Division of Finance & Enterprise Services (DFES)

2013 Diversity Plan
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Introduction

Communities and organizations, including universities, are changing rapidly, and populations that have been historically underrepresented now comprise an integral and valuable part of the workforce. With better, faster and less expensive transportation and communications options, a diverse global workforce has become a reality. As populations become increasingly diverse, and organizations focus more on cultural diversity and social justice, human diversity has become a global value.

UVM policies and procedures encourage recognition of differences in race, color, religion, ancestry, national origin, place of birth, sex, sexual orientation, disability, age, positive HIV-related blood test results, genetic information, gender identity or expression, or status as a disabled veteran, recently separated veteran, other protected veteran or Armed Forces service medal veteran status. Achieving diversity in the work place requires us to move beyond acknowledgment or tolerance of difference to embracing and celebrating the rich dimensions of talent, culture and self-expression of each individual.

Purpose & Background

DFES Diversity Working Group, 2009-2012

In 2009-2010, a working group (DWG) was formed, co-chaired by two DFES Associate Vice Presidents, to undertake diversity assessment and planning in response to the UVM Institutional Strategy that states, in part: “...it is strongly recommended that all of UVM’s Colleges, Schools and Divisions have recruitment and retention plans to be implemented by hiring officials in accordance with UVM’s mission and equal opportunity and affirmative action guidelines.” In its first year, the DWG conducted a division-wide survey to determine the range and scope of existing diversity and inclusion practices and activities in its Service Groups; a second survey of DFES supervisors and managers, conducted jointly by the AVP of Human Resource Services and a faculty member in the College of Education and Social Services, provided valuable feedback about the qualitative impact of multicultural awareness on management and supervision.

In 2010-2011, the DWG completed its assessment of diversity demographic data in the Division, as compared to the UVM student body and to the population of Chittenden County, to provide a baseline for recommending diversity recruitment and retention actions and to establish metrics that will enable measurement of progress in these areas. During this period, survey results described above were presented for discussion with Senior Leaders in the Division.

In 2011-2012, a Report was issued by the DWG, including a set of recommended multi-year action steps to be incorporated into a DFES Diversity Recruitment and Retention Plan, starting with 2012-2013. At the direction of DFES Vice President Richard Cate, the group engaged the services of a diversity consulting firm, Ibis, Inc., in order to validate its recommendations against best practices both inside and outside UVM. The resulting recommendations were reviewed with Vice President Cate and the Senior Leaders of the Division in June 2012.
DFES Demographic Profile

The DFES employee population does not reflect the diversity of the workforce in the Northeast United States. This disparity is seen especially at the management and leadership level of the Division. In particular, racial and ethnic minorities, and persons with disabilities are under-represented in positions for which we frequently recruit from regions with highly diverse populations. As a result, people who could bring fresh insights, perspectives and talents into our programs and services are not being given, to the degree preferable, the opportunity to contribute to our work product.

When compared to UVM’s student body and to the population of Chittenden County, DFES is significantly more male-dominant, but also more racially diverse. The demographic profile of DFES is heavily weighted by its largest unit, Administrative & Facilities Services (AFS). Without AFS, the male/female ratio of the Division is in line with students and the community. Racial diversity drops significantly without AFS but is still in line with UVM students and Chittenden County.
Much of the Division’s racial diversity resides in the maintenance job family which is made up primarily of custodial staff. Only three of nine job families are comprised of more than 50% female staff with an additional job family evenly split between male and female.

**DFES Hiring Activity**

Vermont is an historically Caucasian state; however, Burlington is a significant refugee resettlement area, providing the basis for increasing local diversity. The racial and ethnic diversity that does exist in DFES is drawn primarily from the refugee population, and DFES racial and ethnic diversity is largely represented in its entry-level positions (custodians).

Nearly one-third of the UVM support staff population is employed in DFES Service Groups, and although turnover has slowed in the years since the national economic recession began in 2009, 73 DFES positions were posted in FY 2011, and 95 DFES positions were posted in FY 12. In the same two-year period a total of 14 additional positions were approved to be filled internally due to promotions and as a result of organizational restructuring. Eight of the 14 “opportunity hires” were professional-level positions. These data demonstrate a consistent level of hiring activity to support setting and achieving affirmative recruitment goals, with particular emphasis on positions above the entry level.

**Goals, Initiatives, & Metrics**

**The Equity Continuum**

The Equity Continuum, a proprietary tool of TWI, Inc., is a widely referenced rubric for evaluating an organization with respect to diversity.
DFES is currently at Level 3 of The Equity Continuum, with the intent to move from Level 3 to Level 4 over a period of four years. With an initial focus on recruitment and hiring, manifestation of diversity throughout DFES culture, work products, and service will be a key component in the retention of employees from diverse populations. Such retention is a prerequisite of sustained workforce diversity. The following diagram illustrates the relationship between progressing from Level 3 to Level 4 and progressing from recruitment-minded diversity to retention-minded diversity.
**DFES Organizational Performance**

Through its organizational performance management process, the Division is taking steps to change the diversity of its workforce—moving from awareness to action by setting goals and measuring results. DFES uses the Balanced Scorecard method to evaluate progress toward achievement of measurable outcomes that are linked to its strategic objectives. In turn, these objectives are aligned with broader, university-wide strategic goals to ensure that core services provided by DFES add value in exchange for the resources that support its programs, initiatives and activities.

The DFES Strategic Objective L3 (see Appendix I for the full DFES Strategy Map) is defined as:

<table>
<thead>
<tr>
<th>SHORT DEFINITION</th>
<th>LONG DEFINITION</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>L3 – Foster a culture of diversity, inclusion and openness</td>
<td>A culture of diversity, inclusion and openness is fostered through organizational culture, work products and services that promote a dynamic campus environment that honors individual contributions to innovation and shared success.</td>
<td>(A) Progression of DFES on the TWI Equity Continuum from Level 3 (Business Case) to Level 4 (integrated) diversity that is embedded within DFES organizational culture, products and services. (B) DFES has achieved a diverse workforce at each Service Group (SG), job family, and leadership level.</td>
</tr>
</tbody>
</table>

Measurable outcomes assigned to this objective include establishment and achievement of workforce diversity goals at all levels of DFES: Service Group, Job Family and Leadership, as well as increasing the number of people of color in DFES leadership positions. **DFES is committed to increasing the diversity of our employee population to a level that meets and exceeds that of both the student body and the geographic region in which the University is located.**

In order to assign metrics to these outcomes, the focus in the coming year will be on enhancing the diversity of DFES through affirmative recruitment and hiring, as well as including diversity learning and inclusive behaviors in DFES job descriptions and in performance evaluation materials. The Division will continue to provide and to reward participation in multiple learning opportunities that support diversity and inclusion.

Through our work with consultants from Ibis, Inc., as well as our review of the UVM Best Practices resource, we have identified five key areas within which initiatives will be undertaken and progress evaluated over the next 3-5 years in order to achieve our strategic diversity objective: (1) Diversity Leadership, Vision and Accountability; (2) Recruitment of Diverse Staff; (3) Climate of Inclusion/Retention Practices; (4) Education: Learning and Growth; and (5) Strategic Integration.
2013 Diversity Action Plan

1. Diversity Leadership, Vision and Accountability
   - Service Group Leaders, led by Vice President Cate establish a clear mandate that diversity and cultural competence is a necessity for the achievement of DFES’s strategic plan:
     - At multiple forums and at every opportunity, senior leaders articulate the links between diversity and the Division’s future success.
   - A new, Standing Committee is formed to implement the diversity plan with VP Cate serving as its Chief Sponsor, meeting with the Chair bi-monthly and with the committee quarterly.
   - The Vice President allocates funding to support diversity-related activities.
   - The DFES web site and the Annual Report include a dedicated and prominent page on diversity goals, initiatives and resources.

2. Recruitment of Diverse Staff
   - Create a comprehensive and coordinated Recruitment Model for DFES to support successful achievement of diversity hiring goals:
     - Ensure that diversity is represented in all hiring pools and in filling open positions; require VP hiring sign-off on exempt-level searches that do not result in selection of a diverse candidate.
     - Require application of the UVM Affirmative Recruitment Model and principles of UVM’s Workforce Diversity Recruitment and Retention Best Practices.
   - Set goals for target numbers for diversity hiring over the next three years; use Balanced Scorecard tools to measure progress quarterly.

3. Retention Practices
   - Conduct exit interviews with all diverse staff that leave DFES.
   - Develop a “buddy” system for new hires to help acclimate them to UVM and the Burlington area.

4. Education: Learning and Growth
   - Establish a baseline for competency modeling and corresponding mandatory training by administering the Intercultural Development Inventory (IDI) to DFES Senior Leaders and to members of the Standing Committee.
   - Hold an annual workshop for hiring managers to enhance ability to recruit diverse staff.
   - Promote incentives for departmental participation in diversity and inclusion learning opportunities through annual recognition awards for individuals and groups or teams.

5. Strategic Integration
   - Work closely with Chief Diversity Officer to implement DFES strategy so that it integrates with the rest of the University and does not represent a stand-alone approach.
   - As part of Customer Perspective in Balanced Scorecard, assess customer service to ensure it represents the diverse needs of internal and external DFES customers.


References

DFES Strategy Map, v. 29c

DFES Diversity Working Group Documents:

- Planning for Diversity & Inclusion
- Report of the Diversity Working Group
- Ibis Consulting Results
**Division of Finance & Enterprise Services Strategy Map**

**Our Strategic Destination:**
Support UVM’s academic enterprise and strategic goals

### Financial/Resource

**Demonstrate Institutional Strategic Effectiveness**
- **F1** – Positively impact institutional strategic goals
- **F2** – Allocate resources to strategic priorities
- **F3** – Grow and diversify revenues

**Optimize Institutional Operational Efficiency**
- **F4** – Manage UVM’s resources for long-term institutional sustainability
- **F5** – Enhance productivity
- **F6** – Operate within budget

### Customer

**Advance Institutional & Unit Objectives through Strategic Partnerships**
- **C1** – Enable strategic initiatives & solutions
- **C2** – Provide trusted expertise, advice, and decision-support

**Provide Enterprise-Level Services that Create a Positive Work & Learning Environment**
- **C3** – Be an Employer of Choice
- **C4** – Ensure the University’s infrastructure meets current and future needs
- **C5** – Provide accessible, reliable, high-quality service
- **C6** – Provide a safe, healthy environment

### Internal Process

**Provide Strategic Support**
- **I1** – Deliver information and analysis to support units’ business needs

**Ensure Continual Alignment With Our Customers’ Needs**
- **I2** – Understand and anticipate customers’ needs and goals
- **I3** – Develop and manage strong customer relationships
- **I4** – Communicate proactively and effectively with customers
- **I5** – Coordinate delivery of initiatives and services with customers via an integrated planning process

**Be a Responsible Community Citizen**
- **I6** – Ensure accountability and compliance
- **I7** – Sustainably manage natural resources
- **I8** – Be a valued leader and partner in the local, regional, state, and national community

### Learning & Growth

**Develop Strategic Competencies**
- **L1** – Attract, develop, and retain DFES employees with the knowledge, skills, and abilities to accomplish DFES strategic objectives

**Provide Strategic Information**
- **L2** – Leverage technology to improve collection and delivery of business information

**Foster a Supportive Climate for Strategic Action**
- **L3** – Foster a culture of diversity, inclusion, and openness
- **L4** – Establish a culture of ethical decision-making
- **L5** – Communicate effectively internally
- **L6** – Foster a customer-centric culture of innovation, employee empowerment, and collaboration

**Last edited 2/27/2012**
DFES Diversity Working Group: Planning for Diversity & Inclusion

Bill Ballard, AVP AFS; Barbara Johnson, AVP, HRS, Co-Chairs

Patty Eldred, AFS; Eric Hoefel, BPRT; Leslye Kornegay, AFS; Tara Messier, HRS, Working Group
Agenda

- DFES Diversity Data in Perspective (Eric Hoefel)
- DFES Diversity Survey Feedback (Eric Hoefel)
- DFES Diversity Planning and Strategy (Barbara Johnson; Patty Eldred; Leslye Kornegay)
- Small Table Exercise (Bill Ballard; Tara Messier)
DFES Diversity Survey Results
Statistical Validity

65 invitations
48 completed

74% response rate

95% confidence level
7% margin of error
FTEs in Unit

- > 50: 3
- 26 to 50: 5
- 10 to 25: 15
- 6 to 10: 12
- 1 to 5: 11
Words about Workplace Diversity
<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>DFES Sr. Leaders support diversity</td>
<td>81%</td>
</tr>
<tr>
<td>Unit provides a welcoming environment</td>
<td>79%</td>
</tr>
<tr>
<td>Staff are aware of resources for addressing discrimination</td>
<td>71%</td>
</tr>
<tr>
<td>Unit has a history of inclusion</td>
<td>69%</td>
</tr>
<tr>
<td>Unit traditions &amp; celebrations are inclusive</td>
<td>67%</td>
</tr>
<tr>
<td>Unit actively recruits for diversity</td>
<td>65%</td>
</tr>
<tr>
<td>Unit’s job descriptions include diversity</td>
<td>46%</td>
</tr>
<tr>
<td>Contributions to diversity/inclusiveness are recognized</td>
<td>44%</td>
</tr>
<tr>
<td>Unit works to promote those with diverse backgrounds</td>
<td>38%</td>
</tr>
<tr>
<td>Diversity is addressed with new staff</td>
<td>35%</td>
</tr>
<tr>
<td>Unit has a protocol for handling conflicts and disputes</td>
<td>33%</td>
</tr>
<tr>
<td>Unit has a diversity statement</td>
<td>33%</td>
</tr>
</tbody>
</table>
Diversity Support Needs

A common DFES definition of “diversity” 2.17
Diversity training offered through Learning Services 4.15
“Recruiting for diversity” training 4.17
Include diversity in new employee orientation 4.20
Standardized position description language for diversity 4.39
Help for including diversity in Mission/Vision 5.02
DFES protocol for conflicts/disputes 5.61
Diversity assessment tools for performance reviews 5.89

Respondents were asked to rank options 1 to 8 – 1 being most desired
DFES Gender/Race Profile

- **Male**: 57%
- **Female**: 47%
- **White**: 43%
- **Black**: 43%
- **Asian**: 43%
- **Native American/Pacific Islander**: 2%
- **Hispanic**: 2%

Legend:
- **Red** = DFES (PeopleSoft)
- **Pink** = DFES w/o AFS (PeopleSoft)
- **Green** = UVM Students* (Fall 2010 – Institutional Research)
- **Blue** = Chittenden County* (2010 U.S. Census)

*Does not include those reporting two or more races
DFES Diversity Plan: Key Topic Areas

- Leadership
- Management and Communication
- Learning & Growth
- Retention
- Celebration
Leadership

• Define terms and establish values and goals

• Ensure resources are available
• Align policies and practices with goals
DFES Statement of Commitment

The Division of Finance and Enterprise Services will recognize and celebrate the differences among all people in our campus community.

We will foster principles of social justice and inclusion in our work environment.

We will provide all DFES employees with learning opportunities to develop the skills and awareness needed to understand, accept and appreciate each other.

Our collective goal is to mirror the diversity of the UVM student body in the DFES population.
Management & Communication

• Position Descriptions
• Recruitment Practices
• Performance Reviews
• Learning & Growth

• DFES-Specific Employee Orientation
REVISE POSITION DESCRIPTIONS

Reporting to ____________, this position requires active engagement in learning and practicing principles of social justice and inclusion, environmental sustainability and delivering great customer experiences.

Qualifications: The DFES seeks candidates who can demonstrate an ongoing commitment to workplace diversity, sustainability and delivering exceptional value and great experiences to customers.
Recruitment Practices

Adopt best practices **Affirmative Recruitment Model**, including:

- Review applications using a legal and consistent screening assessment;
- Avoid limiting your review to candidates that are able to “hit the ground running.”
- Review all clearly identified ALANA candidates prior to elimination from the pool for any reason.
- Include diversity-related assessment in all resume screening.
Affirmative Recruitment Guidelines

• Include an active link to HRS web page showing “Affirmative Recruitment”
Performance Review Criteria

• **CULTURAL AWARENESS**: Demonstrates a responsible commitment to others and respects cultural differences.

• **WORKFORCE MANAGEMENT**:
  – Assures that policies, practices and services are tailored to the needs of a diverse workforce.
  – Demonstrates a commitment to diversity and social responsibility.
  – Supports development of employee skills and awareness needed to understand, accept and appreciate others.
Learning & Growth

- **University Opportunities:** Blackboard Jungle; Sponsored Events
- **Division Opportunities:** Diversity Reading Group; Diversity Film Series; Research and Survey Participation; Mentoring/Shadowing
- **Service Group & Unit Opportunities:** Release time practices; Mentoring
Retention

- Mentoring underrepresented employees
- Sponsoring underrepresented employees (resources; visibility; networking)
- Annual DFES workplace environment analysis
- Annual DFES compensation equity review
Celebration

• Service Group and DFES Recognition for Outstanding Achievement

• Celebrate our Variety
  – Multicultural Calendar
  – Share Multicultural Food
  – Multicultural Celebration Events
DFES Strategy Map

• **Internal Objective #7:**
  Ensure a culture of diversity, inclusion, and openness.

*Definition:*
  – Align DFES staff and student employee recruitment & retention strategies with UVM and DFES diversity objectives.
  – Provide diversity education to staff and student employees to support attainment of objectives.
DFES Strategy Map

Measurable Outcomes:

• DFES has achieved its workforce diversity goals at the Service Group, Job Family and Leadership levels.

• DFES seeks input from all individuals who are affected directly by new policies, programs, projects and initiatives.
NEXT STEPS

• Seek feedback on all work, to date
• Seek resource commitments from Service Groups to support programs & projects
• Align DFES policies and practices with goals
• Create DFES-specific Employee Orientation
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Executive Summary

TBD

Purpose & Background

The present DFES employee population does not reflect the diversity of the work force in the Northeast United States. This population disparity is especially seen at the management and leadership level of the organization. In particular, racial and ethnic minorities, and persons with disabilities are under-represented in positions for which we frequently recruit from regions with highly diverse populations. As a result, people who can bring insights, perspectives and talents into our programs are not being given the opportunity to contribute to our work product. DFES is committed to setting an example for our University colleagues by improving the diversity of our employee population to a level that meets and exceeds that of both the student body and the geographic region in which the University is located.

Through its organizational performance management process, the Division is taking steps to change the diversity of its workforce—moving from awareness to action by setting goals and measuring results. DFES uses the Balanced Scorecard method to evaluate progress toward achievement of measurable outcomes that are linked to its strategic objectives. In turn, these objectives are aligned with broader, university-wide strategic goals to ensure that core services provided by DFES add value in exchange for the resources that support its programs, initiatives and activities.

The DFES Strategic Objective 17 (see Appendix I for the full DFES Strategy Map) is defined as:

<table>
<thead>
<tr>
<th>SHORT DEFINITION</th>
<th>LONG DEFINITION</th>
<th>OUTCOMES</th>
</tr>
</thead>
</table>
| 17 – Foster a culture of diversity, inclusion and openness | Align comprehensive recruitment strategies with diversity initiatives. Recruit and retain students, faculty and staff from under-represented groups. Develop and provide educational programs to faculty and staff to attain diversity goals. Integrate retention into division’s customer service theme. Provide timely and transparent communication involving all members in divisional decision making and actively operationalize “Our Common Ground” | (A) DFES has achieved a diverse workforce at each Service Group (SG), job family, and leadership level.  
(B) DFES seeks input from all individuals who are directly affected by new or altered policies, programs, projects, and initiatives.  
(C) DFES managers are engaged in actively promoting diversity awareness initiatives in their units.  
(D) DFES employees are knowledgeable about diversity and supportive of the university and DFES diversity objectives and initiatives. |
In order to assign metrics to these outcomes, the focus in the coming year will shift from creating diversity awareness to the direct action of enhancing the diversity of DFES through affirmative recruitment and hiring, including support for diversity learning and behavior in DFES job descriptions and performance evaluation materials. The Division will continue to provide and to reward participation in multiple learning opportunities that support diversity and inclusion.

DFES Demographic Profile

When compared to UVM’s student body and to the population of Chittenden County, DFES is significantly more male-heavy but also more racially diverse. The demographic profile of DFES is heavily weighted by its largest unit, Administrative & Facilities Services. Without AFS, the male/female ratio of the Division is in line with students and the community. Racial diversity drops significantly without AFS but is still in line with UVM students and Chittenden County.

Job Family Data Source: Human Resource Services
Much of the Division’s racial diversity resides in the maintenance job family which is made up primarily of custodial and physical plant staff. Only three of nine job families are comprised of more than 50% female staff with an additional job family evenly split between male and female.

**Cultural Factors and the Role of DFES**

The state of Vermont is a predominantly white state. The university of Vermont diversity statement provides a vision for the following cultural factors; sex, race, ethnicity, sexual orientation, disability, language and religion.

The Division of Finance and Enterprise Services cultural factors should reflect the university's vision of a diverse student population, faculty and staff (UVM diversity statement).

The majority of the employees in DFES are reflective of the state of Vermont white males followed by white females (DFES, diversity statistics). Burlington, Vermont is a refugee city. The racial and ethnic diversity that does exist in DFES has mostly come from the refugee population. DFES racial and ethnic diversity is largely represented in its entry-level positions (custodians).
Findings & Recommendations

Crosswalk of University Strategic Plan & DFES Strategy Map Objectives

<table>
<thead>
<tr>
<th>UVM STRATEGIC PLAN, 2009-2013</th>
<th>SUPPORTING DFES STRATEGY MAP OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. Description</td>
<td>No. Description</td>
</tr>
<tr>
<td>1. Diversity: Build a diverse and globally aware university community sustained by an inclusive, supportive, and just campus climate.</td>
<td>17 Foster a culture of diversity, inclusion, and openness</td>
</tr>
<tr>
<td>1.A Implement plans and programs to recruit and retain a critical mass of faculty, staff, administrators, and students from diverse backgrounds.</td>
<td>11 Build and maintain systems, planning, policies, practices, resources, and budgets to ensure they align with institutional needs</td>
</tr>
<tr>
<td>1.B Invest university resources and employ processes to build a transparent, collaborative infrastructure supportive of university members from diverse backgrounds.</td>
<td>16 Deploy our resources to maximize operational excellence, innovation, and workforce sustainability</td>
</tr>
<tr>
<td>1.C Cultivate an inclusive and responsive university climate underscored with fairness and equity.</td>
<td>17 Foster a culture of diversity, inclusion, and openness</td>
</tr>
<tr>
<td>1.D Increase diversity related knowledge, encourage interaction among diverse university members, and build understanding of differences through programs, services, and policies.</td>
<td>11 Build and maintain systems, planning, policies, practices, resources, and budgets to ensure they align with institutional needs</td>
</tr>
</tbody>
</table>

The Equity Continuum

The Equity Continuum is a proprietary tool of TWI Inc. and is a widely referenced rubric for evaluating an organization with respect to diversity. “TWI was founded in 1996. Since then, TWI has developed a worldwide reputation based on its strategic and universal approach to diversity. TWI’s ability to penetrate the global market has resulted not only from its emphasis on the importance of valuing differences and the unique talents of employees, but also by demonstrating that in doing so businesses can achieve superior results.” [Source: TWI, Inc.]
DFES is currently at Level 3 of The Equity Continuum. A central issue regarding I7's overall outcome, i.e. moving from Level 3 to Level 4 on the Equity Continuum, is the integration and manifestation of diversity through DFES culture, products, and services. The integration and manifestation of diversity for employees to experience is a key component in the retention of employees from diverse populations. And, retention is a prerequisite of sustained diversity. The following diagram illustrates the relationship between progressing from Level 3 to Level 4 and progressing from recruitment-minded diversity to retention-minded diversity.

**Integration → Retention → Sustained Diversity**

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**DFES Strategy Map Objective I7 Edits**

The material in the Long Definition is initiative-oriented. Thus, a version with an alternate Long Definition is below. Additionally, the material from the original long definition would be moved to the “Initiatives” section of the plan.

If the overall outcome of the 2011-2014 I7 Strategic Plan is to progress DFES on the Equity Continuum from Level 3 – “Business Case” diversity to Level 4 – “Integrated” diversity, then the four outcomes listed above will not suffice because the distinction of Level 4 specifies that diversity and inclusion have moved beyond recognition of being ‘good for business’ and have become ‘embedded within organizational culture, products and services’. A new overarching outcome is suggested below to compliment and complete the current outcomes which are about awareness, promotion, and demographics and do not mention organizational culture, products and services.
<table>
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| 17 – Foster a culture of diversity, inclusion and openness | Align comprehensive recruitment strategies with diversity initiatives. Recruit and retain students, faculty and staff from underrepresented groups. Develop and provide educational programs to faculty and staff to attain diversity goals. Integrate retention into division's customer service theme. Provide timely and transparent communication involving all members in divisional decision-making and actively operationalize "Our Common Ground." A culture of diversity, inclusion and openness is fostered through organizational values, behaviors and beliefs to promote a dynamic work environment honoring individual and institutional needs, alike, with innovative and shared success. | Progression of DFES on the Equity Continuum from Level 3—"Business Case" diversity to Level 4—"Integrated" diversity.  
(A) DFES has achieved a diverse workforce at each Service Group (SG), job family, and leadership level.  
(B) DFES seeks input from all individuals who are directly affected by new or altered policies, programs, projects, and initiatives.  
(C) DFES managers are engaged in actively promoting diversity awareness initiatives in their units.  
(D) DFES employees are knowledgeable about diversity and supportive of the university and DFES diversity objectives and initiatives. |

Mission, Vision, & Values

Mission

"The mission of DFES' 17 Strategic Plan is to effect a division-wide change in the components of organizational culture that will inspire diversity, inclusion and openness and lead to a more dynamic work environment honoring both individual and institutional aspirations with innovative and shared success."

1 Edgar Schein’s "Model of Dynamics of Organizational Culture", 1992:  
1. Artifacts - Observable and visible products, activities, and processes (language, stories, published statements, ceremonies and rituals, reward structures, communications channels). Tell what a group is doing, but not why.  
2. Values - Articulated beliefs about what is "good," "right," and what "works." Underlie and to a large extent determine behavior, but they are not directly observable, as behaviors are. There may be a difference between stated and operating values.  
3. Underlying Beliefs and Assumptions - Deepest ingrained assumptions that have become rarely questioned, taken-for-granted beliefs. Hardest to identify and understood only by cultural insiders, who may not be able to readily articulate them.

Vision

"The Plan's vision is to have diversity, inclusion, and openness gradually manifest within DFES' culture, products, and services. This will occur through continuous effort and persistent influence within DFES' business processes and will be responsible for the revitalized and innovative environment in which DFES achieves its mission."
Values

- **Talent, in whomever it resides, is the driver of institutional vitality.**
  E. Chun & A. Evans, "Creating an Inclusive Leadership Environment in Higher Education", The Higher Education Workplace Fall 2011, cupahr.org

- **Diversity drives institutional excellence.**
  “The convergence of different perspectives, different viewpoints, and different experiences is part of what creates and drives institutional excellence.”

- **Diversity fosters creativity.**
  “Diversity fosters creativity,” Frédéric Rozé, CEO for L’Oréal USA, is quoted as saying in the report. “We need to generate the best ideas from our people in all levels of the company and incorporate them into our business practices.”

- **Diversity is not an initiative with a beginning middle and end, but a way of doing business that does not end.**
  Moving from Level-3 on The Diversity Continuum where diversity is motivated by perceived gain requires a shift where ‘diversity’ becomes a “core organizational value that is fully integrated and sustainable”. [Source: TWI, Inc.]

Strategies

1. **“Mirror diversity in key employee support functions.”**

   a. As employees in higher education become increasingly diverse, insure that the DFES’ employee support functions become increasingly diverse as well, especially those that influence performance and overall well-being (and retention). Source: Andy Brantley, CUPA-HR President and CEO, The Higher Ed. Workplace Magazine, Fall 2011.
   b. As students in higher education become increasingly diverse, insure that the organization’s student support functions become increasingly diverse as well. Source: Ibid.

2. **“Leverage the unique position of [all] HR professionals within the division.”**

   a. To provide leadership in shaping the organizational culture. Source: Ibid
   b. To provide support to managers wanting to promote greater diversity and awareness in their units

3. **“Identify and align aspects of DFES’ Strategic Objectives C1, F4, I1, I6, and L2 as a ‘strategic cluster’ influencing DFES’ organizational culture, products, and services with respect to I7.”**

   a. Align divisional policy, procedure, and planning (i.e., strategy map objective I1) with I7 objective
   b. Align planning of work place (i.e., strategy map objective F4) with I7 objective
   c. Align planning of work force (i.e., strategy map objective L2) with I7 objective
   d. Align planning of customer service (i.e., strategy map objective C1) with I7 objective
Performance Feedback

In order to achieve the Division’s goals around diversity and inclusion, employees at all levels must have a vested interest in achieving these goals. One way to ensure this commitment is by holding individuals accountable for the collective goals of the division via the annual performance review. Infusing diversity goals with performance feedback measures also emphasizes the priority and importance of diversity efforts and encourages accountability. It also is recommended that a division-wide recognition program be developed to reward individuals for positive contributions.

Specific Actions:

- Link division wide diversity and inclusion goals with individual work planning goals for DFES management
- Encourage DFES managers and leaders to work with employees in their units to develop personal goals towards increased understanding of diversity and inclusion
- Develop recognition programs to reward those with demonstrated commitment to inclusion
  - Manager and Leader Annual Award
  - Individual Award

Learning and Growth

Learning and Development opportunities are necessary to encourage the development of a workplace culture which embraces and values inclusion. Success of this program is contingent upon developing a comprehensive curriculum that recognizes and is tailored to the unique needs of the Division of Finance and Enterprise Services. The program should include DFES employees at all levels and be culturally appropriate. Program design should include opportunities for individuals to contribute in a meaningful way and explore opportunities to infuse diversity and inclusion with existing training programs.

Specific Actions:

- Develop a competency model and corresponding mandatory training program
- Minimum requirement for contact hours
- Develop programs for managers to understand their role and responsibility in creating an inclusive culture
- Encourage employee involvement and recognize individual accomplishments by looking within the division for facilitators

Retention

It is not enough to recruit a diverse work force, DFES must also focus on developing and retaining diverse staff once they arrive on campus. The University of Vermont Office of Affirmative Action & Equal Opportunity publication: University of Vermont: Workforce Diversity Recruitment and Retention Best Practices (May, 2010) offers a number of practices that the Division can implement:
• Infuse diversity in all efforts such as meetings, evaluations, programs, documents, speeches, policies, orientations, and websites.

• Develop strategies and incentives to encourage all employees to participate in diversity programs and events.

• Sponsor and promote on- and off-campus social and academic activities. Provide information for and develop contacts with community organizations.

• Reward diversity efforts and initiatives as a way to encourage innovation and participation as well as validate the institutional importance of these efforts.

• Support attendance by faculty and appropriate administrators at conferences with a content focus on traditionally underrepresented groups.

• Monitor progress in visible and accessible ways.

Further steps the Division could take to address retention include:

• Create internal promotional opportunities
• Build divisional, campus and community relationships to:
  - Mutually support diversity initiatives
  - Support multi-cultural colleagues and their families
• Encourage ways to provide lifestyle support (food, hair dressers, celebrations, language, etc.)
• Develop strategies to support dual career couples
• Avoid depending upon multi-cultural staff to “represent” their groups on committees, work groups, etc.
• Insist that third parties providing goods/services to UVM are culturally sensitive and committed to diversity work
• Develop a program to mentor new diversity staff into the University to understand and navigate the institution
• Build a reputation through action and words as a campus committed to supporting diversity and social justice
• Create a resource group that managers can go to seek assistance in dealing with issues that may have cultural concerns or sensitivities.
• Develop and deliver diversity and inclusion training for all staff regardless of level.

Goals, Initiatives, & Metrics

GOAL #1 – impacts underlying beliefs and assumptions – The DFES organization intuitively seeks a sense of comfort, quality and strength through diversity, including diversity of opinions, people, places, philosophies, and practices in the performance of its work.
**Initiative 1:** Inclusion of specifications in DFES product development and customer service that represent the diverse needs of the campus.

**Initiative 2:** Educate DFES employees when ‘to see no difference’ to promote equity and when ‘to see a difference’ to promote diversity and inclusiveness, and to do so with a spirit of openness.

**Initiative 3:** Implement ongoing “Inter-group dialog” program (a best practice?).

**Initiative 4:** Assess and report to DFES management how the Division of Student Affairs came to understand that ‘diversity and excellence are inseparable’ and how the division broke free of the inertia surrounding this issue.

**Metric** – DFES Sr. Leader and Management self-assessment.

**GOAL #2 – impacts cultural values** – DFES experiences a uniform shift in its orientation and thinking about diversity opportunities from the immediate, or short term, cost perspective to a long term, value proposition.

**Initiative 5:** Offer management consulting support services to assist units who feel they cannot ‘afford’ to delay a recruitment and/or invest in employee development.

**Initiative 6:** [from original Long Definition] Develop and provide educational programs to faculty and staff to attain diversity goals.

**Metric** – Evidence of ‘long view’ during recruitments, staff development, succession planning and performance coaching (e.g., I can afford to invest more time and lengthen my search for this position).

**Metric** – Evidence of ‘long view’ in work force planning, talent acquisition, and retention.

**GOAL #3 – impacts cultural artifacts** – DFES’ employee support functions, and their processes, especially those oriented to the recruitment and retention of talented employees, align with the plan’s mission, vision and values.

**Initiative 7:** [from original 17 Long Definition] Recruit and retain students, faculty and staff from under-represented groups.

**Initiative 8:** [from original 17 Long Definition] Integrate retention into division’s customer service theme.

**Initiative 9:** Perform exit interviews with staff from diverse populations using staff from diverse populations.

**Initiative 10:** Perform focus group research regarding reasons for turnover in staff from diverse populations.

**Metric** – Employee diversity within key employee support functions.
**Metric** – Reduced turnover of staff in diverse populations.

**Metric** – Assessment of policies and procedures within employee support functions for alignment with the plan’s mission, vision and values above.

**GOAL #4 – impacts cultural artifacts** – The creation of increased ‘space’ for diversity within DFES’ routine course of business is uniformly expected and generated, so that diversity and inclusion are seen neither as add-ons, nor ‘squeezed in’, to regular DFES work.

**Initiative 11:** [from original I7 Long Definition] Provide timely and transparent communication involving all members in divisional decision making and actively operationalize “Our Common Ground”.

**Metric** – Processes that have been redesigned and/or re-engineered to open more ‘space’ (i.e. time, money, decision-making latitude etc.) for diversity actions.

**GOAL #5 – impacts cultural artifacts** – DFES’ strategic plans and work force planning are aligned with I7’s outcomes.

**Initiative 12:** Identify merit and strategic necessity of diversity as key driver in DFES work force planning

**Initiative 13:** [from original I7 Long Definition] Align comprehensive recruitment strategies with diversity initiatives.

**Metric** – Assess DFES’ Strategic Plans and overall work force planning for alignment with I7 Strategic Plan.
Long-Term Vision

Our communities and universities are changing rapidly. Populations underrepresented in organizations and institutions comprise an integral and valuable part of our workforce. With better, faster and less expensive transportation and communications options, a diverse global workforce has become a reality. Populations are becoming increasingly diverse, and are more focused on cultural diversity and social justice. Diversity has become a global value.

The US population has evolved from primarily Euro-centric (with family roots in Europe) to a global-centric population from Asia, Africa, Latin America and Europe. Vermont continues to be a predominately white state. However, its overall cultural diversity has evolved over time, and those changes are, and will continue to occur in the decades ahead. We owe it to our children and our students to model at UVM the cultural diversity they will experience during their life. They need to see people that have an impact of their lives look like them, sound like them, and have both similar and different life experiences.

It is the goal of the Division of Finance & Enterprise Services to model the broad diversity of its student body in each and every one of its staff departments.
Appendix I – DFES Strategy Map

Division of Finance & Enterprise Services Strategy Map

Our success comes from...

DFES Strategic Destination & Themes

Strategic Theme 1: Superior Resource Stewardship
Strategic Destination: Support the Academic Enterprise
Strategic Theme 2: Quality Service

DFES Strategic Objectives

Financial Perspective

managing resources for performance excellence...

F1 - Achieve savings and manage revenue
Ted Winfield/Claire Burlington/Bill Ballard

F2 - Ensure accountability and legal/regulatory compliance
Claire Burlington/Barbara Johnson

F3 - Practice sustainable management of natural resources
Gina Thompson/Bob Vaughan

F4 - Engage the workforce to achieve organizational and personal success
Barbara Johnson/Bob Vaughan

using efficient and effective processes...

I1 - Create, align, and maintain policies, practices, and procedures; plans; and operations and programs to serve institutional and customer needs
Richard Case/Al Turgeon/Julia Russell

I2 - Create, preserve, and grow a reliable and sustainable infrastructure
Bob Vaughan/David Todd/Bill Ballard

I3 - Communicate effectively
Barbara Johnson/Al Turgeon

I4 - Champion a safe, healthy and risk-sensitive environment
Bill Ballard/Bob Vaughan

I5 - Provide access to and use focused, relevant, accurate and timely business data to inform decision-making
Julia Russell/David Todd/Al Turgeon

I6 - Measure our performance to maximize effectiveness and ensure institutional sustainability
Ted Winfield/Barbara Johnson

I7 - Ensure a culture of diversity, inclusion, and openness
Barbara Johnson/Gina Thompson

I8 - Use continuous improvement methods that anticipate business needs and improve service
Julia Russell,Bill Ballard/Al Turgeon

Learning, Growth & Values Perspective

and being a great place to learn and work!

L1 - Understand our customers' needs and our capacity to meet those needs
Bill Ballard/Gina Thompson/Al Turgeon

L2 - Develop employee knowledge, skills, and abilities to accomplish superior work
Julia Russell/Barbara Johnson/Al Turgeon

L3 - Establish a culture of ethical and moral decision-making
Claire Burlington/Al Turgeon

Creating customer value...

C1 - Deliver exceptional value that meets or exceeds customer, client, and stakeholder needs
Bill Ballard/David Todd/Bob Vaughan

Primary Responsible Sr. Leader/Secondary Responsible Sr. Leader

= priority DFES objective for FY2011
Appendix II – Definitions

Cultural Diversity: the cultural variety and cultural differences that exist in the world, a society, or an institution. Also defined as: the inclusion of diverse people in a group, or an institution. (Dictionary.com)

Diversity: Psychological, physical, and social differences that occur among any and all individuals, such as race, ethnicity, religion, economic class, age, gender, sexual orientation, mental and physical ability, and learning styles. A diverse group, community, or organization, is one in which a variety of social and cultural characteristics exist. (Achugbue, Elsie. A Diversity Glossary. National Multicultural Institute 2003)

Social Justice: the distribution of advantages and disadvantages within a society (Dictionary.com)
Appendix IV – DFES Diversity Working Group

Chair: Leslye Kornegay, Custodial Services
Bill Ballard, Administrative & Facilities Services
Patty Eldred, Administrative & Facilities Services
Eric Hoefel, Business Process Reengineering Team
Florianne Irwin, Procurement Services
Barbara Johnson, Human Resource Services
Allen Josey, Davis Center
Michael Kessler, Human Resource Services
Diversity & Inclusion Recommendations for DFES - UVM

Shilpa Pherwani, M.S.
Ibis Consulting Group, Inc.

Myra Hindus, M.S.W.
Creative Diversity Solutions
Agenda

- Context for DFES
- Business Rationale
- Proposed Recommendations
- Sample Accountability Measures
CONTEXT FOR DFES
<table>
<thead>
<tr>
<th>SHORT DEFINITION</th>
<th>LONG DEFINITION</th>
<th>OUTCOMES</th>
</tr>
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<tbody>
<tr>
<td>L3 – Foster a culture of diversity, inclusion and openness</td>
<td>A culture of diversity, inclusion and openness is fostered through organizational culture, products, and services to promote a dynamic campus environment honoring individual and institutional needs with innovative and shared success.</td>
<td>A. Progression of DFES on the Equity Continuum from Level 3 – “Business Case” diversity to Level 4 – “Integrated” diversity that is embedded within DFES’ organizational culture, products, and services.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. DFES has achieved a diverse workforce at each Service Group (SG), job family, and leadership level.</td>
</tr>
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The Equity Continuum

(how organizations deal with issues of fairness and equity)

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level II</th>
<th>Level III</th>
<th>Level IV</th>
<th>Level V</th>
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<tr>
<td>Compliance</td>
<td>Beyond Compliance</td>
<td>The Business Case</td>
<td>Integrated Diversity</td>
<td>Global Employer of Choice</td>
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</table>

EO and Affirmative Action → Valuing Diversity → Capitalizing on Diversity

Tactical → Strategic

*The Equity Continuum is based on a model in Trevor Wilson’s book, *Diversity at Work*. Trevor Wilson visited the Center in May 2000 as part of the Director’s Colloquia Series. He was invited back to facilitate the Diversity Council Retreat in November 2000 after which the Diversity Council adopted his model of the Equity Continuum. The Center continues to work with Trevor towards its goal of achieving a Level III in three years.
VISION: “Diversity, inclusion, and openness will be evidenced within DFES’ culture, products, and services through continuous and persistent efforts within DFES’ internal business processes. These efforts will contribute to the revitalized and innovative environment in which DFES achieves its mission of supporting the Academic Enterprise.”

“Diversity is a Value” (Level 4 of Equity Continuum)

CORE BELIEFS:
• Talent, in whomever it resides, is the driver of institutional vitality.
• Diversity drives institutional excellence.
• Diversity fosters creativity.
• Diversity is not an initiative with a beginning, middle and end, but a way of doing business that does not end.
Initial Consultants’ Thoughts….

- We need to build on and strategically position the work done by the DWG in the last two years.

- Leadership commitment will be critical for ensuring success of our efforts.
  - DWG requires a senior leader (Richard Cate) to be the chief sponsor of the initiative, as well as provide resources to implement key recommendations. He will meet with the Committee Chair bimonthly and with the committee quarterly, to assess progress.
  - All leaders (VPs, Associate VPs) will need to demonstrate measurable commitment and establish a clear mandate for diversity and inclusion at DFES.

- There is a significant gap in terms of leveraging the existing DFES resources in this area.
The business rationale for diversity & inclusion needs to be clearly communicated at DFES and put into action and operationalized at every stage.

Recognize that this work is a journey and process with no silver bullets.

- The topic of diversity is not an add-on but the new way of doing business. It needs to be integrated into every aspect of the organization to succeed.

Challenges cannot be our excuses….we need to recognize and address commonly perceived barriers to change.
Perceived Barriers to Change

- “I live in Vermont – I am open to individual differences.”
- “This will create conflict among staff – makes them really uncomfortable to discuss”
- “You can’t expect people to change”
- General lack of buy-in that diversification of staff will have a positive impact on the division/university
- Hiring issues…
  - “People of Color just aren’t in the pool”
  - Myths/conceptions of people of color – “don’t like the outdoors, it’s too cold, rather be near city, etc.”
  - Unwillingness to strongly consider transferable skills
  - Establishing an inflexible pre-determined skill set
  - Time it takes to train someone
  - Struggles with the search committee – not understanding division/university priorities
  - Timing of search processes
  - Salary issues – white people don’t always work here for the salary either – other benefits

Source: Student Life Office at UVM
BUSINESS RATIONALE FOR DIVERSITY IN DFES
The University of Vermont holds that diversity and academic excellence are inseparable. An excellent university, particularly one that is a public land grant, needs to actively seek to provide access to all students who can excel at the institution, without respect to their backgrounds and circumstances.

Our mission as a public research university is to educate students and to create and disseminate knowledge. It is not possible to accomplish this without the strong presence of three critical things.

- The first is maintaining a safe and respectful climate for all members of our University community.
- The second is achieving diversity among the university community of faculty, staff and students.
- The third is providing a curriculum that teaches critical thinking and engages learners of different multicultural perspectives across our various programs and disciplines.

Source: UVM Board of Trustees – Why Diversity Statement
Diversity among our staff enhances the safe and respectful climate that is essential to achieving the University’s educational goals and the greatest possible range of cultural skills sets to serve our communities.

If we are unsuccessful, the academic quality of the institution will be compromised, we will become less competitive for the best students, staff and faculty, and we will find ourselves increasingly isolated from the ever more diverse world in which our graduates will live and work.

Source: UVM Board of Trustees – Why Diversity Statement
WORKFORCE DEMOGRAPHICS
Minorities, classified as those of any race other than non-Hispanic, single-race whites, currently constitute about a third of the U.S. population, according to Census figures. But by 2042, they are projected to become the majority, making up more than half the population. By 2050, 54 percent of the population will be minorities.

**Figure 6**
Population by Race and Ethnicity, Actual and Projected: 1960, 2005 and 2050
(\% of total)

Note: All races modified and not Hispanic (*); American Indian/Alaska Native not shown. See "Methodology." Projections for 2050 indicated by light brown bars.

Source: Pew Research Center, 2008
Diverse Work Force Stats

- 76-million baby boomers will be eligible for retirement by 2020, possibly creating a shortage of trained employees.

- According to a 2010 American Council on Education study, minorities represented 17% of full-time faculty and 18% of full-time administrators.

- The working-age population will become more than 50 percent minority in 2039, and by 2050 will constitute 55 percent of the population.
According to the US Census comparing 2000 - 2010

- The number of people identifying themselves as Black in Vermont more than doubled to 6,277.
- Vermont's population of Hispanics, who can be of any race, grew by 67% to 9,208. The number of Asian-Americans and those identifying themselves as of two or more races increased by about 50%.
- The share of non-Hispanic Whites younger than 18 shrank from 95% in 91%.
- Young Blacks make up 1.6% of the population, up from 0.7%; Latinos jumped from 1.2% to 2.2%; Asians from 1% to 1.5%; and multiracial youths from 1.8% to 3.1%

*Chittenden County is one of the most diverse areas in Vermont.

Source: USA Today 2/17/2011
2010 Census
### UVM Full-time Staff Headcount by Race/Ethnicity

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STUDENT DEMOGRAPHICS
Projected Percent of Public University Enrollment by Race/Ethnicity in 2000 and Projections for 2040

Source: Population Change in The United States: Implications for Human and Socioeconomic Resources in the 21st Century, Steve R. Murdock, Institute for Demographic and Socioeconomic Research, University of Texas San Antonio.
Between 1976 and 2008, total undergraduate enrollment increased for each racial/ethnic group; Hispanics and Asians/Pacific Islanders had the fastest rates of increase where Whites had the slowest rate of increase.

- Minority college enrollment grew from 25% to 30% in the last decade.

According to a 2010 ACE (American Council on Education) study, minorities received 20% of master’s degrees and doctoral degrees.

A recent report by the Educational Testing Service (ETS) suggests that the nation’s undergraduate population will expand by over 2.6 million students by 2015, 2 million of which will be students of color.
DFES Gender/Race Profile

- Male: 57%
- Female: 47%
- White: 43%
- Black: 43%
- Asian: 53%
- Hispanic: 57%
- Native American/Pacific Islander: 51%
- Chittenden County: 92%

Legend:
- DFES (PeopleSoft)
- DFES w/o AFS (PeopleSoft)
- UVM Students* (Fall 2010 – Institutional Research)
- Chittenden County* (2010 U.S. Census)

*Does not include those reporting two or more races.
According to the Institute of International Education (IIE):

- The number of international students in the United States shot up to a record high of 723,277 students in 2011, a 32 percent increase since 2000, according to the Institute of International Education (IIE).

- IIE notes that these international students contribute more than $21 billion to the U.S. economy, through their expenditures on tuition and living expenses, according to the U.S. Department of Commerce.

- The 104,800 students here in this country from India are exceeded only by China's 127,600, with South Korea, Canada, Taiwan, Japan, Saudi Arabia, Mexico, Vietnam and Turkey rounding out the top 10.
Foreign Students in the United States: a Snapshot of Fall 2011

In October, 746 institutions were surveyed online about their international-student enrollments and their recruitment strategies. Here are some of the results.

Colleges reporting an increase in new international enrollments, by type:

- Colleges that enroll more than 1,000 foreign students: 60%
- Doctoral/Research: 67%
- Baccalaureate: 51%
- Master’s: 48%
- Two-year colleges: 32%

Steps colleges are taking to make sure foreign-student enrollments don’t decline

- Hiring new staff or allocating additional staff time: 54%
- Starting new international programs or collaborations: 53%
- Providing more money for marketing and promotion: 37%
- Providing more money and recruiting trips: 32%

Note: Total percentages do not always add up to 100 because respondents could list more than one answer to certain questions. Not all survey results are shown. The figures have been rounded.

DIVERSITY AND ROI
A significant statistical relationship exists between employee satisfaction with diversity, and overall satisfaction in the workplace. A 2006 study of 18 organizations demonstrated engagement increases when diverse employees and customers feel treated fairly and supported in their career advancement.

Source: Employee Engagement and Diversity Satisfaction Linkage Identified, HR.com; April 10, 2006
A University of Michigan study shows that students educated in diverse classrooms learn to think in deeper and more complex ways. As well as better prepared to become active participants in a pluralistic, democratic society.

Creating a welcoming and inclusive environment for International students will continue to support and grow the revenue generated from this demographic.

Academic study found that “industries heavily reliant upon creative decision making, problem solving and customer service benefit from diversity.”

REDUCING RISK OF LITIGATION
“Employers with diversity training programs in place .... could be less exposed than other organizations to liability for discrimination claims”

Source: Diversity Training Programs Help Reduce Risk of Bias Suits, Business Insurance, July 12, 1999, Amanda Milligan

Over the past 10 years, major race and gender discrimination lawsuits cost U.S. organizations **$2.3 billion** in settlements alone.

In FY 2010, the federal Equal Employment Opportunity Commission received over 99,000 complaints of employment discrimination.
What can DFES do to meet the Institutional Diversity Goals?

KEY PRIORITIES IDENTIFIED BY THE DWG
Proposed Actions for Moving DFES Toward Level 4

1. Continue to assess and report to DFES Sr. Leaders how the Division of Student Affairs came to understand that ‘**diversity and excellence** are inseparable’ and **how** the division broke free of the inertia surrounding this issue.

2. Establish means of integrating the L3 Objective into DFES’ ongoing:
   - Customer service, research and development and workforce planning
   - Develop process to insure diverse representation and input in all DFES customer research.

3. Recruit and retain students, faculty and staff from under-represented groups.

4. Require exit interviews for turnover in staff from diverse populations.

5. Perform focus group research on retention issues for staff from diverse populations.

6. Integrate retention into division’s **customer service** theme.
7. Align comprehensive recruitment strategies with diversity initiatives, including proactive development of diverse applicant pools.

8. Offer management consulting support services to assist hiring units (and their HR support) who feel they cannot ‘afford’ to delay a recruitment and/or invest in employee development.

9. Identify the merit and strategic necessity of diversity as key driver in DFES work force planning, especially in employee support positions.

10. Provide timely and transparent communication involving all members in divisional decision making and actively operationalize “Our Common Ground.”

11. Implement ongoing “Inter-group dialog” program as a best practice.

12. Develop and provide educational programs to faculty and staff to attain diversity goals.
Consultants’ Recommendation Areas

- Diversity Leadership, Vision and Accountability
- Recruitment of Diverse Staff
- Climate of Inclusion/Retention Practices
- Education: Learning & Growth
- Strategic Integration
### Recommendations

1. The senior leadership at DFES establishes a **clear mandate** that diversity and cultural competence is a necessity for DFES’s mission.
   - At multiple forums and at every opportunity, the senior leadership articulates the links between diversity and DFES’s mission and future success to the entire DFES community.

2. Establish a new Standing Committee to implement plan, with rotating membership and leadership, from across all service groups in the division.
   - It is critical that the VP of DFES serves as the chief sponsor of this Standing Committee. He will meet with the Chair bi-monthly and the committee on a quarterly basis. This will also help in demonstrating commitment for diversity at DFES.

3. Hold departmental diversity meetings to clarify expectations, set goals and discuss opportunities and challenges for embarking on this journey
   - Develop an annual “Diversity Report Card” that reports progress on each department’s efforts to promote diversity. Include specific metrics to measure progress of each department and to hold them accountable.
   - Integrate the process with the annual strategic planning.

4. Require VP and Associate VP’s to develop inclusion plans for their service groups that focus on professional and behavioral growth as well as specific actions to institutionalize diversity.
**Recommendations**

5. Include a dedicated and prominent section on diversity, including the mission and diversity statement, on the DFES’s website and annual report.

6. Allocate a fund that supports all diversity-related activities such as:
   - Departmental diversity initiatives including research
   - Incentives for hiring staff of color
   - Mentoring program to prepare people of color for senior administrative positions
   - Creating a process for allocating these funds across the Division

7. Ensure that the percentage of people of color in DFES leadership positions increases to X% in the first two years and X% in the following three years.
Recruitment of Diverse Staff

Recommendations

1: Create and implement a comprehensive and coordinated Recruitment Plan for DFES with measurable goals:

a. The senior leadership of DFES must first establish a clear mandate to implement a Recruitment Plan with clearly defined objectives and measurements and provide the resources necessary to implement this plan.

b. Create a dedicated position in DFES for a Recruitment/Outreach Specialist, with extensive experience in diversity recruiting practices. To ensure accountability in searches, he/she will have oversight responsibility for ensuring that diversity is represented in both the hiring pools and in filling open positions.

c. Review and utilize other Affirmative Recruitment Models, such as Student and Campus Life (SCL) Affirmative Hiring Presentation, and UVM’s “Workforce Diversity Recruitment and Retention Best Practices” from CDO website.

d. Also collaborate on recruitment plan with Chief Diversity Officer to ensure that plans are aligned with overall Strategic Plan of UVM and AA/EEO Officers.
1: Create and implement a comprehensive and coordinated Recruitment Plan for DFES with measurable goals:

   e. Set internal goals for target numbers for diversity that the Division would focus on achieving (in staff and administration) over the next 3 years. Use Balanced Scorecard annually to measure progress towards goal.

   f. Build diversity and multicultural functionality into all existing job descriptions.
      i. Rewrite job descriptions to include: “demonstrated comfort with and commitment to issues of diversity” as an essential qualification for every job.
      ii. Include diversity recruiting information on diversity section of DFES website, referenced earlier.

   g. Continue to have Richard Cate sign-off on searches that do not result in a diverse candidate.
Recommendations

2: Develop a plan and allocate funds for a targeted approach to networking.

a. Develop an updated list of publications, newsletters, websites and professional organizations for recruiting underrepresented groups and distribute these lists to all departments. Advertise locally, regionally, and nationally when possible.

b. Utilize other resources listed on Chief Diversity Officer’s and HR website.

c. Offer incentives to staff members to attend national conferences and network with diverse candidates to build a pipeline.

d. Hold annual workshop for managers to enhance ability to recruit diverse staff.
Recruitment of Diverse Staff

Recommendations

2: Develop a plan and allocate funds for a targeted approach to networking.

   e. Develop diversity goals and networking strategies before positions are available. Consider “transferable skills and knowledge”, in terms of position requirements. Also, consider internal promotions before looking outside.

   f. Build diverse search committees for open positions from across the Division.

   g. Every search committee should be required to attend a diversity training session offered by AA/EEO/Affirmative Action Officer, prior to commencing a search. Include a focus on implicit bias associated with hiring procedures in this training.

   h. Establish innovative programs to increase the number of underrepresented candidates in the pipeline, including:

      i. Keeping in close contact with community organizations.
      ii. Develop an early identification and “grow your own” staff program, utilizing internships, etc.
## Retention Practices

### Recommendations

1. Conduct a comprehensive assessment of work environment that utilizes different methodologies such as online surveys, focus groups and one-on-one senior leadership interviews.

2. Develop a comprehensive exit interview process and questionnaire and conduct exit interviews with all diverse staff who have left DFES. These interviews can begin to provide a sense of why diverse staff may be leaving the organization (i.e. Do they perceive themselves as valued staff members? Is the work environment perceived as supportive? How are they communicating with their supervisors/managers? Are they receiving adequate professional growth and development?)

3. Sponsor and promote on and off-campus social and academic activities. Provide information from CDO website and other Divisions on community resources and develop contacts with community organizations. Develop a “buddy” system for new hires to help acclimate them to University and area.

4. Ensure that there continues to be an effective and well communicated mechanism to deal with staff allegations of discriminations and grievances.
Recommendations

1. Develop a competency model and corresponding mandatory training program for ALL staff at DFES.
   a. Put in place a series of Diversity Seminars, focused on increasing the multicultural competence of ALL staff in DFES, beginning with top leadership and managers (see UVM Student Life documents for a strong model within the University).
   b. Plan a year of these seminars, focused on multicultural competence and require all managers, including top leadership, to be involved in cohort sessions. Offer these seminars several times, in order to allow all staff to participate in smaller groups.
   c. Offer diversity e-learning module for all staff followed by facilitated dialogue sessions.

2. Develop strategies and incentives to encourage all employees to participate in diversity programs and events.
   a. Infuse multicultural competence into performance evaluations of all managers in DFES, from top level down. This will also include their regular participation in above seminars. Managers will be required to participate in this Diversity Series and e-learning and complete it before it will be open to line staff.

3. Hold an all staff professional development day each year focused on “Building Excellence and Inclusion in Our Community”. Promote incentives for departmental progress on diversity issues through annual awards, etc.

4. Include a strong diversity component (at least 2-3 hours) in the orientation of all new DFES hires. Ensure that all supervisors and managers attend the orientation training.
## Recommendations – Strategic Integration

Create a Multicultural Competence and Evaluation Team, to evaluate every department and provide useful feedback (see Student Life model).

- Have all departments within DFES perform an initial and then annual review of all their policies and procedures, using a diversity and cultural competence lens.
- Form a sub-committee to review and assess customer service to ensure it represents the diverse needs of customers.

Work very closely with Chief Diversity Officer on implementing DFES strategy so that it integrates with rest of University and does not represent a stand-alone approach.

Infuse diversity in all efforts such as meetings, evaluations, programs, documents, speeches, policies, orientations, and websites.

Participate in a resource group with leaders from key community stakeholder groups. The group can serve as a resource to gather information on strategies to attract and recruit local talent and become an employer of choice.
All our recommendations support the University’s “Common Ground”/Values:
- Respect
- Integrity
- Innovation
- Openness
- Justice
- Responsibility

Recommendations align with the President's Commission on Diversity:
- Research, monitor, and report on the status of various identity groups on campus, and of institutional efforts to combat bias within the UVM community.
- Identify major needs and topics of concern.
- Propose policies and programs to address these needs and concerns, and to promote, maintain and publicize strategic focus on these issues.
- Collaborate with campus organizations with complementary goals and objectives.
- Monitor the effectiveness of any proposed policies and initiatives upon implementation
Measures for Accountability

- Completion of measurable and metric-driven departmental Diversity Report Cards
- All senior leaders develop and implement individual diversity plans tied to evaluations
- Richard Cate continues to be a sponsor and meets regularly with the Chair of the committee, and attends at least one diversity committee meeting/quarter.
- Percentage increase of people of color in DFES leadership positions
- Percentage increase of all staff of color at DFES
- Annual work environment survey
- Succession planning for diverse candidates
- Diversity goals integrated with annual strategic planning
- Mandatory Diversity training for senior leadership and other staff across all levels
- Exit Interviews for all staff of color.