Diversity Strategic Plan

Report to Faculty Senate
February 19, 2015
Diversity Strategic Plan Steering Committee

- Robert Feldman (Chair), Chancellor’s Office
- Bryan Beck, Chancellor’s Office
- Jasmine Bertrand-Halidy, Student Bridges
- Mari Castañeda, Department of Communication
- Debora Ferreira, Office of Equal Opportunity & Diversity
- Enku Gelaye, Student Affairs
- Adina Giannelli, Graduate Student Senate
- Bryan Harvey, Chancellor’s Office
- Jennifer Lundquist, Department of Sociology
- Mzamo Mangaliso, Isenberg School
- Josh Odam, Student Bridges
- Shelly Perdomo, Student Affairs
- Vinayak Rao, Student Government Organization
- James Roche, Provost’s Office
- Amilcar Shabazz, Chancellor’s Office
Process/timetable

- Steering Committee meetings starting May, 2014
- Input solicited
  - Campus-wide Town Hall in November
  - Chancellor’s Diversity Advisory Committee meeting
  - Graduate Student Senate
  - Strategic Planning full committee
  - Faculty Senate Status of Diversity Council
- Accelerated timetable following Town Hall
  - Weekly meetings throughout November and December
- First draft distributed end of January, 2015
- Gathering feedback phase
- Final draft and delivery to full JTFSO following spring break
Structure of report

- A clear portrait of where we are now: a look in the mirror
- Specificity with respect to proposed changes, with a focus on outcomes
- Clear assignment of responsibility for that change
- Priority/impact: a sense of relative importance
- Timing/sequence: What needs to happen first, and what steps may needed to achieve the goal
Five themes

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

- Peer comparison:

<table>
<thead>
<tr>
<th>UMass Peer University % White Faculty, 2014</th>
<th>% White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stony Brook University</td>
<td>57%</td>
</tr>
<tr>
<td>Rutgers University-New Brunswick</td>
<td>62%</td>
</tr>
<tr>
<td>University of Maryland-College Park</td>
<td>68%</td>
</tr>
<tr>
<td>University of Oregon</td>
<td>71%</td>
</tr>
<tr>
<td>University of Connecticut</td>
<td>73%</td>
</tr>
<tr>
<td>University of Massachusetts-Amherst</td>
<td>74%</td>
</tr>
<tr>
<td>University of California-Santa Barbara</td>
<td>74%</td>
</tr>
<tr>
<td>Iowa State University</td>
<td>76%</td>
</tr>
<tr>
<td>University of Delaware</td>
<td>79%</td>
</tr>
<tr>
<td>University of Colorado Boulder</td>
<td>80%</td>
</tr>
<tr>
<td>Indiana University-Bloomington</td>
<td>81%</td>
</tr>
</tbody>
</table>
Diversity Among Tenure-Line Faculty

UMass Tenure-Line Faculty by Self-Reported Race/Ethnicity
(Adapted from OIR 2014)

- White, Non-Hispanic: 74%
- Asian: 12%
- Black/African-American: 5%
- Hispanic/Latino: 4%
- Two or More Races: 1%
- Am. Indian/Alaska Native: 0%
- Non-Reporting: 4%

Diversity Strategic Plan
Considerable disparities between colleges

UMass Amherst % Minority All Faculty
(adapted from OIR data, 2014)

- Nursing: 6%
- CNS: 16%
- ISEN: 19%
- EDUC: 19%
- PHHS: 20%
- HFA: 21%
- ENG: 22%
- SBS: 26%
Theme IV Recommendations

- Implement a University-wide policy on exit interviews
- Evaluate the faculty mentoring and career development programs currently in effect in CNS and SBS
- Implement campus-wide standards regarding diversity training for all faculty, instructors, and staff.
- Expand minority pathways to expand racial and gender diversity with consideration of the outcomes of the STEM Diversity Institute and pathway programs at other Research-I universities.
- Further examine tenure and promotion processes for minority and women faculty for potential bias.
- Analyze spousal hiring data to determine if current practices have helped attract more diverse faculty pools.
- Collect information on additional forms of faculty and staff diversity, such as LGBTQ, disability, and first-general college graduate status.
Providing feedback

- [https://www.umass.edu/chancellor/diversity-strategic-plan](https://www.umass.edu/chancellor/diversity-strategic-plan)