



UNIVERSITY OF MASSACHUSETTS DARTMOUTH
Excellence through diversity

**EQUAL EMPLOYMENT OPPORTUNITY/
AFFIRMATIVE ACTION**

EXECUTIVE SUMMARY
February 12, 2009

Jean F. MacCormack
Chancellor

George S. Smith
Assistant Chancellor for Equal Opportunity, Diversity & Outreach

EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION
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2009
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INTRODUCTION

Statement from the Chancellor

An essential component of the University of Massachusetts Dartmouth's mission is to provide for its students an excellent educational experience. The University of Massachusetts Dartmouth embraces the idea that having and valuing diversity of race, culture, gender, ideas, and perspective in the campus community is a significant factor which enhances the learning experiences offered and prepares our students to more effectively take their place and contribute meaningfully in a global community.

To accomplish this important quality goal we are committed to ensuring that we provide Equal Employment Opportunity and take Affirmative Action in order to ensure that our full community reflects a profile that models our belief that diversity enhances the quality of our educational programs. Teams within all colleges, divisions and departments are encouraged to embrace diversity goals and strategies, and to follow EEO/Affirmative action procedures which are designed to foster the employment and advancement of women, Blacks, Hispanics, Asians, Native Americans and other "protected class" individuals. Our University and region benefit greatly from our ability to meet the intent and spirit of EEO/AA on campus.

The University of Massachusetts Dartmouth has made, and will continue to make, progress on its diversity goals. The University's commitment to these important principles will continue to be implemented through a broad range of programs throughout the University, including through the Office of Equal Opportunity, Diversity & Outreach. As Chancellor, I retain the primary responsibility for insuring the achievement of our diversity goals while holding accountable the Vice/Assistant Chancellors for their EEO/AA decisions. However, it is the responsibility of each and every member of the University community to help achieve diversity goals. Our collective energy and desire is the critical factor that ultimately moves this important agenda forward.

This Executive Summary on EEO/AA actions at the University of Massachusetts Dartmouth reflects the achievements and ongoing progress of the campus. Furthermore, our willingness to confront the stated challenges and continue to pursue our goals represents our commitment to all employees and students that they will have the opportunity to work and study in an atmosphere that values diversity and is free from intolerance, discrimination and harassment.

Jean F. MacCormack
Chancellor

*Statement from the Assistant Chancellor
for
Equal Opportunity, Diversity & Outreach*

As the Assistant Chancellor for Equal Opportunity, Diversity & Outreach, I am also committed to the campus diversity goals and strategies and to providing Equal Employment and Equal Educational Opportunity and to taking Affirmative Action. As such, I and members of my team, work with all members of the University including students, faculty and staff to achieve an environment which is conducive to the growth and development of all individuals. Faculty, staff and students collaborate on a broad range of initiatives throughout the University to foster cultural diversity—a process designed to promote an awareness, an understanding, and an appreciation of relationships among people of various backgrounds. Community outreach is also an important component of the Office of Equal Opportunity, Diversity & Outreach so that the University, as well as the SouthCoast region, benefits from two-way communication and working together effectively for mutual interests. This Executive Summary of Equal Employment Opportunity/Affirmative Action at the University of Massachusetts Dartmouth is an attempt to assess the current workforce, in a brief format, and spotlight some of the University’s initiatives, achievements, as well as challenges, on this important topic. The following pages will present data of how the University of Massachusetts Dartmouth has made progress in meeting its diversity goals through its EEO/AA programs. This update is an attempt to spotlight new programs, achievements, initiatives, as well as challenges, concerning this important issue.

George S. Smith
Assistant Chancellor for Equal Opportunity, Diversity & Outreach

CURRENT WORKFORCE REPRESENTATION

The workforce representation is a list of job titles by the EEO-6 enumeration system and ranked from the lowest paid to the highest paid personnel within each EEO-6 as required by Title 41 Code of Federal regulations (CFR) 60-2.11 (a). The EEO-6 classification system contains seven categories as follows:

1. Executive/Administrative/Managerial (EAM)
2. Faculty
3. Professional Non-Faculty
4. Secretarial/Clerical
5. Technical/Paraprofessional
6. Skilled Crafts
7. Service/Maintenance

Within each EEO-6 category, the number and percentage of incumbents in each protected group is represented. The workforce was analyzed for its representation of women and minority group members within each vice chancellor, major budgetary (school/college or division), department and program unit.

WORKFORCE UTILIZATION ANALYSIS

Table One: Workforce Representation – Statistical Representation of Protected Class by EEO Category

The following table presents data by job category on Women, Persons of Color, Blacks, Asians, Native Americans and Hispanics at the University of Massachusetts Dartmouth as of March 31, 2008.

- As of March 2008, UMass Dartmouth's total staff was 20.0% Persons of Color and 49.0% Women.
- Within leadership positions, the campus had 22.0% Persons of Color and 32.0% Women. This group represents the Provost and Vice Chancellors, Academic Deans, Associate Vice Chancellors, and major Directors (Admissions, Registrar, etc.).
- Faculty were 22.0% Persons of Color and 34.0% Women. This count is of the faculty in the tenure system; it does not include part-time and temporary faculty.
- Non-Faculty Professionals (directors of smaller units, associate and assistant directors, and other professional staff) represent a major workforce for the campus and, traditionally, growth opportunities for both Women and Persons of Color. In March 2008, UMass Dartmouth's Non-faculty Professionals were 16.0% Persons of Color and 54.0% Women.
- The positions represented by Secretarial/Clerical, Technical/Paraprofessional, Skilled Crafts, and Service/Maintenance staff were altogether 21.0% Persons of Color and 58.0% Women.
- The patterns within this chart are different for gender and minority representation. Table One shows that Women comprised, overall, half of our workforce, but Women made up a larger proportion of non-faculty professionals and clerical workers than they did of faculty or administrators. The overall percentages for Persons of Color were relatively consistent across the different categories, running at 20% to 22%, with the exception of the non-faculty professionals being somewhat lower, at 16%. This suggests that the University is achieving a balance in its' diverse workforce.

Workforce Representation by Protected Category and by EEO-6 Category
Table 1
University of Massachusetts Dartmouth
March 31, 2008

EEO-6 Category	Total		Female		Minority		Black		Asian		Native American		Hispanic	
	#	#	%	#	%	#	%	#	%	#	%	#	%	
Executive/Admin./Managerial	47	15	32.0	10	22.0	5	11.0	2	5.0	-	-	3	7.0	
Faculty*	317	108	34.0	69	22.0	16	5.0	46	15.0	-	-	7	3.0	
Professional/Non-Faculty	341	183	54.0	53	16.0	35	11.0	15	5.0	1	1.0	2	1.0	
Secretarial/Clerical	194	176	91.0	42	22.0	36	19.0	1	1.0	-	-	5	3.0	
Technical/Paraprofessional	47	6	13.0	7	15.0	4	9.0	2	5.0	-	-	1	3.0	
Skilled Crafts	35	1	3.0	5	15.0	5	15.0	-	-	-	-	-	-	
Service/Maintenance	102	34	34.0	23	23.0	22	22.0	1	1.0	-	-	-	-	
TOTAL	1,083	523	49.0	209	20.0	123	12.0	67	7.0	1	-	18	2.0	

**Totals include Professor/Chancellor Professors, Associate Professors and Assistant Professors.*

Table Two: Workforce Change – Statistical Representation for 2006-2008

Table Two presents the diversity within the workforce by job category for 2006, 2007 and 2008.

- The pattern of change between 2006 and 2008 was relatively stable.
- Overall across the UMass Dartmouth workforce, diversity remained even during these three years, with an increase of 1% in the percentage of Persons of Color and also a 1% increase in percentage of Women.
- Women in the administrative leadership increased significantly - comprising one-third of the total. The slight decline in Persons of Color in this job category, by 1%, is in part a result of the increased total numbers. In 2008, there were two additional administrators of color who joined UMass Dartmouth, an increase from 2006 and 2007.
- As of March 2008, UMass Dartmouth faculty increased 1% in Persons of Color and 2% in Women. There were higher proportions of Women and Persons of Color among the newer hires in lower faculty ranks, promising continuing improvement in both categories—29% of our assistant professors were Persons of Color compared with 23% for Associate Professors and 16% for full professors; specifically women were 44% of the assistant professors compared with 41% for Associate Professors and 23% for full professors.
- Among the Non-Faculty Professionals (directors of smaller units, associate and assistant directors, and other professional staff), Persons of Color increased by 2% and held steady for representation of Women. The percentage of Women in this category was 54%.
- The positions represented by Secretarial/Clerical, Technical/Paraprofessional, Skilled Crafts, and Service/Maintenance staff have not changed significantly. Together, they have 20.4% in Persons of Color and 57.4% Women.

Historical Workforce Change/Comparison by EEO-6 Category
Table 2
University of Massachusetts Dartmouth
March 31, 2008

EEO-6 Category	Year	Total	FEMALES		MINORITY	
			#	%	#	%
Executive/Admin./Managerial	2008	47	15	32.0	10	22.0
	2007	45	11	24.0	9	20.0
	2006	35	8	22.9	8	22.9
Faculty*	2008	317	108	34.0	69	22.0
	2007	321	108	34.0	68	21.0
	2006	300	97	32.0	63	21.0
Professional/Non-Faculty	2008	341	183	54.0	53	16.0
	2007	332	178	54.0	50	15.0
	2006	315	170	54.0	44	14.0
Secretarial/Clerical	2008	194	176	91.0	42	22.0
	2007	195	177	91.0	44	23.0
	2006	188	169	90.0	45	23.9
Technical/Paraprofessional	2008	47	6	13.0	7	15.0
	2007	41	6	15.0	4	10.0
	2006	49	9	18.4	8	16.0
Skilled Crafts	2008	35	1	3.0	5	15.0
	2007	36	1	3.0	4	11.0
	2006	35	3	8.6	3	8.6
Service Maintenance	2008	102	34	34.0	23	23.0
	2007	106	33	31.0	24	23.0
	2006	100	33	33.0	22	22.0
GRAND TOTAL	2008	1,083	523	49.0	209	20.0
	2007	1,076	514	48.0	203	19.0
	2006	1,022	489	48.0	193	19.0

***Totals include Professor/Chancellor Professors, Associate Professors and Assistant Professors.

Affirmative Action Initiatives

Increasing Faculty, Staff and Women

In February 2007, Chancellor MacCormack presented the updated Strategic Plan Progress Report. The Strategic Plan Progress Report outlined many significant accomplishments of the first five years of the strategic plan implementation. It also pointed out areas where more focused work needs to be initiated and/or completed.

The Strategic Plan Progress Report unequivocally calls for growth to continue at UMass Dartmouth. It also points out that it will be absolutely necessary in the next phases of strategic activities to reflectively calibrate growth choices to ensure they are invigorated and sustained by UMass Dartmouth's core values. It calls upon the campus to reaffirm those core values as it continues to be bold in the ways it innovates to address 21st century needs. The UMass Dartmouth's strategic priority, *Continuing a Focus on Diversity and Positive Climate*, focused on strategies and plans to increase faculty, staff and student diversity; to increase community awareness of diversity issues; and to foster a campus climate that values diversity.

Create an inclusive environment

Embracing diversity as an essential enhancement to learning, and celebrating its potential to broaden one's perspectives and understanding, is a core value at UMass Dartmouth.

An important objective is to create a UMass Dartmouth culture conducive to inviting, embracing and supporting diversity. The campus will demonstrate commitment to enhancing diversity by establishing a university task force (consisting of students, faculty, and staff) charged with developing recommendations and strategies designed to foster a campus climate that supports diversity of race, culture, gender, sexual orientation, disability, and religion. The plan also calls for increasing faculty and staff participation in existing campus diversity programs (e.g., College Now, START, LSAMP, Unity House, Women's Resource Center, Center for Access & Success, etc.). The campus plans to include a statement of the University's commitment to support diversity in all widely disseminated University print and web publications, and to reflect campus diversity via art and symbols presented on campus.

Planned activity includes assessing campus climate and services for campus community populations by conducting a student, staff, and faculty survey which will provide baseline data to work from. Education, training, and development opportunities will be offered for staff, students, and faculty to increase multicultural knowledge and skills.

Increase campus diversity

It is important to attract and retain an academically prepared and diverse student body without reducing enrollment and timely degree completion. A starting strategy is to construct an undergraduate enrollment plan designed to reflect the University's emphasis on access, diversity and academic excellence while meeting financial and physical capacity objectives and mobilize a campus collaboration to accomplish enrollment goals. A related strategy is to develop and implement an enrollment plan with the specific goal of incrementally increasing the enrollment of students of color each year to reflect the profile of the Commonwealth's students of color going to college. The plan includes a review of all majors to identify those majors in each College having a gender imbalance in their enrollments reflecting

more than a 30% - 70% mix; and develop an effective plan for attracting and supporting students who will balance the enrollment.

Another important objective is to create a level of workforce diversity that would complement and support greater student diversity. Creating opportunities for the hiring of faculty/staff of color in order to increase the underrepresented Persons of Color and females in faculty and professional staff positions; include achievement of diversity objectives as a component in annual evaluations of senior leadership; and provide technical guidance and support to academic departments to better identify, attract, and retain candidates of color and female candidates in fields where they are underrepresented.

New School of Education, Public Policy and Civic Engagement (June, 2008)

UMass Dartmouth announced the creation of a new School of Education, Public Policy, and Civic Engagement. The new school will bring teaching, research and community outreach assets from across the campus together to focus on challenges facing southeastern Massachusetts. Chancellor Jean MacCormack stated *“This new school will mobilize and re-organize university faculty and staff to confront the economic and social challenges facing the citizens and communities of our region and the Commonwealth,”* Among other educational units that school will be comprised of, A Center for Civic Engagement will be established and the mission of the Center will be to enhance student learning through the application of concepts, content and skills drawn from their academic disciplines while meeting a need in a community, civic, or non-profit organization.

Employment Initiatives, Accomplishments and Retention Efforts

At UMass Dartmouth, our mission is to provide an environment that is inclusive, open and diverse. UMass Dartmouth supports a learning environment that builds a foundation for civic responsibility, individual skills and professional success through scholarly research and creative teaching activities for faculty and students. The University’s goal is to offer guidance about processes in recruitment, selection and hiring that reflects institutional values. Administration continues to work to operate in ways that are efficient and effective in meeting our obligation to fill positions in a fair and timely manner.

1. Improving the process of recruiting faculty and staff by:
 - Enhancing the institution’s ability to recruit and hire qualified, diverse individuals;
 - Broadening the group of faculty and staff who assume leadership and responsibility in the colleges and administrative units for enhancing our campus diversity; and
 - Improving, monitoring, and compliance with federal and state laws and regulations, as well as, policies and procedures enacted by the Board of Trustees, the President, or the Chancellor.
2. Increasing the number of Persons of Color faculty and staff recruited and hired each year.

To accomplish these two objectives, hiring procedures were reviewed to streamline and improve the process. The Office of EODO revised and updated the *UMass Dartmouth’s Procedures and Policies for Recruitment, Selection and Hiring Guidelines, October 2007*. The guidelines will be reviewed during the course of the year and changes will be made in collaboration with the Office of Human Resources.

The roles of the Office of Human Resources and the Office of Equal Opportunity, Diversity and Outreach (EODO) were clarified; and some EEO functions were decentralized to give each vice chancellor’s area and colleges more responsibility. EEO liaisons were identified, recruited, and trained for

each College. A process was established for identifying which searches were positions of opportunity. A bid was instituted to better select search consultants for key administrative leadership positions.

The University has also institutionalized the EEO liaisons for all colleges and administrative units in the University. Each administrative unit and college has been assigned more responsibility and involvement in the University's efforts to conduct fair, equitable and legal searches. The procedures are actively used by the EEO liaisons, the chairs and members of the search committees, and administrators alike allowing for a shift in attitude and culture with respect to diversifying the campus faculty and staff. As of May 2008, there are approximately twenty (20) EEO Liaisons campus-wide. These liaisons are trained and charged in how to conduct effective and legal searches.

The University has given special attention to recruit Persons of Color, women and other protected class individuals in job categories in which they were found to be underutilized. When a vacancy occurs in a job category found to be underutilized, it is classified as a "position of opportunity". This determination is based on workforce and labor force data, knowledge of the vacancy, and the mission of the institution. "Positions of opportunity" are institutional job vacancies that require that the appropriate appointing authority and the EODO make a concerted good-faith effort to increase the diversity of applicant pools, interview pools and new hires. A joint recruitment plan is developed and they will also agree to a closer level of monitoring during the search process for these designated positions. Institutionalizing this process is still subject to modifications as we become more experienced in implementing it. Nonetheless, it has continued to elicit positive change and results.

In May, 2008, representatives from the Office of Human Resources and the Office of Equal Opportunity, Diversity & Outreach collaborated and visited with surrounding Career Centers (i.e. New Bedford, Fall River, Taunton, Wareham) to recruit a more diverse pool of candidates and posted current job postings for classified, entry level positions (i.e. Clerk III, Maintainers, Tradeworkers). In the following months, the career centers held job fairs which generated numerous clients in attendance and the EODO received 90+ Ethnic and Sex Identification and Referral Information forms. The Ethnic and Sex Identification and Referral Information forms are collected and sorted into employment pools (Clerical & Maintainers) for future employment opportunities. For all employment opportunities posted at UMass Dartmouth, individuals who have applied to positions are sent the Ethnic and Sex Identification and Referral Form. Of those received, approximately 30% of the Equal and Sex Identification and Referral Information forms are returned to the OEDO. The forms are used as data reporting tools for the EODO to determine equality and deter discrimination in employment pools at UMass Dartmouth.

Continuing and enhancing recruitment/diversity efforts includes working with the most successful recruitment advertising vendor, *Buyer Ad Agency* along with posting job vacancies diverse publications such as *Hispanic Outlook in Higher Education Magazine*, *Bay State Banner*, *Affirmative Action Register*, etc. For the coming year, 2009, representatives from the Office of Human Resources and the Office of Equal Opportunity, Diversity & Outreach will attend Diversity Fairs in Boston, MA. and Providence, RI.

- One of the exciting achievements of the University of Massachusetts Dartmouth is our new on-line web based training program entitled "**Preventing Employment Discrimination**". This is a new on-line, 24 hour, 7 days a week interactive program that affords faculty, staff and student workers an opportunity to learn about appropriate federal, state and institutional anti-discrimination laws and practices. Individuals who complete this 30 - 45 minute interactive program and successfully pass the mastery test, receive a "Certificate of Completion". Furthermore, the Office of Equal Opportunity, Diversity & Outreach is notified that they successfully passed the test. Moreover, the University gains an affirmative defense when asked by regulatory agencies and/or external sources what you have done. This new on-line pilot project supplements the University's ongoing efforts to inform and educate the University

community about preventing employment discrimination and creating a climate respectful to all. The web-based program is available online at <http://training.newmedialearning.com/ped/umassdartmouth>.

- In June 2008, the University of Massachusetts Dartmouth “**Preventing Discrimination in Your Workplace**” training manual was launched. This colorful 16 page booklet is the ready-to-use employee training tool to help prevent discrimination in the workplace. The manual concludes with a helpful training quiz. Topics covered in this booklet include:
 - ❖ Equal Employment Opportunity (EEO).
 - ❖ What actions are discriminatory.
 - ❖ Definitions of discrimination.
 - ❖ Types of discrimination based on: race/color, nationality, religion, age, disabilities and sex.
 - ❖ What equal opportunity really means for you; and
 - ❖ Your responsibilities if you witness an incident.

- In support of the Chancellor and the Assistant Chancellor for Equal Opportunity, Diversity & Outreach, the **Ombuds Office** has been in operation for over a year and has handled approximately 170 cases for faculty, staff and students and over 400 faculty, staff and students utilized the services. The UMass Dartmouth Ombuds Office helps members of the university community (students, faculty and staff) to resolve conflicts, mediate disputes, facilitate dialogue and understand their rights and responsibilities. The Ombudsman also provides educational workshops and programs on issues related to conflicts and in some cases, steer people to more appropriate university offices for help. Issues handled by the Ombuds Office include:
 - ❖ Inter-personal difficulties with peers and colleagues.
 - ❖ Questions about university policies, and whether they are being adhered to.
 - ❖ Concerns about treatment that is unfair, disrespectful or unethical.
 - ❖ Guidance for officials on fair policies, procedures and resources; and
 - ❖ Mediation among parties in a disagreement.

- In the Fall of 2008, the Chancellor’s Office, in collaboration with the offices of Human Resources and Equal Opportunity, Diversity & Outreach, launched a “**Staff Mentoring Program**” in an effort to build a stronger, more inclusive and supportive community for faculty and staff. The mentoring program have provided an opportunity for more seasoned staff (mentors) to share their knowledge and experience with new and/or newly promoted staff (protégés).

The purpose of this program was to foster a supportive network among full-time staff, to cultivate a strong and inclusive sense of community on campus, and to gather critical data to institutionalize a Staff Mentor/Protégé Program. The four month pilot program; operational from September 2008 through December 2008, was voluntary for approximately ten mentors and ten protégés. Throughout the pilot program, the mentors and protégés met weekly to share their opportunities and challenges and they also participated in a number of structured group activities coordinated by senior managers who served as facilitators for the pilot program. These activities included skill-building exercises, training workshops and opportunities to network with Senior Deans and Administrators.

- The OEDO updated and distributed the “**University Policy Against Discrimination and Harassment**” brochure. The brochure was mailed campus-wide (students, faculty and staff) in September, 2008. The brochure states University policy and campus responsibility, what defines

harassment, procedures for requesting reasonable accommodations, training and resources available, contact information and outside agencies resources.

- The Equal Employment Opportunity Commission partnered with Wynton Marsalis on workplace discrimination and will be featured on the EEO homepage. In the Spring of 2009, The Office of Equal Opportunity, Diversity & Outreach will be posting two public service announcements (PSA's) about equal opportunity featuring jazz great *Wynton Marsalis*. Each of the 30-second spots aims to increase recognition and reporting of race discrimination at work by making viewers aware that it is against the law.

Community Collaboration and Awareness of Diversity

UMass Dartmouth invites communities within Southeastern Massachusetts, as well as collaborates with other organizations to celebrate and explore with us issues of inclusion and diversity. Some of these activities are offered every year while others are special events. What follows are a sampling of the programs, committees and activities that UMass Dartmouth has offered to promote inclusion and diversity for faculty, students, staff and community-at-large during the 2007-2008 academic year:

- **The College Now Program** - Provides an alternative avenue of admission for academically underprepared students who do not meet the minimum admissions standards for the University. The College Now Program is funded by UMass Dartmouth and supplemental funds from the Board of Higher Education's McNair Reserve Fund. Participants who are low-income, first generation college students, who are residents of MA and U. S. citizens, and who do not meet minimum standards for admission to the University are eligible for the Program.

Each year 100 high school graduates are admitted into the Program, approximately 60-75% of whom are students of color in any given year and more than two thirds of all enrolled students are either first generation college attendees and/or low income students. Recruitment is undertaken by College Now staff and is conducted at selected high schools in the Southeastern MA area, Boston and Brockton, and college fairs. Prospective students are also identified through periodic review of the UMD Admissions applications.

- **The Upward Bound Program** – Upward Bound (UB) is a year-round, multi-year program designed for high school students who have the potential to succeed in college and could benefit from: tutoring, academic enrichment, pre-college skills development, career counseling, college visits, cultural enrichment and year-round academic and social support. UB provides opportunities for its scholars to succeed in high school and ultimately in college. The goal of UB is to increase the number of scholars that enroll in and graduate from college. There are 770 UB programs in the United States that serve over 56,000 students.
- **The Leadership of Color Council (LCC)** - Comprised of individuals from the University and regional community members, whom represent or possess experience in educational matters, local urban issues, or other relevant areas of concern. The members will examine selected urban policies affecting people of color in the South Coast region and assess the impact of these policies on us. In an attempt to help inform and influence public policy debate and policy formulation, the Leadership of Color Council will issue commentaries and propose strategies or initiatives to maximize the positive impact of such policies.

The primary areas of concern for the Leadership of Color Council is to increase educational access, decrease dropout rates, and increase opportunity for people of color, particularly with regard to college and university enrollment, retention, and graduation. However, since many social, economic, health, mental health, and other factors affect educational access and opportunity; these factors may also be subjects for further examination.

- **National African American READ-IN (February, 2008)** - Students, faculty, staff and community members read passages from their favorite African American writers throughout the day on February 4, 2008. Readings were prerecorded for play throughout the day on 89.3 WUMD (UMass Dartmouth's eclectic radio station). Readers included Chancellor Jean MacCormack, and New Bedford NAACP President (retired), Lee Charlton. Over 60 people participated.
- **Gloria Steinem Lecture and Fundraiser (February, 2008)**- The Women's Resource Center and Women's Studies sponsored this day-long event which provided an opportunity to talk about civic engagement and activism and allowed students, staff, faculty and the community to meet a well-known figure in 20th century American history, Gloria Steinem. Gloria Steinem is a founding member of Ms. Magazine and influential writer and leader of the 2nd wave of the women's liberation movement. Over 700 people attended the lecture and the fundraiser raised \$25,000 to support the Women's Resource Center and kick off the new major in Women's Studies.
- **Martin Luther King Breakfast and Drum Major Award** – A breakfast is hosted on campus in which faculty, staff and students, along with members of the surrounding communities, come together to memorialize the legacy of Dr. Martin Luther King Jr. *The Drum Major Award* was created by Chancellor MacCormack to acknowledge annually the contributions of both campus and community leaders who work diligently and the award honors individuals who have made significant contributions toward realizing Dr. King's dream of equality, social justice, and peace.

On February 6, 2009, the Martin Luther King, Jr. Breakfast and Drum Major Awards featured speaker was Morris Dees. Morris Dees is chief trial counsel for the Southern Poverty Law Center. In his pioneering role at the Center, Dees participates in suing hate groups and mapping new directions for the Center. His third book, *Gathering Storm: America's Militia Threat*, exposes the danger posed by today's domestic terrorist groups.

Creating a Campus Climate that Values Diversity

Having our campus community be diverse does not ensure that we function effectively as an inclusive community that values diversity. This requires ongoing attention and deliberate work. Each year the campus holds a series of events and programs that specifically focus attention on the increasing understanding of ways that diversity contributes to and enhances our community. Some of these events and programs which support and benefit protected class students, faculty, staff and the surrounding community through 2007-2008 years include:

- The **African American, Latino, Asian American, and Native American (ALANA) Recruitment Initiative** is designed to recruit students of color to UMASS Dartmouth by targeting high schools with significant numbers of students of color, maintaining contact with those identified students, interfacing with guidance counselors and high school organizations, attending college fairs and other activities where those students are most likely to be at.
- The **Lockheed Martin-Sippican/UMDPRIMES Program** is a partnership between The Office of Equal Opportunity, Diversity and Outreach and Lockheed Martin-Sippican, Inc. The goal of the program is to help prepare minority students in Marion, Wareham, Rochester, and Mattapoisett for admission to either the College of Engineering or computer science related majors. Students in grades 9-12 with a cumulative average of C or better in college preparatory math and science courses are eligible to participate in Pre-UMDPRIMES. The ultimate goal is to increase the number of qualified minority students pursuing careers in engineering and computer science related professions.

- The **Frederick Douglass Unity House Diversity Brown Bag Lunch Series** – In November 2008, The Frederick Douglass Unity House began to host several brown bag lunch discussions on diversity in higher education throughout the academic year for students, faculty, staff and administrators. The November 24, 2008 topic discussion was “Using Professional Leadership to Promote Multicultural Understanding and Social Justice.”

- **The Community Service / Civic Engagement Program** - The University of Massachusetts Dartmouth is committed to fostering an ethic of service on campus. We believe through participation in quality service activities our students, faculty and staff make a significant contribution to our community, find meaningful extra-curricular activity and develop an increased sense of civic responsibility. The Community Services/Civic Engagement Program coordinates community service and service-learning opportunities for students, faculty and staff. The program develops training and resources for community service activities such as the annual community service fair and alternative spring break opportunities. A sampling of organizations that offer service related opportunities for UMass students, faculty, staff, and alumni:
 - Big Brothers Big Sisters of America
 - The United Way of Greater New Bedford
 - Americorps
 - United States Peace Corps

Areas of Special Concern

Areas of Focus

- Hire and retain a higher number of People of Color, especially African-Americans and Latinos, among the faculty and staff, Women Faculty in underrepresented departments, and Women in Senior Management positions.
- Review on an ongoing basis all aspects of equal employment opportunity and affirmative action(EEO/AA) and renew commitment on the part of the vice-chancellor leadership team to make appropriate adjustments both to hiring and retention practices. Specifically, The Office of Equal Opportunity, Diversity & Outreach (EODO) will continue to review policies and/or procedures to ensure that none have an adverse impact.
- The UMass Dartmouth EODO and Human Resources will continue to collaborate on streamlining the recruitment process.
- By the 2010-2011 academic year, the federal definitions for Race/Ethnicity categories will be changed and mandated for all federal reporting. For accurate data reporting for women, Persons of Color, Veterans and Disabled Persons, Human Resources will be conducting a resurvey of the campus by the end of the 2008 academic year.

Goals

- Increase the number of faculty of color, women faculty in underutilized departments, and women in senior management positions as identified within Tables II & III.
- Evaluate the results of the Chancellor's Scholar Development Program that was implemented to recruit, at an early stage in their development, promising faculty who might not otherwise be identified in conventional recruiting procedures, and consider whether to retain it.
- Faculty engaged in the multidisciplinary minor in African and African-American Studies should actively partner with those in the new major in Women's Studies and with faculty in other majors and minors, to strengthen those programs and bring a greater depth and attractiveness to the current AAAS minor. Targeted goals for increasing enrollment in the AAAS minor are a prerequisite for an eventual proposal of a desired major in a department in African, African-American Studies.
- Implement a series of focus groups and surveys that ask students, faculty, and staff to assess the "culture of mutual support" on campus and how to improve it. Relate these conversations to the campus mission and vision statements and to recent campus efforts to define general educational outcomes for undergraduate students. Use the results to engage the larger campus community.

Utilization Analysis

Tables Three and Four: Utilization

Utilization studies compare the data for UMass Dartmouth against patterns in the broader region or the nation as a whole, as appropriate for each category of work. The analysis uses what is called the “80% rule,” whereby underutilization exists if the campus figure for either Women or Persons of Color is less than 80% of that for the appropriate comparison group. The comparisons are derived from a comprehensive nationwide database via the Criterion Affirmative Action Management System (CAAMS) program. Depending on the type of position, CAAMS gathers information nationwide, regionally, or more locally for the most appropriate comparison.

The tables present the figures for our campus, followed by columns for the appropriate comparison groups. The first point of comparison is “Availability,” followed by a calculation of the “Shortfalls.” In the final two columns, the word “Yes” in the table indicates that *underutilization* exists for that job category, and “No” indicates that underutilization is not present. One would aspire to have no underutilization, that is, all “No” and no “Yes” answers.

Table Three: Faculty Utilization

This table presents data on faculty diversity for each of the Dartmouth campus’s academic departments. It provides a focused means of assessing our current situation in a meaningful comparison to national, normed data.

This summary will emphasize the basic findings of underutilization, for the colleges and major program groups. The reader should refer to the detailed Table for the specific information, program by program, and to understand the degrees to which the programs utilize Women and Persons of Color. For example, one can gauge the amounts of utilization by looking at the “shortfalls” percentages for each program.

- General finding: across its many academic programs, the Dartmouth campus has a continuing challenge to achieve a solid record of faculty diversity, as measured by utilization data. However, when one looks across all of the departments at the ranks of assistant professor, associate professor, and full professor, there was progress. Specifically, Faculty Women were underutilized in 48 but not underutilized in 46 cases. Persons of Color were underutilized in 51 cases and not underutilized in 43 cases.
- As noted above, the pipeline for faculty moving towards tenure and promotion to full professor shows potential. However, we continue to address the challenge of retaining Faculty of Color and Faculty Women as they rise through the ranks.
- In the College of Arts and Sciences, three departments did not underutilize Faculty Women at any of the levels of assistant professor, associate professor, and full professor together—Education, Medical Laboratory Science, and Philosophy. However, looking at Women across the college’s departments at all of the levels, only half of the cases showed underutilization.
- In the College of Arts and Sciences, one department, Chemistry, did not underutilize Faculty of Color at any of the levels of assistant professor, associate professor, and full professor together.

However, looking at Faculty of Color across the college's departments at all of the levels, only half of the cases showed underutilization.

- The College of Business was, generally, underutilizing Faculty Women but doing well in utilization of Faculty of Color.
- The College of Engineering had relatively a high number of cases wherein Faculty of Color were not underutilized, and two departments, Physics and Mechanical Engineering, had a positive underutilization record in all faculty levels. All departments in engineering underutilized Faculty Women at least at one faculty level, but only one did so at all levels.
- The College of Nursing is underutilized by Faculty of Color.
- The School of Marine Science and Technology is underutilized by both Women and Faculty of Color.
- The College of Visual and Performing Arts achieved a good record in utilizing Women in its' faculty; the only department that is underutilized significantly has three total faculty. There was a mixed utilization pattern for Faculty of Color within its five departments.

Table Four: Non-Faculty Utilization

- The detailed breakdown of the four groups among the top administrators shows a mixed record. All groups were underutilized by Women in the administrative category. However, only one group - the major directors were underutilized by Persons of Color.
- The pattern was very good among the Non-Faculty Professionals (associate and assistant directors, directors of smaller units or sub-units, and other professional staff). There was underutilization of Persons of Color only in the Library and Technical categories and of Women only among post-doctorates; our post-doctorates are clustered in highly technical fields.
- For Secretarial/Clerical positions at UMass Dartmouth there was underutilization of Persons of Color in one category - data entry operators, and of Women in one category - the mail/duplication personnel.

Table 3
Faculty Utilization Analysis by Department, Centers and Programs Within University Job Group
University of Massachusetts Dartmouth
March 31, 2008

Job Group	UMD Colleges and Departments	Total #	Current Workforce				Availability		Shortfalls		Underutilized	
			Fem #	Fem %	Min #	Min %	Fem %	Min %	Fem #	Min #	Fem	Min
	TENURE SYSTEM FACULTY TOTAL	317	108	34.0	69	22.0						
(21)	Professor/Chanc.Professor	137	32	23.3	22	16.1						
(22)	Associate Professors	84	34	40.5	19	22.6						
(23)	Assistant Professors (NT)*	96	42	43.7	28	29.1						
	College of Arts & Sciences Total	153	56	37.0	26	17.0						
	Biology Total	15	6	40.0	2	14.0						
(21)	Professor/Chanc.Professor	4	1	25.0	-	-	46.0	17.0	.84	.68	Yes	Yes
(22)	Associate Professors	-	-	-	-	-	-	-	-	-	-	-
(23)	Assistant Professors (NT)*	11	5	45.4	2	18.2	46.0	17.0	.06	-	No	No
	Chemistry & Biochemistry Total	15	2	14.0	6	40.0						
(21)	Professor/Chanc.Professor	8	1	12.5	3	37.5	30.0	12.0	1.4	-	Yes	No
(22)	Associate Professors	3	1	33.3	1	33.3	30.0	12.0	-	-	No	No
(23)	Assistant Professors (NT)*	4	-	-	2	50.0	30.0	12.0	1.2	-	Yes	No
	Economics Total	6	1	17.0	2	34.0						
(21)	Professor/Chanc.Professor	2	-	-	-	-	31.0	19.0	.62	.38	Yes	Yes
(22)	Associate Professors	1	-	-	1	33.3	31.0	19.0	.31	-	Yes	No
(23)	Assistant Professors (NT)*	3	1	33.3	1	33.3	31.0	19.0	-	-	No	No
	Education Total	4	3	75.0	-	-						
(21)	Professor/Chanc.Professor	1	1	100.0	-	-	64.0	16.0	-	.16	No	Yes
(22)	Associate Professors	-	-	-	-	-	-	-	-	-	-	-
(23)	Assistant Professors (NT)*	3	2	66.7	-	-	64.0	16.0	-	.48	No	Yes
	English Total	22	8	37.0	3	14.0						
(21)	Professor/Chanc.Professor	11	3	27.3	-	-	59.0	10.0	3.5	1.1	Yes	Yes
(22)	Associate Professors	4	3	75.0	1	25.0	59.0	10.0	-	-	No	No
(23)	Assistant Professors (NT)*	7	2	28.6	2	28.6	59.0	10.0	2.1	-	Yes	No

* Not Tenured

Underutilization occurs when the workforce composition is less than 80% of the availability estimate and there is a one- person (1.0 threshold) or greater shortfall in the respective job group. Data not reported for departments with fewer than three employees.

Table 3 Continued

Job Group	UMD Colleges & Departments	Current Workforce					Availability		Shortfalls		Underutilized	
		Total #	Fem #	Fem %	Min #	Min %	Fem %	Min %	Fem #	Min #	Fem	Min
	<i>College of Arts & Sciences Continued</i>											
	Foreign Lit & Languages Total	6	3	50.0	1	17.0						
(21)	Professor/Chanc.Professor	3	1	33.3	-	-	59.0	24.0	.77	.72	Yes	Yes
(22)	Associate Professors	1	-	-	1	1	59.0	24.0	.59	-	Yes	No
(23)	Assistant Professors (NT)*	2	2	100.0	-	-	59.0	24.0	-	.48	No	Yes
	History Total	11	3	28.0	3	28.0						
(21)	Professor/Chanc.Professor	3	1	33.3	1	33.3	38.0	9.0	.14	-	No	No
(22)	Associate Professors	3	-	-	1	33.3	38.0	9.0	1.1	-	Yes	No
(23)	Assistant Professors (NT)*	5	2	40.0	1	20.0	38.0	9.0	-	-	No	No
	Mathematics Total	15	4	27.0	2	14.0						
(21)	Professor/Chanc.Professor	7	1	14.3	-	-	24.0	18.0	.68	1.3	Yes	Yes
(22)	Associate Professors	7	3	42.9	1	14.3	24.0	18.0	-	.26	No	Yes
(23)	Assistant Professors (NT)*	1	-	-	1	100.0	24.0	18.0	.24	-	Yes	No
	Medical Laboratory Science Total	6	4	67.0	-	-						
(21)	Professor/Chanc.Professor	3	2	66.7	-	-	48.0	18.0	-	.54	No	Yes
(22)	Associate Professors	3	2	66.7	-	-	48.0	18.0	-	.54	No	Yes
(23)	Assistant Professors (NT)*	-	-	-	-	-	-	-	-	-	-	-
	Philosophy Total	6	3	50.0	1	17.0						
(21)	Professor/Chanc.Professor	-	-	-	-	-	-	-	-	-	-	-
(22)	Associate Professors	2	1	50.0	-	-	26.0	8.0	-	.16	No	Yes
(23)	Assistant Professors (NT)*	4	2	50.0	1	25.0	26.0	8.0	-	-	No	No
	Center For Policy Analysis Total	3	1	34.0	1	34.0						
(21)	Professor/Chanc.Professor	1	-	-	-	-	32.0	16.0	.32	.16	Yes	Yes
(22)	Associate Professors	1	-	-	1	100.0	32.0	16.0	.32	-	Yes	No
(23)	Assistant Professors (NT)*	1	1	100.0	-	-	32.0	16.0	-	.16	No	Yes
	Political Science Total	8	2	25.0	2	25.0						
(21)	Professor/Chanc.Professor	1	-	-	1	100.0	32.0	16.0	.32	-	Yes	No
(22)	Associate Professors	4	-	-	1	25.0	32.0	16.0	1.3	-	Yes	No
(23)	Assistant Professors (NT)*	3	2	66.7	-	-	32.0	16.0	-	.48	No	Yes
	Portuguese Total	6	2	34.0	1	17.0						
(21)	Professor/Chanc.Professor	2	1	50.0	-	-	60.0	24.0	.20	.48	No	Yes
(22)	Associate Professors	2	-	-	1	50.0	60.0	24.0	1.2	-	Yes	No
(23)	Assistant Professors (NT)*	2	1	50.0	-	-	60.0	24.0	.20	.48	No	Yes

* Not Tenured

Underutilization occurs when the workforce composition is less than 80% of the availability estimate and there is a one- person (1.0 threshold) or greater shortfall in the respective job group. Data not reported for departments with fewer than three employees.

Table 3 Continued

Job Group	UMD Colleges & Departments	Current Workforce					Availability		Shortfalls		Underutilized	
		Total #	Fem #	Fem %	Min #	Min %	Fem %	Min %	Total #	Fem #	Fem	Min
	Psychology Total	16	6	38.0	-	-						
(21)	Professor/Chanc.Professor	9	2	22.2	-	-	63.0	12.0	3.7	1.1	Yes	Yes
(22)	Associate Professors	2	1	50.0	-	-	63.0	12.0	.26	.24	Yes	Yes
(23)	Assistant Professors (NT)*	5	3	60.0	-	-	63.0	12.0	.15	.60	No	Yes
	Sociology & Anthropology Total	14	8	57.0	2	14.0						
(21)	Professor/Chanc.Professor	4	-	-	1	25.0	56.0	19.0	2.24	-	Yes	No
(22)	Associate Professors	4	3	75.0	-	-	56.0	19.0	-	.76	No	Yes
(23)	Assistant Professors (NT)*	6	5	83.3	1	16.7	56.0	19.0	-	.14	No	No
	Charlton College of Business Total	36	8	23.0	12	34.0						
	Accounting & Finance Total	10	-	-	6	60.0						
(21)	Professor/Chanc.Professor	3	-	-	1	33.3	40.0	22.0	1.2	-	Yes	No
(22)	Associate Professors	2	-	-	1	50.0	40.0	22.0	.80	-	Yes	No
(23)	Assistant Professors (NT)*	5	-	-	4	80.0	40.0	22.0	2.0	-	Yes	No
	Decision & Info. Science Total	13	3	23.0	4	31.0						
(21)	Professor/Chanc.Professor	5	1	20.0	2	40.0	28.0	18.0	.40	-	Yes	No
(22)	Associate Professors	3	-	-	-	-	28.0	18.0	.84	.54	Yes	Yes
(23)	Assistant Professors (NT)*	5	2	40.0	2	40.0	28.0	18.0	-	-	No	No
	Management & Marketing Total	13	5	38.0	2	15.0						
(21)	Professor/Chanc.Professor	6	2	33.3	-	-	38.0	15.0	.28	.90	No	Yes
(22)	Associate Professors	4	3	75.0	1	25.0	38.0	15.0	-	-	No	No
(23)	Assistant Professors (NT)*	3	-	-	1	33.3	38.0	15.0	1.14	-	Yes	No
	College of Engineering Total	60	8	14.0	24	40.0						
	Civil & Environmental Total	7	1	15.0	1	15.0						
(21)	Professor/Chanc.Professor	4	-	-	1	25.0	18.0	22.0	.72	-	Yes	No
(22)	Associate Professors	2	1	50.0	-	-	18.0	22.0	-	.44	No	Yes
(23)	Assistant Professors (NT)*	1	-	-	-	-	18.0	22.0	.18	.22	Yes	Yes
	Computer & Info. Science Total	10	2	20.0	5	50.0						
(21)	Professor/Chanc.Professor	3	-	-	-	-	17.0	21.0	.51	.63	Yes	Yes
(22)	Associate Professors	3	1	33.3	1	33.3	17.0	21.0	-	-	No	No
(23)	Assistant Professors (NT)*	4	1	25.0	4	100.0	17.0	21.0	-	-	No	No
	Electrical & Computer Eng. Total	18	3	17.0	5	28.0						
(21)	Professor/Chanc.Professor	13	2	15.4	3	23.1	11.0	32.0	-	1.16	No	Yes
(22)	Associate Professors	2	-	-	-	-	11.0	32.0	.22	.64	Yes	Yes
(23)	Assistant Professors (NT)*	3	1	33.3	2	66.7	11.0	32.0	-	-	No	No

* Not Tenured

Underutilization occurs when the workforce composition is less than 80% of the availability estimate and there is a one- person (1.0 threshold) or greater shortfall in the respective job group.

Data not reported for departments with fewer than three employees.

Table 3 Continued

Job Group	UMD Colleges & Departments	Total #	Current Workforce				Availability		Shortfalls		Underutilized	
			Fem #	Fem %	Min #	Min %	Fem %	Min %	Total #	Fem #	Fem	Min
	Mechanical Engineering Total	13	1	8.0	7	54.0						
(21)	Professor/Chanc.Professor	6	-	-	3	50.0	9.0	27.0	.54	-	Yes	No
(22)	Associate Professors	3	-	-	2	66.7	9.0	27.0	.27	-	Yes	No
(23)	Assistant Professors (NT)*	4	1	25.0	2	50.0	9.0	27.0	-	-	No	No
	Physics Total	7	1	14.0	4	57.0						
(21)	Professor/Chanc.Professor	2	-	-	1	50.0	12.0	16.0	.24	-	Yes	No
(22)	Associate Professors	3	1	33.3	2	66.7	12.0	16.0	-	-	No	No
(23)	Assistant Professors (NT)*	2	-	-	1	50.0	12.0	16.0	.24	-	Yes	No
	Textiles Total	5	-	-	2	40.0						
(21)	Professor/Chanc.Professor	4	-	-	1	25.0	25.0	33.0	1.0	.32	Yes	Yes
(22)	Associate Professors	1	-	-	1	100.0	25.0	33.0	.25	-	Yes	No
(23)	Assistant Professors (NT)*	-	-	-	-	-	-	-	-	-	-	-
	College of Vis.& Perf. Arts Total	38	17	45.0	6	17.0						
	Art Education Total	3	3	100.00	-	-	-	-	-	.08	No	Yes
(21)	Professor/Chanc.Professor	1	1	100.0	-	-	57.0	8.5	-	.08	No	Yes
(22)	Associate Professors	-	-	-	-	-	57.0	8.5	-	-	-	-
(23)	Assistant Professors (NT)*	2	2	100.0	-	-	57.0	8.5	-	.17	No	Yes
	Art History Total	4	3	75.0	1	25.0						
(21)	Professor/Chanc.Professor	2	1	50.0	1	50.0	38.0	12.0	-	-	No	No
(22)	Associate Professors	1	1	100.0	-	-	38.0	12.0	-	.12	No	Yes
(23)	Assistant Professors (NT)*	1	1	100.0	-	-	38.0	12.0	-	.12	No	Yes
	Artisanry Total	6	3	50.0	-	-						
(21)	Professor/Chanc.Professor	3	2	66.7	-	-	52.0	9.0	-	.27	No	Yes
(22)	Associate Professors	3	1	33.3	-	-	52.0	9.0	.56	.27	Yes	Yes
(23)	Assistant Professors (NT)*	-	-	-	-	-	52.0	9.0	-	-	-	-
	Design Total	11	5	45.0	3	27.0						
(21)	Professor/Chanc.Professor	4	2	50.0	1	25.0	52.0	14.0	.08	-	No	No
(22)	Associate Professors	6	2	33.3	2	33.3	52.0	14.0	1.1	-	Yes	No
(23)	Assistant Professors (NT)*	1	1	100.0	-	-	52.0	14.0	-	.14	No	Yes
	Fine Arts Total	11	3	0.27	1	-						
(21)	Professor/Chanc.Professor	10	2	20.0	1	10.0	52.0	14.0	3.2	.40	Yes	Yes
(22)	Associate Professors	1	1	100.0	-	-	52.0	14.0	-	.14	No	Yes
(23)	Assistant Professors (NT)*	-	-	-	-	-	52.0	14.0	-	-	-	-

* Not Tenured

Underutilization occurs when the workforce composition is less than 80% of the availability estimate and there is a one- person (1.0 threshold) or greater shortfall in the respective job group. Data not reported for departments with fewer than three employees.

Table 3 Continued

Job Group	UMD Colleges & Departments	Current Workforce					Availability		Shortfalls		Underutilized	
		Total #	Fem #	Fem %	Min #	Min %	Fem %	Min %	Total #	Fem #	Fem	Min
	Music Total	3	-	-	1	34.0						
(21)	Professor/Chanc.Professor	1	-	-	-	-	39.0	11.0	.39	.11	Yes	Yes
(22)	Associate Professors	1	-	-	-	-	39.0	11.0	.39	.11	Yes	Yes
(23)	Assistant Professors (NT)*	1	-	-	1	100.0	39.0	11.0	.39	-	Yes	No
	College of Nursing Total	18	18	100.0	-	-						
	Community Nursing Total	8	8	100.0	-	-						
(21)	Professor/Chanc.Professor	1	1	100.0	-	-	95.0	11.0	-	.11	No	Yes
(22)	Associate Professors	5	5	100.0	-	-	95.0	11.0	-	.55	No	Yes
(23)	Assistant Professors (NT)*	2	2	100.0	-	-	95.0	11.0	-	.22	No	Yes
	Adult and Child Nursing Total	10	10	100.0	-	-						
(21)	Professor/Chanc.Professor	3	3	100.0	-	-	95.0	11.0	-	.33	No	Yes
(22)	Associate Professors	4	4	100.0	-	-	95.0	11.0	-	.44	No	Yes
(23)	Assistant Professors (NT)*	3	3	100.0	-	-	95.0	11.0	-	.33	No	Yes
	SMAST Total	12	1	9.0	1	9.0						
	Fisheries Oceanography Total	4	-	-	1	25.0						
(21)	Professor/Chanc.Professor	1	-	-	1	100.0	23.0	15.0	.23	-	Yes	No
(22)	Associate Professors	2	-	-	-	-	23.0	15.0	.46	.30	Yes	Yes
(23)	Assistant Professors (NT)*	1	-	-	-	-	23.0	15.0	.23	.15	Yes	Yes
	Eustuarine & Ocean Sciences Total	8	1	13.0	-	-						
(21)	Professor/Chanc.Professor	6	1	17.0	-	-	23.0	15.0	.38	.90	Yes	Yes
(22)	Associate Professors	1	-	-	-	-	23.0	15.0	.23	.15	Yes	Yes
(23)	Assistant Professors (NT)*	1	-	-	-	-	23.0	15.0	.23	.15	Yes	Yes

* Not Tenured

Underutilization occurs when the workforce composition is less than 80% of the availability estimate and there is a one- person (1.0 threshold) or greater shortfall in the respective job group. Data not reported for departments with fewer than three employees.

Table 4
Non-Faculty Utilization Analysis, by University Job Group
University of Massachusetts Dartmouth
March 31, 2008

UMD Job Group	Total #	Current Workforce				Availability		Shortfalls		Underutilized	
		Fem #	Fem %	Min #	Min %	Fem %	Min %	Fem #	Min#	Fem	Min
EEO-6 Category 1: Executive/Administrative/Managerial (EAM)											
EAM A Provost/Vice Chancellors	5	1	20.0	2	40.0	54.0	20.8	1.7	-	Yes	No
EAM B Deans	7	2	29.0	2	29.0	55.2	22.7	1.4	-	Yes	No
EAM C Associate Vice Chancellors	15	5	34.0	4	27.0	55.6	20.1	3.3	-	Yes	No
EAM D Major Directors	20	7	35.0	2	10.0	43.0	16.7	2.3	1.5	Yes	Yes
EEO - 6 Category 3: Professional/Non-Faculty											
Administrative	52	32	62.0	10	20.0	53.0	16.0	-	-	No	No
Education/Training	82	41	50.0	14	17.0	52.0	17.6	2.1	.45	No	No
Institutional Relations	9	7	78.0	3	34.0	46.5	12.0	-	-	No	No
Library Sciences	13	10	77.0	-	-	83.0	11.7	.26	.50	No	Yes
Research/Post Doctorates	57	21	37.0	13	23.0	50.0	14.2	7.2	-	Yes	No
Medical Care	9	9	100.0	1	12.0	82.6	13.0	-	.17	No	No
Technical	73	35	48.0	6	9.0	47.5	13.3	-	3.5	No	Yes
Prof. Non-Faculty, Other	46	28	61.0	6	13.0	46.8	15.8	-	1.2	No	No
EEO-6 Category 4: Secretarial/Clerical											
Administrative Support	94	92	97.9	22	23.4	95.2	20.5	-	-	No	No
Secretaries/Clerks/Typists	62	59	95.2	12	19.3	96.0	18.4	.58	-	No	No
Data Entry Operators	10	9	90.0	2	20.0	86.0	30.4	-	1.0	No	Yes
Financial Records	4	4	100.0	2	50.0	80.0	12.6	-	-	No	No
Duplicating/Mail	11	1	9.1	2	18.2	38.8	21.0	3.3	.31	Yes	No
Library	13	11	84.6	2	15.4	84.6	15.4	-	-	No	No

- The position of the Chancellor is not included in this analysis. It is reported through the President's Office.
- Underutilization occurs when the workforce composition is less than 80% of the availability estimate and there is a one-person (1.0 threshold) or greater shortfall in the respective job group. Data not reported for units with fewer than three employees.

Table 4 (Continued)
Non-Faculty Utilization Analysis, by University Job Group
University of Massachusetts Dartmouth
3/31/08

March 31, 2008						Availability		Shortfalls		Underutilized	
	Total #		Fem %	Min #	Min %	Fem %	Min %	Fem #	Min#	Fem	Min
EEO-6 Category 5: Technical/Paraprofessional											
Science & Other Technicians	9	2	23.0	2	23.0	39.6	14.1	1.6	-	Yes	No
Computer & Eng. Technician	9	-	-	-	-	26.5	15.6	2.4	1.4	Yes	Yes
Fire and Safety Officers	22	2	9.0	5	23.0	11.0	21.0	.37	-	No	No
Business & Related	1	-	-	-	-						
Health Services	2	-	-	-	-						
Protective Services	4	2	50.0	-	-	27.6	11.5	-	.45	No	Yes
EEO-6 Category 6: Skilled Crafts											
Mech. & Repairers, Non-Suprv.	5	-	-	1	20.0	1.8	18.9	.08	-	Yes	No
Skilled Crafts, Suprv.	1	-	-	-	-						
Construction Trades, Non-Suprv.	24	-	-	4	17.0	9.4	17.6	1.6	.04	Yes	No
Plant & Systems Operation	5	1	20.0	-	-	10.2	9.9	-	.49	No	Yes
EEO-6 Category 7: Service/Maintenance											
Building Services, Non-Suprv.	84	33	40.0	22	27.0	26.9	26.6	-	.33	No	No
Motor Vehicle Operators	1	-	-	-	-						
Guards, Institutional	9	1	12.0	1	12.0	43.1	40.1	2.9	2.8	Yes	Yes
Building Services, Suprv.	8	-	-	-	-	-	16.7	-	1.3	No	Yes

- The position of the Chancellor is not included in this analysis. It is reported through the President's Office.
- Underutilization occurs when the workforce composition is less than 80% of the availability estimate and there is a one-person (1.0 threshold) or greater shortfall in the respective job group. Data not reported for units with fewer than three employees.