Definition of Diversity

As part of the College of Nursing and Health Sciences’ (CNHS) effort to achieve excellence as an academic unit, we are committed to establishing a critical mass of employees from traditionally underrepresented groups. We have defined our efforts to achieve diversity in two ways. First, we hope to increase diversity in race and gender for faculty and staff to be firmly aligned with the University’s affirmative action policy. Second, we consider age, disabilities, sexual orientation, gender expression, etc. as part of our diversity focus. Establishing a critical mass of employees from traditionally underrepresented groups is essential to our College community as we strive for excellence in the health care arena.

Strategic Diversity Goal & Objectives

A primary goal for the CNHS is to influence and support the development of a diverse and globally aware university community sustained by an inclusive, supportive and just campus climate. To do this we have established the following objectives in our strategic:

1. Develop a college-wide diversity recruitment & retention plan for faculty, staff and students.

INDICATORS OF SUCCESS:
   a. Increased percentage of faculty & staff identifying themselves in of one of the diversity categories
      PROGRESS: Increase in both faculty and staff identifying themselves as diverse since 2009; staff moved from 0% to 3.6%; and faculty moved from 0.95% to 16.2%
   b. Maintenance of ALANA enrollment at or above university average across departments
      PROGRESS: 9.5% is below target but approaching UVM’s 10.5%
   c. 90% student retention by sophomore year & beyond

PROGRESS: Don’t yet have this update for ALANA students for 2012

2. Increase international and multicultural opportunities for education and research for faculty and students.

INDICATOR OF SUCCESS:
   a. Increased number of students experiencing local, regional, national &
international cultural learning opportunities
PROGRESS: On average 12-15 students usually participate in the course component involving to Bangladesh, 10 students participated in the health and social justice content in their trip to Uganda, 7 students participated in a new Opportunity for health assessment in Oaxaca, Mexico.

b. Increased number of faculty experiencing multicultural research opportunities and/or collaborating with international colleagues
PROGRESS: 5 faculty experienced multicultural experiences and collaborations including 1 nursing faculty in Bangladesh, 1 nursing faculty and teaching assistant in Uganda, 2 nursing faculty in Oaxaco, Mexico, 1 CSD faculty in Honduras. Collaborations exist with local NGOs and educational institutions in each country

3. Incorporate the theme of cultural determinants of health throughout the College’s professional curricula.

INDICATOR OF SUCCESS:
   a. Syllabi review by the CNHS Curriculum Planning Committee reveals inclusion of cultural and healthcare disparities objectives.

4. Establish a College-wide Faculty and Staff Diversity Task Force

INDICATOR OF SUCCESS:
   a. Diversity Task Force is established by January 2011=>this objective was met in Fall of 2010
   b. Implementation plan for ensuring a diverse community of faculty, staff and students and a just College climate is established by Fall 2011=>Diversity Task Force issues have been put forward to the Dean’s Office and a 2-day training was provided to faculty March 5-6, 2012 to support infusion of diversity experiences into student curricula at the undergraduate and graduate level.

Institutional Leadership in Implementation

The Dean of the CNHS established and led a College-wide Diversity Task Force in consultation with the Associate Dean for Academic Affairs, the Department Chairs, the College Business Manager, and the Coordinator for the Office of Student Services. Appropriate resources were identified in the operating budget to support faculty and staff diversity training as well as to support participation in academic, cultural and social activities that connect traditionally underrepresented individuals to the campus at large. In fact, a re-examination of our staffing needs led us to reassign duties in the Office of Student Services so that .25FTE of a staff member could be devoted to diversity pipeline recruitment to begin in the Fall of 2012. The CNHS Faculty and Staff Diversity Task Force was charged to examine ways the College can infuse diversity in our meetings, programs, policies and procedures, orientations and website. Three new D-2 courses were approved, PRNU 241 Bangladesh, PRNU 241 Uganda; NH 202 Social Justice and Health
and an additional one (PH 313, Public Health and Social Justice) was proposed, although a graduate course, senior undergraduate students can enroll. Finally, the Task Force has monitored and provided feedback on the CNHS diversity recruitment and retention plan on an annual basis and reports their progress to all CNHS colleagues.

**Professional Development**

All CNHS faculty and staff participate in affirmative action and cultural awareness training provided in collaboration with the Provost’s Office as recommended by the Diversity Task Force and in line with expectations for those participating in search committees. The College continues to host open campus forums emphasizing diverse dialogue and learning through participation in the Blackboard Jungle Symposium, Martin Luther King speaker series, inviting speakers to discuss health disparities, and submitting nominations for Marsh Professorships and Burack Lecturers that provide opportunities to invite national and international leaders in health care who offer multicultural perspectives on education that influence research, curriculum, policy and clinical practice.

**Creating a Climate that Supports Retention of a Diverse Workforce**

The CNHS Faculty and Staff Diversity Task Force was charged to develop a mentorship program for new faculty and staff to ensure successful integration and promotion opportunities within the College and University community. The Task Force also assessed the College climate to ensure an emotionally and physically safe environment for all faculty and staff. In fact, they determined that an accessibility assessment needed to be completed. Once this was done and reviewed, a recommendation was made in January of 2012 to assign an Accessibility Coordinator for the College who would work with the Diversity Task Force and others to ensure a safe and accessible environment. In addition, the Task Force will be expected to facilitate collaborations with HBCUs and identify key conferences for networking to establish internal and external pipelines leading to diverse faculty and staff hires.

**Recruitment & Retention Processes**

*Summary of revised diversity recruitment efforts/practices/procedures in place for the different employee categories within the unit*

**Staff Positions**

For staff positions within the College of Nursing and Health Sciences, the following procedures and practices have been and will remain in place:

- a. Collaboration with the University Human Resource Services who provide advising on the recruitment processes
- b. Collaboration with the University Human Resource Services to post our positions on the UVM People Admin Jobsite – in addition HR sends a nightly feed of all positions under recruitment (including faculty) to the New England Higher Education Recruiting
Consortium (NE-HERC)

c. Collaboration with a staff representative in the University Human Resource Services who advertises staff positions through various venues including multiple Job Fairs throughout the state and the Vermont Department of Labor (every other month)

d. Positions that are in the Professional Job Family are advertised both locally and regionally. Advertisements for all staff positions are placed in the Burlington Free Press and online at Careerbuilder.com

e. Positions are posted on various diversity list-servs including: Abanaki, ALANA, LGBTQA, Women’s Center, and Vermont Refugee Resettlement. This has resulted in the hire of women and minority staff in FY12.

f. We encourage future staff search committees to utilize these resources as they have proven to yield positive diversity recruitments.

Faculty positions – tenure track

For tenure track faculty positions within the College of Nursing and Health Sciences, each department follows the general framework described below:

a. During the spring 2010, a table defining the role and responsibilities for various personnel involved in CNHS searches was developed. In the fall of 2010, these roles and responsibilities were redefined to emphasize diversity. This changes included the following:

- Having Dean’s Office support staff for searches obtain the AA/EO data on the current diversity workforce of the unit annually;
- Developing a protocol on how to proceed if there are promotional or target opportunities regarding CNHS diversity goals;
- Developing a list of faculty across campus who can provide a diverse and unique perspective to our ongoing and future search committees.
- Developing job descriptions that use approved commitment to diversity language;
- Ensuring the chair of the search committee and committee members contact existing professional and personal networks to announce each position, request additional contacts, ask for nominations, and speak with potential applicants;
- Having a well-defined on-campus visit protocol as well as structured interview questions for phone screens and on campus committee interviews;
- Establishing clear processes for searching, interviewing and hiring decisions; and, providing needed oversight from the Dean’s Office
- Using a uniform evaluation rubric for all applicants across search committees;
- Compiling University and community diversity resource information for prospective hires so it is available upon request and during the on campus interview.

b. The approved search committee meets with a representative from AAEO to review the diversity recruitment plan and best practices for hiring. The Dean’s Office maintains a list of faculty members who have already received training in previous years. If all search committee members have received AAEO training within 2 years of their current service, a formal meeting with an AAEO representative is not required
c. The awareness of departmental faculty for the need to promote the search through various organizations and personal contacts is increased through discussion and email notices;

d. The diversity and recruitment plan is reviewed at a faculty meeting so all faculty are engaged in the need to increase the diversity of the applicant pool;

e. The 20-30 top degree producing institutions in the nation that award the degree of interest (e.g., Exercise Physiology, Nursing, etc) are identified. Contact is made with the appropriate individual at that institution in order to solicit nominations of potential applicants and then faculty members are assigned to make follow-up telephone calls;

f. Contact is made with the appropriate individual at institutions along the Northeast corridor in order to solicit nominations of potential applicants and then faculty members are assigned to make follow-up telephone calls;

g. Historically black colleges and universities that graduate people with the degree of interest (e.g., Exercise Physiology, Nursing, etc.) are identified. A letter is sent to the appropriate individual at that institution in order to solicit nominations of potential applicants and then faculty are assigned to make follow-up telephone calls;

h. Faculty are asked to activate contacts through social networking mechanisms (and listervs for professional organizations – e.g., BIOMECH-L) and other networking circles within higher education (e.g., Higher Education Resource Services);

i. Online and print venues are selected for advertisement (e.g., large regional metropolitan area newspapers);

j. Job descriptions and fliers are taken to professional meetings and conventions (e.g., the Vermont State Nurses’ Association, AACN, APHA, ACHNE, ASHA, APTA, etc.);

k. Personal recruitment is done at fairs and professional meetings;

l. Sharing information about our openings is done directly with our clinical affiliates (e.g., Massachusetts General Hospital and Hartford Hospital where the population base is more diverse) as well as with all similar academic programs in the country;

m. Advertisements are placed in targeted journals/online posting sites to attract a diverse pool of applicants (e.g., Minority Nurse, American Physical Therapy Association Office of Minority Affairs)

n. Faculty members are encouraged to answer all inquiries about potential employment at UVM positively and in a timely manner.

o. Communicate the importance of diversity to the search committee and how diversity is connected to CNHS goals and strategic priorities.

**Faculty positions – non tenure track**

For non-tenure track faculty positions within the College of Nursing and Health Sciences, each department follows the general framework described below:

a. CNHS search committees for non-tenure track faculty positions utilize the same table of roles and responsibilities for searches that was developed during the spring of 2010.

b. The Search Committee is expected to adhere to similar advertising and training standards set by tenure-track searches—as outlined above. Requirements include the following:
The approved search committee meets with a representative from AAEO to review the diversity recruitment plan and best practices for hiring. The Dean’s Office maintains a list of faculty members that have already received training in previous years. If all search committee members have received AAEO training within 2 years of their current service, a formal meeting with an AAEO representative is held.

The awareness of departmental faculty for the need to promote the search through various organizations and personal contacts is increased through discussion and email notices.

Faculty members are asked to activate contacts through social networking mechanisms and other networking circles within higher education.

Contact is made with the appropriate individual at institutions along the Northeast corridor in order to solicit nominations of potential applicants and then faculty members are assigned to make follow-up telephone calls.

Sharing information about our openings is done directly with our clinical affiliates as well as with all similar academic programs in the country.

Job descriptions and fliers are taken to professional meetings and conventions where search committee members are encouraged to conduct informal interviews with potential candidates. Committee representatives conducting interview at professional meetings are expected to give equal consideration to all prospective candidates.

Historically black colleges and universities that graduate people with the degree of interest are identified. A letter is sent to the appropriate individual at that institution in order to solicit nominations of potential applicants and then faculty members are assigned to make follow-up telephone calls.

Online and print venues are selected for advertisement. Given the specialty nature of past and current searches, non-tenure track search committees are encouraged to utilize local (Vermont and New England) print advertising options.

Advertisements are placed in targeted journals/online posting sites to attract a diverse pool of applicants.

Faculty members are encouraged to answer all inquiries about potential employment at UVM positively and in a timely manner.

c. Department Chairpersons will communicate the importance of diversity to the search committee and how diversity is connected to CNHS goals and strategic priorities.

**Diversity Recruitment Strategies that have led to success in recruiting a diverse workforce**

In the last two years (2010-2011), we have had some success in recruiting new staff and faculty members that have increased the diversity of our workforce. We have also been successful in increasing the diversity of the applicant pool for the tenure track faculty searches in the RMS department, which resulted in one on-campus interview of a person of diverse background (Asian). The candidate reported seeing the job posting on BIO-MECH-L, a listserv for professionals interested in the field of biomechanics. Unfortunately, this candidate was not a good fit with the department teaching or research profile.
In the Department of Nursing, traditionally a female dominated profession, there was one male applicant in the pool last year, although we are unable to identify which specific recruitment strategy led to his application. The department has received a second male applicant for a visiting clinical instructor position that is currently open. Notably, the CNHS considers several elements beyond race and ethnicity to characterize diversity. Gender, gender orientation, socio-economic status, religion, and disability are other areas of consideration.

**Accountability & Progress toward Achieving Diversity Goals**

*Current composition of CNHS’s workforce relative to diversity*

The current composition of the CNHS workforce relative to diversity is outlined in the following table:

<table>
<thead>
<tr>
<th>CNHS % ALANA</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff</td>
<td>3.6%</td>
</tr>
<tr>
<td>Faculty</td>
<td>16.2%</td>
</tr>
<tr>
<td>Students</td>
<td>9.5%</td>
</tr>
</tbody>
</table>

(Note: Data obtained from HR and Institutional Studies 5-16-21)

Both the staff and faculty segments of the workforce present challenges and opportunities for diversification as outlined below:

**Challenges:**

*Staff positions* – During the time period 2011-2012, the College of Nursing and Health Sciences has been relatively successful in recruitment of diverse staff. We had 5 staff hires in FY12, all women, with two from diverse/ethnic backgrounds (1 ALANA) and bilingual. The greater Burlington area continues to remain a challenging pool from which to recruit. Positions with the most turnover are not in the Professional job family and by their nature draw upon a local population which is not comprised of diverse people.

*Faculty positions* – One of the challenges for the College of Nursing and Health Sciences is that the healthcare workforce does not well reflect the diversity of the overall population. Therefore, it is difficult to identify and recruit faculty who represent diversity. While this gives us an opportunity to grow, we have to acknowledge that progress may be slow and may be a generation away before huge gains are made and diversification of the workforce can be realized.

The challenge of recruiting any nursing faculty is a nationwide problem that is well known. What is less well known and publicized is that the other professions in our College (physical therapy, medical laboratory sciences, RADT, NMT, audiology and speech/language pathology) face an equally acute shortage of faculty. There are simply not enough PhDs coming out of the pipeline to meet the demand of a growing student body and the societal need for an increased number of clinicians. Applicants from selected clinical specialties are particularly in short supply.
Another faculty recruiting challenge that is seen across the disciplines in our college is the career path taken by these professionals. Typically, such individuals complete bachelor’s and/or master’s level programs, work in practice for a number of years and then decide that they are interested in teaching or research, at which point they pursue doctoral studies. As a result, the pool of applicants is older and tends to reflect the racial/ethnic/gender distribution of nurses, physical therapists, etc. of at least a decade or so ago. Minority applicants are actively sought by schools in more diverse communities and may be lured by larger salaries as well as the opportunity to build research programs with populations to whom they already feel committed, often in larger cities or the rural south and southwest. Unfortunately, given the composition of our faculty and the infrequency of travel outside the region, networking is not as likely to be productive as it might be once the faculty is, itself, more diverse.

Searching nationwide for qualified individuals who are of ALANA heritage has been hampered by very small faculty recruitment budgets. We simply do not have the resources to send search committee members to job recruiting fairs or to meet with prominent key professionals for networking activities, etc. Additionally, advertisements placed at great expense in the Chronicle of Higher Education or national newsprint (e.g., New York Times) that cover a large metropolitan area, yield virtually no applicants.

**Opportunities:**

*Staff positions* – the changing demographics of the greater Burlington area presents an opportunity for diversifying the workforce. Simultaneous to this change in the applicant pool could be a chance for HR to develop more of a career compass/career planning mechanism for staff so that there is more staff mobility and career opportunities.

Another opportunity presents itself in the use of more diverse advertising modes such as Craig’s List or other social networking venues such as Facebook or Twitter. If budgetary capacity was increased, the process for staff recruitment could be expanded to include a larger, metropolitan region of the country, thereby increasing the potential for diversifying the applicant pool.

*Faculty positions* - The challenges may be the same as the opportunities; that is, the health workforce does not well reflect the diversity of the overall population. This points to an opportunity to reach out and recruit students of diverse backgrounds so that we are not only training the next generation of practitioners but also diversifying the future workforce, some of whom will go onto become academicians. Perhaps, we could retain some of these students as faculty after completion of their studies. Students from under-represented minorities, when considering a health profession, typically focus on medicine or nursing as these are professions well known by all, whereas other professions (e.g., RADT, NMT, physical therapy) are not as well known. This points to an opportunity for major efforts to be focused on student recruitment of minority students into our majors. We must recognize that changing the composition of our current workforce will be slow and that some of our efforts must focus on the next generation of practitioners.
Average annual hiring activity of CNHS
The following table outlines the average hiring activity in CNHS from 2009-2012.

CNHS Average # of positions filled per year (2009-2012)
Staff – 3 full-time staff positions **
Faculty – tenure track 2 full-time tenure track*
Faculty – non-tenure track 2 full-time non-tenure track*
*as of 10/12/09
** CNHS staff re-organization occurred during this time period.

The following summarizes the results of searches conducted during AY 10-11 and 11-12.

CNHS Positions filled (2010-2012)
Staff – 7
Tenure Track: Faculty – 3
Non-Tenure Track Faculty – 7

Goals, by category of employee, for diversification
The goals, by category, for diversification are:

Staff positions – The staff Diversity Recruitment Plan will include:
  a. Sending a copy of our advertisement electronically to the University of Vermont’s HRS Diversity Mailing List;
  b. Having concrete language in the advertisements affirming our commitment to social justice and inclusion, indicating that we are looking for the same in candidates. In the interview process, explore applicants’ commitment to these values;
  c. Collaborating with Human Resource Services to seek their advice on new opportunities to expand the recruitment pool diversity;
  d. add an ALANA staff to the College within the next two years (accomplished in FY12)

Faculty positions - increase department faculty diversity through the addition of one new faculty member who represents diversity through four faculty searches within the College in FY13.