

College of Arts and Sciences Commitment to Diversity Report

24 May 2012 (Slightly Revised, 6 September 2012)

Why is diversity important?

The College of Arts and Sciences highly values the excellence that results when people from different backgrounds and perspectives work, interact, and learn together. In this way, commitment to diversity fosters our educational mission. For our students, it prepares them for life and work ahead: it recognizes that we are a culturally, ethnically, and racially diverse nation, one that is also situated in an increasingly global environment. For our faculty, scholarship and research are increasingly cooperative activities—often crossing national borders—requiring the abilities and skills to work with others often from very different backgrounds. For both our students and faculty, diversity enhances our curriculum, enriches the classroom experience, and fosters the exchange of ideas. As our society, economy, politics, and global interactions become increasingly diverse, so too must our intellectual community of students, faculty, and staff. These are the opportunities we must be prepared to engage.

What is the College's approach to diversity recruitment?

“It shall be an unlawful employment practice for an employer. . . to fail or refuse to hire or to discharge any individual, or otherwise to discriminate against any individual with respect to his compensation, terms, conditions, or privileges of employment, because of such individual’s race, color, religion, sex, or national origin. . .” *Civil Rights Act of 1964*

“You do not take a person who, for years, has been hobbled by chains and liberate him, bring him up to the starting line of a race and then say, 'you are free to compete with all the others,' and still justly believe that you have been completely fair. Thus it is not enough just to open the gates of opportunity. All of our citizens must have the ability to walk through those gates. This is the next and the more profound stage of the battle for civil rights. We seek not just freedom but opportunity. We seek not just legal equity but human ability, not just equality as a right and a theory but equality as a fact and equality as a result. . . To this end equal opportunity is essential, but not enough, not enough.” *President Lyndon B. Johnson, Howard University Commencement Address, June 4, 1965*

The College of Arts and Sciences embraces UVM’s commitment to both Equal Opportunity and Affirmative Action as defined by applicable federal and state laws. As an Equal Opportunity employer, UVM is committed to giving applicants with substantially similar credentials and experience an equal opportunity of being hired irrespective of characteristics that federal and state government have determined may not enter into employment decisions, e.g., race, religion, national origin, gender, age, disability, etc. We take the Civil Rights Act of 1964 and subsequent legislation seriously; law must inform us. As an Affirmative Action employer, UVM is committed to increasing the representation of women and minorities in its workplace in the interest of creating an enriched intellectual community and as a matter of equity. President Lyndon Johnson’s words also resonate: equal opportunity is a foundation, but true equality calls for more affirmative steps.

Some claim that the non-discrimination provisions underlying Equal Opportunity prohibit further, affirmative steps for promoting diversity among different segments of the workforce.

We believe, however, that Equal Opportunity and Affirmative Action can be complementary. Equal Opportunity alone may not attract a full-range of qualified applicants; benign neutrality may perpetuate a discriminatory status quo. By contrast, appropriate, affirmative steps may actually enhance the quality of the applicant pool and result in the hiring of the best job candidate, thus meeting the central goal of Equal Opportunity. We are firmly and steadfastly committed to the latter.

Our approach to the recruitment of diverse faculty and staff adheres to legally mandated Equal Opportunity requirements while pursuing appropriate strategies for enhancing the pool of job applicants to reflect better representation among groups recognized by UVM as targets of Affirmative Action efforts. Our goal is to have a faculty and staff that reflect the composition of the available workforce, appropriately measured.

Central to this effort is collaboration with managers, department chairs, search committees, the Office of Affirmative Action/Equal Opportunity, the Chief Diversity Officer, and the Office of Human Resource Services to extend awareness and information about vacancies in the College to groups and communities where our representation is below workforce availability. It also involves the use of personal and professional networks to spread the word that UVM, Burlington, and Vermont are safe and congenial places for people to set down roots and thrive personally and professionally. Together, we look at the composition of our current workforce, identify gap areas, establish goals, design strategies, and monitor our effectiveness.

In addition, the College has provided financial and human resources to departments to implement effective recruitment plans that will insure diverse applicant pools and translate those into diverse interview pools and hiring outcomes. One of the CAS Associate Dean’s job description includes monitoring the College’s effort in this regard. The Dean of the College accepts responsibility for implementing these efforts college-wide and is held accountable by the Provost and the President of UVM for achieving successful outcomes.

Faculty: How are we doing?

Starting with 2005 through academic year 2012-13, the College has made significant advances in the hiring of racially and ethnically-diverse minorities and women. 127 new hires for tenure track/tenured lines became available during this period.

With respect to gender, as Table I indicates, there have been slightly more women hired than men: 64 women, 63 men.

TABLE I: HIRING BY GENDER 2005-2013

Year	TOTAL	TOTAL	TOTAL
Start	HIRES	MALE	FEMALE
FY2005	11	5	6
FY2006	19	13	6
FY2007	22	15	7

FY2008	27	12	15
FY2009	15	7	8
FY2010	9	5	4
FY2011	5	0	5
FY2012	9	3	6
FY2013	10	3	7
Total=	127	63	64

With respect to race and ethnicity, the College has also made significant strides forward in its recent hiring for T/T positions, as Table II below indicates. While the numbers do fluctuate from year to year (with a high of 67% to a low of 11% in minority hiring), minority faculty have constituted 24% of all hires during this period. We view this as a very positive accomplishment.

TABLE II: HIRING BY RACE/ETHNICITY 2005-2013

Year Start	TOTAL T/T HIRES	MALE					FEMALE					WHITE	NON- WHITE	
		White	Afr. Amer.	Hisp.	Asian	Native Amer.	White	Afr. Amer.	Hisp.	Asian	Native Amer.			
FY2005	11	2	1			2	6					8	3	27%
FY2006	19	11		2			4		1	1		15	4	21%
FY2007	22	13		1	1		5	1		1		18	4	18%
FY2008	27	9	1	1	1		13			2		22	5	19%
FY2009	15	5		1	1		7	1				12	3	20%
FY2010	9	2	2			1	1	1	1	1		3	6	67%
FY2011	5	0					4	1				4	1	20%
FY2012	9	2			1		4	1	1			6	3	33%
FY2013	10	3					6	1				9	1	11%
Total=	127	47	4	5	5	2	50	6	3	5		97	30	24%

As noted in Table III below, this figure of 24% almost exactly matches two ways of measuring workforce availability: 1) the percent of minority faculty in the total U.S. population with doctoral degrees, and 2) the percent of doctoral degrees awarded to minority faculty in the most recently available National Science Foundation survey of all doctoral degrees annually awarded. This is also a positive achievement.

**TABLE III:
HIRING AND WORKFORCE AVAILABILITY 2005-2013**

			Ph.D.s Awarded	Ph.D.s Total
Race/Ethnicity	T/T Hires	CAS %	2010*	U.S. 2011
Hispanic	8	6.3%	5.9%	5.7%
Native Am.	2	1.6%	0.4%	N/A
Asian	10	7.8%	9.0%	11.9%
African Am.	10	7.8%	7.0%	5.7%
Pacific Isl.			N/A	N/A
2/more races			2.1%	N/A
White	97	76.4%	74.5%	75.5%
Unknown			1.9%	1.2%
Total	127	100%	100%	100%

Source: US Census Bureau, CAS, OIR 5/16/12

*=latest data available from NSF on U.S. Ph.D.s awarded

The data also indicate that challenges remain. CAS hiring of Asian faculty during this period lags behind the two national measures. However, we are dealing with small numbers here. The addition of just two Asian-American faculty would bring us above the national measures. Likewise the loss of one or two faculty in other groups might bring us below those measures. In short, continued efforts to hire male and female African-American, Hispanic/Latino, Asian, and Native American faculty are needed, especially if the number of total available hires each year drops to single digits, as has occurred and is likely to continue.

Although faculty hiring that will occur during AY2012-13 has not been finalized by the Provost, CAS did request an additional position to search for a senior scholar to direct the U.S./ALANA Studies Program. If this position is approved, the probability will increase of adding to our ethnic and racial faculty, especially at the leadership level. In addition, we are in the process of hiring a full-time lecturer for AY2012-13, with one-half of the teaching commitment directed to the program (the other half is directed at Sociology's race and ethnicity courses). The position description was especially targeted at "individuals with expertise and research experience relevant to Asian American and/or Native American cultures and U.S. race relations." An offer has been verbally accepted by an Asian-American woman. A similar strategy was also pursued the year before and resulted in the hiring of a woman to teach for the WGST program and the Department of Sociology this academic year; her appointment was just renewed for next academic year.

Where does CAS stand *overall* with respect to the racial and ethnic composition of our faculty? Our ultimate aim is to reach the percentages of women, and ethnic/racial minorities within the College that reflect "national workforce availability." The College has made progress toward this goal over the course of the last few years, but significant effort remains ahead.

With respect to gender, CAS is doing very well indeed: 44.6% of our faculty are women, compared to 37.6% nationwide. As Table IV indicates, we have made great strides since 2005,

moving from 36.8% to 44.6% female faculty in our composition. Our numbers are also getting close to the 46.8% of Ph.D.s awarded to women in the recent year for which data is available. This is remarkable given a faculty that often spans several decades since their particular dates of hire, when the number of doctorates awarded to women nationwide was much lower. However, we are also mindful that these gains have not been realized across all the disciplines within the College.

TABLE IV: FACULTY COMPOSITION BY GENDER

Counts of Full-Time Instructional and Research Faculty										
	University of Vermont				College of Arts and Sciences				Ph.D.s	Ph.D.s
	Fall 2005		Fall 2011		Fall 2005		Fall 2011		Awarded	Total
	N	%	N	%	N	%	N	%	2010*	U.S. 2011
Female	350	34.5%	463	39.2%	103	36.8%	141	44.6%	46.8%	37.6%
Male	665	65.5%	718	60.8%	177	63.2%	175	55.4%	53.2%	62.4%
Total	1015	100%	1181	100%	280	100%	316	100%		100%
UVM Fall 11 increase reflects Affiliation Agreement with FAHC										
UVM data is based on U.S citizens/permanent residents										
Source: US. Census Bureau and OIR: 5/16/12										
*=-latest data available from NSF on U.S. Ph.D.s awarded										

With respect to race and ethnicity, the College has also made considerable progress, as Table V indicates. In all categories—with the exception of Native-Americans—the number of minority faculty has significantly increased. Most notable is the nearly doubling of African-American faculty members since 2005. The percent of Hispanic/Latino faculty (5.8%) is roughly equivalent to the two workforce measures (awarded Ph.D.s=5.9%, total Ph.D.s=5.7%). Still, for both African-Americans and Asian-Americans, the percent of faculty in these groups are below “available workforce” measures, thus indicating the need for heightened effort. We also lost to other institutions the two Native American faculty who were recently hired, indicating heightened effort to attract and retain faculty in this group. The percent of non-Hispanic whites among our faculty has declined from 85.1% to 81.2% from 2005 to 2012; still, significant differences exist from the roughly 75% in this group’s “available workforce” measures.

TABLE V: FACULTY COMPOSITION BY RACE/ETHNICITY

<u>Counts of Full-Time Instructional and Research Faculty</u>										
<u>Race/Ethnicity</u>	<u>University of Vermont</u>				<u>Coll. of Arts and Sciences</u>				<u>Ph.D.s</u>	<u>Ph.D.s</u>
	<u>Fall 2005</u>		<u>Fall 2011</u>		<u>Fall 2005</u>		<u>Fall 2011</u>		<u>Awarded</u>	<u>Total</u>
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>2010*</u>	<u>U.S. 2011</u>
Hispanic	21	2.2%	28	2.4%	14	5.1%	18	5.8%	5.9%	5.7%
Native Am.	5	0.5%	1	0.1%	3	1.1%	0	0.0%	0.4%	N/A
Asian	52	5.4%	81	7.0%	13	4.7%	21	6.8%	9.0%	11.9%
African Am.	16	1.6%	32	2.8%	8	2.9%	15	4.9%	7.0%	5.7%
Pacific Isl.	--	--	2	0.2%	--	--	0	0.0%	N/A	N/A
2/more races	--	--	5	0.4%	--	--	3	1.0%	2.1%	N/A
White	870	89.6%	987	85.7%	234	85.1%	250	81.2%	74.5%	75.5%
Unknown	7	0.7%	16	1.4%	3	1.1%	1	0.3%	1.9%	1.2%
Total	971	100%	1152	100%	275	100%	308	100%	100%	100%
UVM data is based on U.S citizens/permanent residents										
Source: US Census Bureau and OIR 5/16/12										
*-=latest data available from NSF on U.S. Ph.D.s awarded										

Needed Strategic Efforts

The College and University need to sustain and build on the progress we have made in terms of recruitment and retention. Adequate monitoring of job performance and attention to barriers to meeting performance standards are critical, as are proactive efforts to support new employees as they try to adjust to new work and a new community. Strategies for formal monitoring and mentoring are in place. What is often critical, however, and a bit more challenging to achieve, is the establishment of informal networks of support. The College is actively working on this by creating opportunities for informal socializing.

Note that the College's faculty is more diverse than the surrounding community. This is important for our students as 70% of them are from out of state. Further, most of them will end up working in other parts of the country and other parts of the world. The value of a degree from the College of Arts and Sciences at the University of Vermont will be increasingly measured by its ability to prepare its student for an increasingly diverse future.

In addition to advertising tenure-track faculty and full-time lecturer positions widely and in specialty outlets that cater to particular target audiences, the College of Arts and Sciences has made funding available to all departments to enable faculty to attend national meetings with the explicit goal of seeking out talented applicants from underrepresented groups who might not otherwise think of UVM as an employment option. These funds are available whether or not departments are actively recruiting in a given year. The goal is to make personal connections and provide information about the university, the college and the community as a way of creating a pipeline of candidates for future recruitment activities. This has proved a very successful

strategy. However, it is dependent upon exploiting disciplinary venues. As UVM moves toward more trans-disciplinary hiring, this strategy will need to be expanded and will require additional funding.

Another looming issue stems from the fact that, over the past few years, UVM and the College have seen a decrease in faculty hiring, which will directly affect our *opportunities* for diversity and affirmative action efforts. Our present situation follows a period (2006-09) when the number of faculty hired was often double what they now are, the former reflecting UVM's deliberate strategy to increase the size of its undergraduate student body and to add faculty. By contrast, the level of faculty recruitment in the future, while difficult to predict, probably will not exceed ten to twelve tenure-track faculty members per year, and may be only in the single digits. In AY2011-12, not a single tenure-track faculty retired from the College. All of this presents a significant challenge requiring redoubled efforts, but it also suggests a cautionary note in terms of seeing major increases in the percentages of minority faculty members.

Support/Administrative Staff: How are we doing?

Since fall 2008, the College of Arts and Sciences has worked closely with departments to insure that support/administrative staff hiring, retention, and promotion accord with the College's commitment to diversity. To this end, College administrators as well as the Chief Diversity Office, and the Office of Affirmative Action and Equal Opportunity work with departments to insure that position announcements reach a thorough cross-section of Burlington and the surrounding communities. As can be seen in the table below, CAS staff largely resemble the population in the Burlington area in terms of ethnic, racial, and gender characteristics. This is not surprising since we recruit largely from the local labor market. The one caveat is that we have a much higher percentage of women (61%) than are present in the population of the Burlington/Chittenden County area, but this is due to our occupational structure: 45% of our staff are clerical workers while 55% are professional/technical. If the entire U.S. had this occupational distribution, about 62% of the workers nationwide would be female, a number not very different from our figure of 61%. In addition from 2005 to present, the number of female staff has decreased from 69% to 61%.

TABLE VI: STAFF COMPOSITION BY GENDER

<u>Counts of Full-Time Staff</u>									
	University of Vermont				College of Arts and Sciences				
	Fall 2005		Fall 2011		Fall 2005		Fall 2011		
	N	%	N	%	N	%	N	%	
Gender									
Female	1368	61.7%	1376	61.4%	78	69.6%	66	61.1%	
Male	848	38.3%	864	38.6%	34	30.4%	42	38.9%	
Total	2216	100%	2240	100%	112	100%	108	100%	
UVM Staff includes Extension and Library Faculty.									
Source: OIR: 5/16/12									

As Table VII shows, with respect to staff ethnic and racial diversity and the local “available workforce,” the numbers employed—and targets—are limited given Vermont’s demography. Here the appropriate metric for measure is the local one: Chittenden County. The College is ahead of the local numbers for Hispanics/Latinos, but slightly behind for other categories. It is important to note, however, that an additional hire or two would change the percentages considerably in each category. Also of particular note: our current White/non-Hispanic percentage is now slightly below the local “workforce availability” measure. We are cognizant that there may be recruitment possibilities from a broader regional pool, which may enable increased diversification of our staff.

TABLE VII: STAFF COMPOSITION BY RACE/ETHNICITY

<u>Counts of Full-Time Staff</u>									
<u>Race/Ethnicity</u>	2010 Census	University of Vermont				College of Arts and Sciences			
	Chittenden	Fall 2005		Fall 2011		Fall 2005		Fall 2011	
	County	N	%	N	%	N	%	N	%
Hispanic	1.8%	27	1.27%	43	1.96%	2	1.96%	4	3.96%
Native Am.	0.3%	14	0.66%	10	0.45%	0		0	
Asian	2.8%	69	3.25%	96	4.38%	2	1.96%	2	1.98%
African Am.	2.1%	27	1.27%	49	2.20%	0		1	1.0%
Pacific Isl.	0.0%	--		2	--	--		0	
Two/more Races	1.9%	--		23	1.00%	--		1	1.0%
White	91.3%	1963	93.5%	1935	88.3%	97	95.0%	92	91.1%
Unknown		22	1.00%	32	1.40%	1	0.98%	1	1.0%
Total		2122	100%	2190	100%	102	100%	101	100%

As is the case for faculty hiring, the current downturn in the economy means that there are fewer new positions being created and less turnover of current staff. A guess, and it is only a guess, is that the College will recruit fewer than 20 full-time and part-time staff per year for the next few years.

What is the hiring manager's role in affirmative recruitment?

Hiring managers are responsible for ensuring that they have engaged in a proactive, legally compliant, and good faith effort to diversify the College's workforce. This can be accomplished by:

- Partnering with the College and the AA/EO office to both understand the University's and their unit's diverse representation and what proactive outreach measures can be taken to enhance diversity in application, interview, and hiring pools.
- Engaging in discussions within their unit about recruitment best practices.
- Ensuring that position descriptions reflect the true requirements for the position and thinking broadly about how the language of position descriptions might aid recruitment efforts and outcomes.
- Documenting strategies that are more or less successful in securing a diverse faculty and staff.

What can all of those involved in the hiring process do to better achieve affirmative recruitment?

The University's AA/EO office has identified the following **best practices for recruitment**:

- Require all search committee members and hiring officials to participate in AA/EO educational recruitment and retention session.
- Networking must happen, contact existing professional and personal networks to announce positions, request additional contacts, ask for nominations, and speak with potential applicants.
- Conduct an assessment of current workforce diversity. (e.g., through data provided by the Office of AA/EO, HR and Institutional Research Offices, and where necessary, supplemented by a unit's own data).
- Develop diversity goals and networking strategies before positions are available. Consider "transferable skills and knowledge" in terms of position requirements. (e.g., allow the applicant pool to be as broad as possible to increase the likelihood of diverse applicants).
- Consider internal promotional or external target opportunities regarding diversity objectives. Develop a protocol on how to proceed if internal promotion or external target opportunities exist. Link these efforts to institutional diversity goals and objectives.
- Select a diverse search committee and provide both recruitment and retention educational sessions. (For faculty see Faculty Recruitment Search Committee Membership Guidelines).
- Develop job descriptions that use approved commitment to diversity language. (e.g., The University is especially interested in candidates who can contribute to the diversity and

excellence of the academic community through their research, teaching, and/or service. Applicants for all faculty, senior academic and administrative positions are required and staff positions are requested to include commentary in application materials on how they will further this goal).

- Weave diversity and multicultural-centered work throughout the basic and essential job responsibilities.
- Advertise in both local and national arenas (e.g., newspapers, listservs, professional mailing lists, online journals, and internal entities and individuals). See AA/EO Diverse Local & National Resources List at:
<http://www.uvm.edu/~aaeo/pages.php?id=recruitment>.
- Consider a rolling application process and remove nonessential job qualifications from ads.
- Develop a protocol for campus visits/post campus phone calls (e.g., meeting with other diverse employees or entities whose main functions are to assist diverse populations. All applicants brought to campus should be afforded the opportunity to meet constituencies they name).
- Develop an oversight process for interviewing and hiring decisions at all levels.
- Include diversity and multicultural competency in appropriate interview questions.
- Provide unranked pros and cons of candidates to the hiring official, which gives the hiring official flexibility. This practice allows the hiring official flexibility in selecting a candidate that not only is deemed qualified for the position, but who also meets the unit's and institution's priorities regarding diversity.
- Prepare University and surrounding community diversity resource information for prospective hires. See AA/EO Information Packet at:
<http://www.uvm.edu/~aaeo/pdf/InformationalPacket2011.pdf>
- Target diversity recruitment firms and data banks for prospective hires.

College Recruitment Policies

- [Our CAS faculty recruitment policies and procedures](#)
- [Our CAS staff recruitment policies and procedures](#)

Other UVM Diversity Links

- [UVM Office of Affirmative Action/Equal Opportunity hiring guidelines](#)
- [UVM Office of Affirmative Action/Equal Opportunity hiring “best practices”](#)
- [UVM Board of Trustees’ statement—“Why Diversity”-- on diversity as a strategic priority](#)
- [UVM Office of Affirmative Action/Equal Opportunity](#)
- [UVM Chief Diversity Office](#)
- [UVM Center for Cultural Pluralism](#)
- [Diversity at UVM website](#)
- [UVM Office of Affirmative Action/Equal Opportunity information packet on UVM and surrounding community—with an eye on diversity](#)
- [Diversity Resources \(Local\)](#)

- [Diversity Resources \(National\)](#)