

CALS Workforce Diversity Recruitment and Retention

Leadership

CALS makes work force diversity (definition as in the DIVERSITY RECRUITMENT AND RETENTION BEST PRACTICES document) a priority in each recruitment effort and it comprises one of the College's seven most important strategic goals. Among other important reasons, increasing diversity within the College is one of the ways we enrich student experience, a premiere goal of institutions of higher learning, and a top priority for the University of Vermont.

CALS has made steady progress in incorporating diversity within the leadership team of the college. Our leadership team consisting of the Deans, Associate Deans, Assistant Dean and Dept. Chairs has the following demographics: 50% female, 37.5% white male and 12.5% minority male members. CALS has consistently stressed the importance of diversity in our strategic plan and we have followed through with our recruitment and retention efforts.

Recently, CALS has dedicated an Administrative Professional position for Human Resource issues, and this individual serves as the college point person for workforce diversity efforts. As annual diversity training opportunities are offered we will send this representative to attend and report back the latest developments and opportunities associated with diversity recruitment. Once this individual has received an appropriate level of training, they will offer satellite training programs within the college.

Recruitment

- Leadership (Chair, Dean, Associate/Assistant Dean), Tenure Track Faculty and Extension Faculty

CALS has a long-term plan for recruitment of faculty positions in the college strategic plan. This allows for advance planning for recruitment efforts. The following are examples of some of the ways diversity is promoted in our process.

The College follows "Guidelines for Recruiting Candidates for all Tenured and Tenure-Track Faculty Positions" posted at

<http://www.uvm.edu/~aaeo/pages.php?id=recruitment> .

In addition CALS does the following when recruiting for leadership, tenure track and extension faculty positions:

- ❖ Networking/Outreach:

- ✓ Nurture ongoing relationships with the 1890 college/universities that have PhD programs similar to those offered within CALS;
- ✓ Continuation of mentoring relationships between senior faculty and junior colleagues – work toward formal mentorship programs;
- ✓ Continue to encourage and support of faculty exchanges with the 1890 similar PhD programs and Native American land grant institutions;

- ✓ Contact conference organizers to request advertisement of vacant positions on announcement boards or make job announcements during presentation closing;
- ✓ Maintain list of posting resources including list serves for specific for department chairs, journals targeted to minority populations, etc.
- ✓ Use Diversity resources located at <http://www.uvm.edu/hrs/?Page=managers/localdiversity.html>
- ❖ Search Committee Training/Resources/Effort:
 - ✓ Department Chairs will consider workforce diversity efforts as they appoint search committee members;
 - ✓ All search committee members are required to follow and support university policies during all recruitment efforts;
 - ✓ Search committee members must participate in formal diversity training as provided by the Office of Affirmative Action;
 - ✓ Provide informational and financial resources to assist the committee in reaching a complete pool of qualified candidates;
 - ✓ Provide committee with AA/EO data for consideration and review;
 - ✓ Provide a complete position description which includes diversity language and allows for consideration of transferable knowledge, skills and abilities;
 - ✓ Relocation expenses are included in all tenure track start up packages;
 - ✓ Committee members will make personal contact with peers within their field.
- Full Time Lecturers

The College has 8 base-funded full time Lecturer positions. The need for recruitment of these positions has been limited due to lack of turnover. When the opportunity for recruitment arises, these recruitments are targeted more at a regional level which takes advantage of the local name recognition of UVM, and relationships that we have developed with regional institutions for recruitment. The processes that we utilize for recruitment of lecturer positions include:

 - ❖ Networking/Outreach:
 - ✓ Continuation of mentoring relationships between senior faculty and junior colleagues – work toward formal mentorship programs;
 - ✓ Contact conference organizers to request advertisement of vacant positions on announcement boards or make job announcements during presentation closing;
 - ✓ Maintain list of posting resources including list serves for specific for department chairs, journals targeted to minority populations, etc.
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- ✓ Provide informational and financial resources to assist the committee in reaching a complete pool of qualified candidates;
- ✓ Provide committee with AA/EO data for consideration and review;
- ✓ Provide a complete position description which includes diversity language and allows for consideration of transferable knowledge, skills and abilities;
- ✓ Committee members will make personal contact with peers within their field;

- Part Time Lecturers

Recruitment for part time lecturers is a local process due to the often short-term notice of need. In many cases these appointments are Target of Opportunity hires generated by Department Chair/Faculty through professional contacts. These professional contacts are reached through ongoing networking and outreach as well as internal mentoring relationships.

- Research Faculty

Research Faculty recruitment that are generated by the College to fill a College strategic need, follow the same guidelines as Tenure Track faculty.

Research Faculty hires generated by a Department Chair or individual faculty members are to fulfill a need for a specific project. These positions are funded by soft money and are usually limited term appointments. Most often these vacancies are hired through the Target of Opportunity Process. Research Faculty appointed in this manner are usually reached by individual contacts of faculty members, much in the same way post doctoral scholars are hired.

- Classified Staff

Most staff positions within the college are at the Professional, Technical or Clerical level. Relocation costs are not typically available which results in local recruitment efforts that are focused within UVM and in the community at large. The list of "Diversity Resources" located at <http://www.uvm.edu/hrs/?Page=managers/localdiversity.html> is used to identify appropriate groups. In addition, there are many professional organizations that may cover a specific type of employee. For example, when recruiting for a staff position

to handle the HR duties in CALS, there is a local Human Resource organization from which numerous candidates were reached.

Climate

CALS workforce diversity efforts go beyond the recruitment process. CALS retention efforts have been established to ensure that progress made during the recruitment process is not lost by early departure of a new hire.

The University routinely reports diversity statistics for categories of race and gender. CALS recognizes diversity as including all of the protected classes as defined in the UVM's policy of Equal Employment Opportunity/Affirmative Action Policy Statement. Additionally CALS recognizes cultural diversity as an important category when considering the diversity attributes of our workforce.

Cultural diversity cannot be measured through the various defined classes. Cultural diversity is measured by life experience such as where and how a person was raised to educational and professional experiences. For example, a white, heterosexual, male would not be considered a minority by race and gender statistics, yet if he was raised in Africa, attended college in Asia and has professional experience in Europe, would bring a great deal of cultural diversity to our College.

CALS has an International Committee which is charged with increasing awareness and participation in international opportunities as well as to highlight the international educational and scholarly works of CALS faculty and students. Our international programs and course offerings include experiences in Belize, Honduras, Dominica, St. Lucia, and more.

The above programs/courses are a few examples of how our workforce diversity is creating more experiential learning opportunities for our students. As CALS continues to broaden our workforce diversity, we will expand upon our educational and scholarly works and experiences for faculty, staff and students.

A future goal is to begin a review of existing mentoring programs such as the ones that exist between junior and senior faculty members, Post Doctoral Associates and Graduate Assistants. This review will provide us with the information needed to expand these programs in order to include more of our workforce and to address a wider array of related issues. The long term goal of this project would be to create a formal mentoring process for all CALS employees.

Accountability

The data currently available does not allow us to determine which practice(s) directly lead to a diverse recruitment. For example, the same strategies were used in each of the two searches for a Chair of the Department of Animal Science. The first search resulted in an interview pool of solely white male candidates. The second search provided a black male hire and a white female alternate. Note: UVM had the first woman (Dr. Karen Plaut) as a permanent chair of an Animal Science department within all the land grant universities. In addition, using the same strategies for recruitment, certain disciplines attract a more diverse pool of applicants than other pools. We have found that successful searches result in using all of the available strategies while keeping preeminent, a strong commitment to the ideals of diversity. Our unit will continue to appoint hiring committees that are strongly motivated to conducting successful searches.

Hiring activity by category of employee

Prior year hires

Tenure Track

FY07 – 2 White males, 1 Hispanic male, 1 White female

FY08 – 2 White males

FY09 – 1 White male, 2 Asian males, 1 Asian female

FY10 – 1 Black male

FY11 – 3 White males (1 with disability)

Extension

No recruitments since FY05

FT Lecturer

FY07 – 1 White female

FY08 – 1 White male

FY10 – 1 White female

Staff

FY07 – 1 White female

FY08 – 3 White females, 2 white males

FY09 – 3 White females, 2 white males

FY10 – 6 White females, 1 white male

FY11

Retention of tenure track diversity hires

Since FY05 we have lost only one diversity recruit, a Hispanic male who was hired in 2000 and left the University in 2006.

Future hires

Tenure Track

FY12 – 2 recruitments in Animal Science, 1 in Plant Biology, 2 in CDAE, 1 in Plant & Soil Science

FY13 – 1 recruitment in Animal Science

Extension

No planned recruitments

Full Time Lecturers

No planned recruitments

Staff

There are no planned recruitments for Staff but, based on past turnover rates, there may be as many as 5 and 7 hires a year.

Our goal for diversity is that at a minimum, the race and gender of our faculty employees should mirror the community at large (defined as the population representing that field of study). This will look different in Community Development than it will in Animal Science. In addition, our goal is to not only strive for a diverse workforce, but also to create and expand programs and opportunities that produce greater interaction and understanding between people and cultures. All of our programs of study can and should include a multi-cultural perspective. On-going professional development is necessary to ensure that this multi-cultural perspective is included in all of our courses.