   |
| Fall 2003                            | 1003        | 3.11   |
| Fall 2004                            | 1013        | 3.12   |
| Fall 2005                            | 1013        | 3.19   |
| Fall 2006                            | 1020        | 3.28   |
| Fall 2007                            | 1025        | 3.26   |
| Fall 2008                            | 1050        | 3.37   |
| Fall 2009                            | 1092        | 3.44   |

| Minority²                           |            |        |
| Fall 2000                            | 1031        | 3.21   |
| Fall 2001                            | 1025        | 3.21   |
| Fall 2002                            | 1037        | 3.30   |
| Fall 2003                            | 1060        | 3.22   |
| Fall 2004                            | 1071        | 3.19   |
| Fall 2005                            | 1075        | 3.28   |
| Fall 2006                            | 1066        | 3.37   |
| Fall 2007                            | 1074        | 3.38   |
| Fall 2008                            | 1096        | 3.48   |
| Fall 2009                            | 1126        | 3.53   |

| Female                               |            |        |
| Fall 2000                            | 1102        | 3.37   |
| Fall 2001                            | 1090        | 3.40   |
| Fall 2002                            | 1100        | 3.48   |
| Fall 2003                            | 1108        | 3.39   |
| Fall 2004                            | 1107        | 3.37   |
| Fall 2005                            | 1116        | 3.45   |
| Fall 2006                            | 1119        | 3.52   |
| Fall 2007                            | 1121        | 3.54   |
| Fall 2008                            | 1133        | 3.60   |
| Fall 2009                            | 1142        | 3.65   |

| Male                                 |            |        |
| Fall 2000                            | 1161        | 3.28   |
| Fall 2001                            | 1161        | 3.29   |
| Fall 2002                            | 1164        | 3.37   |
| Fall 2003                            | 1168        | 3.18   |
| Fall 2004                            | 1166        | 3.22   |
| Fall 2005                            | 1174        | 3.31   |
| Fall 2006                            | 1174        | 3.40   |
| Fall 2007                            | 1167        | 3.42   |
| Fall 2008                            | 1178        | 3.50   |
| Fall 2009                            | 1198        | 3.54   |

† Full-Time: Enrolled for 12 or more credits in the first semester.

Note 1. Under-represented Minority: American Indian/Alaskan Native, Black/African American and Hispanic/Latino.

Note 2. Minority students: Asian/Pacific Islander plus under-represented minority students as defined above.

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