

Finance and Administration Diversity Policy and Planning Report
2008-2009

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I. Introduction

This Report is documentation of Finance and Administration's goals and policies to promote diversity, and of steps taken by individual departments to advance diversity. It will serve as the basis of a common understanding throughout all the Finance and Administration departments, and set expectations for the constituents the division serves. The Report is an iterative one, to be reviewed on an annual basis and updated as needed.

To facilitate timely completion of this report, it was initially drafted by the Executive Vice President's office, based on consultation with ID&E, other College divisions that have completed a plan or report, and managers and staff in the Finance and Administration division. The report also relies on material from an extensive literature review. The draft report was then reviewed by an ad-hoc committee of representatives from across the division, which made revisions and recommendations for the final adopted Report. The committee represented an array of functional areas, employment type, and interests.

While this report provides some structure and minimal guidance, it is the ultimately the responsibility of each department to fulfill the College's diversity mission. Each department should use this report as a departure point to determine the best way for it to contribute to overall efforts while fulfilling its departmental function. The Executive Vice President's Office will monitor results throughout the Division through regular updates to this report.

The Appendices, which provide information on current metrics, recommendations, and resources, will be updated annually by the Executive Vice President's office, in cycle with the publication of the College-wide Affirmative Action Plan.

II. Vision of Success

Although the College has not written a formal definition of diversity, this report assumes a meaning in accordance with the spirit of the College's mission statement, which is broadly inclusive of all differences.

Our vision of success is an environment in which the unique talents, perspectives, and contributions of all individuals are recognized and valued, and which is free of discrimination or harassment on any basis.

III. Goals

The following are the goals that will direct all departments, offices, and employees within Finance and Administration.

- To evaluate, develop, and implement policies and procedures regarding operations, resource allocation, communications, hiring, and retention that promote, support, and advance diversity and inclusion.
- To develop tools to monitor appropriate metrics and behaviors related to diversity and inclusion.
- To foster an environment that is free from oppressive behaviors, where respect and inclusion are the norm.
- To provide service to staff, students, faculty, community members and all others, that is free of biased or discriminatory behavior or practice.

IV. Policies and Procedures

In addition to the policies and procedures below, each employee should be familiar with the College-wide policies on non-discrimination, sexual harassment, grievance procedures, and the business ethics helpline. Managers should ensure employees are aware of and understand these policies (see Appendix D for resources).

A. Finance and Operations

A.1) At least once annually, in cycle with the annual planning process, each department will review diversity activities and initiatives, as part of overall strategic planning, and allocate adequate resources to those activities.

A.2) Each department will review current and new policies, programs, and communications to be sure they are free of biased or offensive language, or other exclusionary features (see Appendix F for a guide to bias-free language).

A.3) Programs and offices should look for ways to collaborate with other departments within the Finance and Administration Division, and with departments outside of the division, to share strategies and co-sponsor programs and activities.

A.4) Each department will include a commitment to diversity in its mission statement or in its departmental goals and objectives.

A.5) Supporting diversity includes accommodating the diverse life circumstances of employees; where operations will not be negatively impacted, managers should try to accommodate employees seeking work-life balance through flexible working arrangements or other means.

B. Hiring

B.1) All hiring will be conducted in accordance with College policies, and will follow the letter and spirit of all relevant federal and state laws. Managers initiating a search should always first contact their Human Resources consultant and then a Human Resources recruiter to make sure that all hiring practices are in accordance with policy.

B.2) All managers with hiring authority, and search committees, will establish strategies to increase staff diversity, using the College Affirmative Action Plan to understand areas of underutilization.

B.3) Search committee chairs or hiring managers will consult with both ID&E and a HR recruiter prior to beginning searches, to discuss non-discriminatory job descriptions, advertisement wording, use of professional networks, appropriate areas of inquiry, and how to build a diverse applicant pool. ID&E provides information on the availability of women and minorities in a pool for a specific position and any applicable hiring goals.

B.4) All job postings will include Dartmouth's EEO statement, at a minimum, and should usually include a more detailed statement such as the following:

One of the most diverse institutions of higher education in New England, Dartmouth College is an equal opportunity/affirmative action employer that has a strong commitment to diversity. In that spirit, we are particularly interested in receiving applications from a broad spectrum of people, including women, persons of color, persons with disabilities, and veterans. In addition, applicants must demonstrate commitment to diversity and to serving the needs of a diverse population, and the ability to work within a diverse community.

B.5) Departments will consider ways to diversify those engaged in the search process, including the often untapped resource of hourly staff.

B.6) Departments will consider ways to diversify the hourly staff pool, such as by advertising more broadly or in targeted publications.

B.7) All job descriptions will include, as a required job skill, a commitment to diversity and to serving the needs of a diverse population, and an ability to work within a diverse community.

B.8) Where feasible, departments will consider creating entry-level positions to attract and train women and minorities, enriching the applicant pool for future internal recruitment.

B.9) Where feasible, departments will create internships to draw on the diverse student body at Dartmouth, and to forward the educational mission of the college.

C. Training and Development

C.1) Each department will encourage and make possible staff attendance at on- and off-campus training programs, conferences, and seminars focusing on diversity issues, including providing time during regular working hours and compensation after hours for hourly staff when appropriate.

C.2) Each department will use staff meetings to increase awareness of campus events and resources related to diversity, including special events, lectures, and College-provided training.

C.3) Departments will consider providing specific diversity-related training for employees, including training programs with an emphasis on practical professional skills, such as conflict management, effective communication, and collaborating with different working styles. Training should be carefully planned and selected to fit the needs of the office, with the ultimate goal of facilitating inclusion rather than divisiveness.

C.4) Participation at College activities including seminars, lectures, and discussion groups should be encouraged. These activities can broaden perspectives and understanding and are often scheduled at accessible hours and are at no cost to the employee.

C.5) All staff should be made aware of the resources and services available from the Office of Institutional Diversity and Equity, the College Ombuds Office, and the Employee Assistance Program. Departmental managers should make sure staff know that these resources are available, accessible, and confidential.

D. Performance Reviews and Annual Reporting

D.1) Diversity metrics will be embedded in annual or semi-annual performance reviews. Employees and managers should discuss the portion of the employee's job description that pertains to diversity, and any issues that have arisen due to diversity. The employee should also report participation in any diversity-related training or events.

Examples of measurable performance goals are:

-Does employee communicate effectively and respectfully with all department staff (or customers, students, etc), regardless of race, ethnicity, gender, class, employment type, or other differences?

-Does the manager provide adequate opportunities for training and advancement to all employees?

D.2) Each year, senior managers will provide a report of the status of diversity initiatives or diversity-related issues within his or her department to the Executive Vice President, as part of the strategic planning or annual review process. This information will be used to update Part VI of this report, and will provide longitudinal documentation of efforts throughout the division. Confidential information will not be added to the Report, but should be provided to the Executive Vice President to inform future diversity efforts.

Employees should read this section after each update to consider which ideas used in other departments may apply in their own department.

IV. Divisional Diversity Efforts Review

The Finance and Administration Division has a wide variety of functions, and each department has a different size, structure, mission, and culture. Each department has the opportunity to contribute to diversity in a variety of ways. This section, to be updated yearly, will record efforts in each department. These efforts include intra-department efforts (training, workshops, sponsoring speakers) as well as ways in which fulfillment of the department's mission contributes to diversity mission of the College at large.

Facilities, Operations, and Management (FO&M) (5/06)

- A commitment to diversity is included in FO&M's mission statement, which was revised in 2000.
- FOM, in agreement with SEIU, has created an apprenticeship program that encourages women and minorities to apply in areas of underutilization. The apprentices receive training in a three to four year cycle (depending on experience when entering the program). Two of the apprentice positions are held for women and minorities. There have been fewer applicants for those positions than hoped for, so FO&M plans to promote the apprentice program more broadly in the local area.
- FO&M has been working with ID&E to develop a training program that focuses on making respect a workplace norm. All current employees will go through the training in small groups over a span of several years, and the program will continue to accommodate new employees. The program balances efficiency with effectiveness, and builds upon lessons learned from past programs focused on similar outcomes. FO&M hopes that this program can become a model that other departments can utilize. The first class was held in April 2006.

Real Estate Office (4/08)

- The Real Estate Office has extensive interaction with the local community, which has a variety of interests, and must maintain productive working relations with community members. Projects are as sensitive to community needs as possible, and there is a focus on creating healthy, appealing, mixed-use community developments.
- Real Estate is working to broaden commercial offerings downtown and enhance the vibrancy of Hanover. Downtown commercial space leases are being proactively managed to create a diverse mix of tenants appealing to a wide constituency and reinforcing Hanover as a unique town with a unique character.
- In new building projects, accessible units are included based on perceived need, regulations, and feasibility. As the newer housing inventory increases, there is a focus on providing sufficient barrier free housing, and every project includes some accessible units.
- The Real Estate Office also accommodates economic diversity in new projects, building multiple types of units in a development. Price controls are included in sales to preserve affordability.
- The current planning phase of the Rivercrest development has particularly focused on economic diversity and housing affordability, and has been the subject of extensive focus groups with a wide array of College staff. These focus groups have examined the needs of diverse types of employees living in a variety of family structures. Rivercrest will incorporate a variety of housing types and pricing.
- Real Estate is making several service adjustments, such as on-site staffing in residential clusters and web enhancements, to improve service and transparency and better meet client needs. Real Estate is also trying to expand available housing options.

Human Resources (4/08). Complete draft Diversity Plan for HR follows.

Dartmouth founded
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Human Resources Diversity Plan
DRAFT
2007-2012

The Office of Human Resources has developed and embraced a plan which covers three key areas:

- 1) Work Environment Within the HR Team
- 2) Client Support for the College
- 3) Supplier Diversity

As a department within the Finance & Administration organization, this plan is not meant to override any divisional expectations or objectives. It should complement divisional goals as well as specify the intentions and results of the Human Resources staff.

Work Environment

The Office of Human Resources maintains policies of inclusion and non-discrimination. Our hiring practices reflect an active effort to attract, interview and hire individuals from broad backgrounds. We embrace different views and contributions to our collective work.

Recruitment

Human Resources uses networking and various types of advertising to inform qualified individuals of positions available in our department. We strive to ensure that final candidate lists have a range of diversity, including race/ethnicity, gender, industry, and experience.

Interpersonal Relations

Opportunities to learn about differences are regularly incorporated into team meetings and retreats. HR staff participate in small team meetings on a regular basis and two full staff meetings each month (one internally focused and one externally focused) to allow for learning and sharing of information. Additionally, individuals whose expertise would be critical, whose work might be affected by the effort, or who would benefit from professional growth opportunities, may be invited to participate on project work across the department.

Internal communications

Information sharing is encouraged among staff members through in-person, small and large group communication as well as through written and email material. Professional language and tone should be used in all instances.

Accommodations

Reasonable effort will be made to accommodate the physical, mental, or other needs of our staff. Specific equipment and supply needs may be requested through a supervisor. Flexible scheduling, when it is not a detriment to work assignments or departmental operations, may be arranged. Time and space for lactating mothers is offered.

Planning and decision-making

Diversity—specifically, programs and approaches supporting diversity—is one of HR's strategic goals. It is a central component of the expectations outlined in individual staff work plans. Dissenting or alternative views will be explored, welcomed, and noted in documentation of projects and efforts.

Enhancing our skills and knowledge

HR is a subscriber to national publications such as *Diverse Issues in Higher Ed* and *Diversity, Inc.*, and the Office regularly hosts webinars on diversity topics. Articles and resources are circulated regularly to staff on diversity ideas and programs in the human resources field. A wide range of publications that complement our work are available in a public area of the office. Team members are expected to read, learn, and participate in on and off campus programs that support the advancement of diversity.

Performance evaluations

A commitment to and the tangible support of diversity are central competencies in our departmental performance evaluations.

Office décor, events, and dress

Office space may incorporate the individual styles of employees, including cultural or personal interests. Items should be in good professional taste, where the number or intensity of items is not distracting to anyone's work or visits to our office. Special attention should be paid to the comfort and perceptions of our diverse range of customers. In situations where customers may feel that their views will not be welcomed or appreciated, staff may be asked to remove or deemphasize their décor. Public areas of the department should be warm and welcoming and may include a variety of pictures and objects representing the backgrounds and interests of employees. During the holidays, we have opted to use seasonal decorations rather than those representing a particular religious holiday.

Event planning internally and externally takes into account whether there is a potential for date and time conflicts around religious observances and parenting duties. Themes are appropriate and inclusive. Food provided includes vegetarian options, and requests should be made for other dietary restrictions. Alcohol is generally not served at HR events.

Dress should be professional and convey the credibility and expertise of the staff. Revealing, tight, or casual clothing should not be worn at work or when representing HR or the College at events. Jeans are not typically considered professional office attire.

Campus involvement

HR participates in the Dartmouth Diversity Council, the MLK Planning Committee, the Tuck Diversity Conference, Housing Committee, and Childcare initiatives. HR staff regularly attend monthly Diversity forums held by OIDE and are expected to participate in some way in a campus activity, whether by observing an event, volunteering, or interacting with a student group.

Client Support

Since we provide expertise and services that influence the overall College work environment, we have a heightened duty around issues of pay, benefits, employee relations, work life, and professional development.

The "Welcome Office" within Human Resources focuses on the on-boarding and retention of staff, especially women and minorities. These efforts have a positive influence on campus practices and serve to alleviate unnecessary disparities.

Recruiting

Employer image and job specific advertising is placed in publications and websites focused on women and minorities.

Formal relationships have been developed with the National Black MBA Association, National Hispanic MBA, National Asian Professionals, and Reaching Out (LGBT) as part of our efforts to increase the diversity of our candidate pools. Our staff, along with others at the College, attend a wide range of career events with these associations.

The DC Career website <http://jobs.dartmouth.edu>, sponsored by HR, includes a page on diversity resources as well as information that would appeal to people with a variety of interests and concerns.

Our team assists departments seeking executive search support. We facilitate meetings with minority niche firms. We offer a diversity-focused Senior Recruiter, who assists with networking, sourcing, and recruiting support.

As part of our recruiting services, HR provides interview questions that are helpful in determining a candidate's commitment to diversity.

Work/Life-Benefits

The Office of Human Resources sponsors events designed to enhance the employment experience by providing work/life balance programs such as the ArtWorks festival, which features diverse artistic works of staff across the College, and the Wellness Expo, which focuses on health topics in the areas of body, mind, and spirit.

In order to maintain a transparent view of access, we publish an annual report that outlines the utilization by our workforce of housing, childcare, and other benefits for employees.

HR administers and identifies health benefits that meet a diverse range of needs, including hearing aids, breast pumps, artificial limbs, and vision care.

Professional development offerings are available to employees of all job levels, ages, experience, and backgrounds.

The HR staff participates in regional diversity meetings and events on behalf of Dartmouth College.

The Office of Human Resources is designated as a site at which employees may obtain “One Dartmouth” posters. We prominently display them in our offices.

Care is given to language, particularly where “family” has many definitions. When discussing issues with employees, staff will be thoughtful of partners or other family members even if policies may preclude eligibility.

Supplier Diversity

We value vendor and business relationships with women- and minority-owned enterprises. Specifically, in any bidding process, we partner with Procurement and actively seek MBE/WBE vendors.

We contract with a wide range of advertising, marketing, mediation, and consulting services, including: Buyer Advertising, Clearwater Productivity, Strategis Marketing and Communications, Newman Tucker Group, DisputEd, Majorie O'Reilly, and Performance Change Initiatives.

Implementation:

Each new HR employee will receive the diversity plan as part of the on-boarding process. An annual discussion will occur at the senior team level and in an all staff meeting. A comprehensive review of our successes and challenges will occur annually.

Specific Action Items 2007-2012

- Steadily increase diversity of candidate pools. (target 15% increase in applications year over year)
- Increase or establish support for employee networking and social groups. (target retention rate of those who participate as one year longer in service)
- Pursue the critical factors to be recognized for employer-of-choice awards. (attain three employer awards)
- Collaborate to offer diversity and compliance training across campus. (30% of managers attain training to enhance their hiring or management of diverse workers)
- Establish diversity competency as part of standard interviewing and performance evaluation criteria. (90% of senior positions (PDLC and above) report back on diversity commitment both for job finalists and evaluations)
- Decrease disparities in time-off benefits among employees.
- Significantly reduce the use of the exempt/non exempt label if it is not being used for actual FLSA requirements. (Influence all public presentations by senior leaders –

spoken or written—to not contain reference to this label unless it specifically relates to FLSA)

- Understand and address, where possible, socio-economic issues facing our employees. (Publish at least 2 articles a year information on accessing and utilization of employee programs)
- Develop HR staff in diversity competencies (each staff member must participate in three experiences per year)

Hanover Inn (4/08)

The Hanover Inn serves a diverse array of clientele, including College users, local residents, and international guests. The Inn strives to provide a comfortable and relaxing environment for *all* guests. The Inn is gathering guest feedback and adjusting services based on this feedback, and working to better understand the unique needs of a diverse guest population and implement programs and menus to fill those needs.

In addition, the Inn has been focusing on creating a culture of open communication and collaboration for all staff, and creating an inclusive working environment. As part of this, staff identify at least one personal or professional development goal to work on, attend six yearly all-staff meetings, and are recognized for excellent service through the Rise and Shine Rewards Program. The Inn has been proactively seeking to create opportunities for Inn staff to engage in community (College and local) activities.

Environmental Health & Safety (EHS) (4/08)

(The EHS Office created a Statement on Diversity, as follows).

EHS is a small service department of the College dedicated to protecting individuals, the environment and public health. EHS consists of ten employees (eight professional and two supporting) with nearly one hundred years of collective experience. Each member of the department brings a unique perspective to their work due to their personal backgrounds, education and experience. This diversity is reflected in religious beliefs, race, education, military service, political views, geographical origins, communication styles, age and family histories. By the very nature of the work, and owing to the lifestyle necessary to serve and help protect others, respect within the department and for those we serve is prerequisite for a successful health and safety program.

EHS provides a wide range of health, safety and environmental services to the entire Dartmouth community. This community includes employees, students, visitors, families of students, contractors, surrounding communities and other academic institutions in New Hampshire. The success of our mission depends on our ability to:

- Serve all individuals regardless of title, position or authority, in a professional and thoughtful way, without compromising our mission or ethics.
- Be as flexible as we can be in our communication styles in order to reach those who may not speak English as their first language.
- Be thoughtful and respectful in multicultural contexts.

- Be considerate and discrete in communications involving personal or confidential information
- Strive to serve the needs of the students, in and out of the classroom.
- Interact respectfully with a wide variety of contractors, each having their own diverse workforce.
- Provide resources to the residents and neighbors living near our campus in a manner that promotes good will.
- Respond courteously to all requests for assistance or information.
- Hold individuals and departments accountable for their health, safety and environmental decisions that may have consequences for others, the environment or public health.
- Set high but achievable standards for health, safety and environmental protection in support of Dartmouth’s missions.
- Adapt to changes in the needs of those we serve including an increasing diverse workplace, more employees and an aging workforce.
- Support the EHS mission in other schools in New Hampshire through collaborative efforts with the University of New Hampshire and the NH College and University Council.

Commitment

On a regular basis, we remain committed to promoting and sustaining diversity and understanding in our purpose through various activities including.

1. Making education and professional development a top priority for everyone in EHS—with personal growth comes understanding and tolerance.
2. Expanding our understanding of our profession in the broader public health and environment around the world through training, exchange with other countries (Nigeria and the Netherlands).
3. Being an active participant in the College community through service on committees, recruitment searches and special projects. Service to the community helps add our “people and environment” message in defining the future of Dartmouth.
4. Following the lead of HR and IDE in all recruitment and search efforts to help the College meet its need for a diverse and highly qualified workforce.

Specific Efforts in EHS

- Turnover in the sciences can be as much as 20% per year, requiring extensive training efforts, and there are requirements for re-training in many areas. There are additional regular communication needs surrounding compliance and safety. Employees in the sciences often come from very diverse backgrounds, requiring attention to cultural competency and other diversity issues on behalf of EHS staff.

EHS trainers regularly solicit feedback from trainees to determine how to improve program delivery.

- The Director of EHS has focused on creating a career path for successful employees who meet educational and performance goals. Although the office is currently fully staffed, as needs expand this may increase the flexibility to hire diverse individuals at a range of professional levels.

Financial Planning and Budget (4/08)

The Director of this office, Kevin Weinman, led a strategic planning effort for the entire Division, which includes diversity as a key goal. Elements of the departmental plans created or updated as part of this exercise were used to create these departmental profiles, and embed accountability throughout the division.

Investment Office (4/08)

The Investment Office has a positive working relationship with the Advisory Committee on Investor Responsibility (ACIR). ACIR is composed of administrators, faculty, and students and is charged with recommending votes on proxy resolutions at companies in which the College holds stock. These resolutions frequently address human rights, fair labor, environmental equity, and other similar issues.

Risk and Internal Controls Services (10/08)

Risk and Internal Controls Services has two diversity-focused initiatives underway. We are currently revising the College's certificate of insurance program. Historically, Risk Management has required all companies providing goods and services to maintain certain levels of insurance. We have undertaken a review of these levels to verify that they are appropriate and ensure that the College is adequately protected. We are finding that the majority of the services require lesser limits and should be reduced. Not only are higher limits more costly to our vendors but they may seek to recover this expense through higher bids, thereby passing the cost on to the College. These higher limits also act as an impediment to some vendors trying to do business with the College, particularly smaller, local companies. By aligning the risks to the exposures, we maintain appropriate

protection for the College while attracting a larger, more diverse group of vendors. The new certificate of insurance program is posted to the Risk and Internal Controls Services web site and will continue to be updated throughout the year.

For the 2008-09 year, all employees of the Risk and Internal Controls Services, as a part of their Performance and Development Plan, have a new goal regarding diversity. Each staff member is to participate in one of Institutional Diversity & Equity's programs on diversity.

Appendices

Appendix A. Recommendations

The following are some recommendations for departments. Not all recommendations will apply to every department, but departments should consider these recommendations and others on a regular basis. There are extensive recommendations for managing diversity available; these represent only a very few.

1. Develop a departmental diversity action plan, especially in large or decentralized departments. A departmental plan will help to ensure that all employees approach diversity with a common understanding, outline departmental goals, provide documentation of initiatives, facilitate communication, and aid in reporting.
2. Research has shown that when employees are united by a common purpose, they are more cooperative with one another and less likely to be divided by difference. To this end, managers should consider ways to involve employees directly in the purpose of the College, through special events, workshops, or other means. These events can serve to unite staff and increase morale and productivity.
3. Diversity training and performance management are intended to encourage appropriate behaviors, not beliefs. The College cannot dictate acceptable personal beliefs, but it can dictate what behaviors are appropriate in the workplace. Where there are problems, it may be more effective to provide guidance and training regarding appropriate behavior and workplace expectations, not on “re-educating” employees to change beliefs.
4. The performance appraisal process is a key element of managing diversity effectively. The review process provides a forum to discuss diversity issues, provides an opportunity to measure performance related to a commitment to diversity, and allows compensation to be tied to adequate performance. Where a performance appraisal process exists, diversity metrics should be included. Where it does not exist, it should be implemented and should include diversity metrics among other performance standards.

Appendix B. Resources

Dartmouth College Affirmative Action Plan. Published by the Office on Institutional Diversity and Equity. Includes College-wide and Division level analysis of distribution of women and minorities, and outlines College policies. Available from ID&E.

Dartmouth Ombuds Office. <http://www.dartmouth.edu/~ombuds/>

The Ombudsperson, Mary Childers, is an independent, confidential resource who can assist with a variety of workplace issues, conflicts, and coaching.

ID&E Website: <http://www.dartmouth.edu/~ide/>

Includes events, educational opportunities, policies and procedures, and several programs. Updated regularly. There are also several Diversity Blitz Bulletins.

Campus and Community Resource Guide. <http://www.dartmouth.edu/~ide/docs/ccrg-guide.pdf> Information and contact information for a variety of Upper Valley resources, including those of interest to a broad range of new or prospective employees, including (but not limited to) racial and ethnic, gay and lesbian, and disability interests.

[*Feldberg Business and Engineering Library*](#) has extensive resources related to diversity.

The Interfaith Calendar, available at <http://www.interfaithcalendar.org/>, has information on the religious holidays of many faiths, and a definition of terminology.

Appendix C: Simplified Diversity Audit Questionnaire

This questionnaire is meant to provide a starting point for departments to conduct a diversity self analysis. There are a wide variety of methods that could be used to explore these, and other, questions. Depending on the size of the department, all staff could convene to discuss these issues, or a survey or focus groups could supply feedback. Managers may want to integrate these questions into performance evaluation discussions. Group discussions provide valuable interaction, but managers must also make sure that employees feel free to provide individual and/or anonymous feedback.

1. Do all employees participate at general staff meetings? Are employees who do not frequently participate individually encouraged to participate?
2. Do employees feel free to openly express ideas, opinions and beliefs to supervisors? To co-workers?
3. Do employees hear comments that make them uncomfortable?
4. Are all employees made aware of non-discrimination policies?
5. How many discrimination complaints have occurred within the department?
6. Do employees feel they have ever experienced discrimination on any grounds?
7. Do employees feel they have witnessed discrimination against others?
8. Do communications materials portray all groups in a positive light?
9. Are staff notified of diversity-related educational opportunities?

10. Are all staff able to take advantage of training and professional development opportunities?
11. Is there a method to monitor customer service interactions?
12. Are there areas with high levels of turnover?
13. How do employees rate their morale?
14. What behaviors are rewarded in the workplace? Is diversity included?
15. How are they rewarded?
16. How are conflicts resolved?
17. What is your performance appraisal process? Does it monitor performance items related to a diverse workplace? Are workers peer-reviewed, and are managers reviewed by subordinates?
18. In case of employment termination, are termination decisions independently reviewed?
19. How does your department orient and train new employees? Is diversity training a part of that process?
20. Do you have a mentoring program?
21. How is employee feedback solicited, and how often?
22. Do searches follow current College practices?

Appendix D: A Language and Terminology Guide

Careful choice of terminology reduces bias when writing policies, creating written materials, and presenting information. The following guidelines can be used to audit existing materials for bias, as well as to guide development of new materials. Being careful of language use is not to be confused with reluctance to discuss issues related to diversity. Open and constructive dialogue related to diversity is the goal, and being conscious of language use can assist with this dialogue.

For all groups:

- Use appropriate group comparisons. For example, do not compare “Black women” to “the general public” or “gay men” to “normal people”, as it implied marginality and secondary status. Instead, use specific comparisons like “lesbians to heterosexual women”.
- Be wary of the context of qualifying adjectives when they are not relevant. For example, use “the Mexican American professor”, instead of “the articulate Mexican American professor” to avoid suggesting that an articulate Mexican American professor is an exception to the norm for Mexican American professors.
- Preferred terms for groups will vary over time and by region. For example, some prefer the term “Hispanic” and others prefer “Latino”. When writing or speaking about specific groups, look at recent studies and polls to determine which terms are current. If feasible, ask the group or individual, what terminology is preferred.

Sexual Orientation

(Adapted from the American Psychological Association, <http://www.apastyle.org/sexuality.html>)

- Use *sexual orientation*, not *sexual preference*. Instead of referring to lesbianism, homosexuality, heterosexuality, or bisexuality, use terms like *lesbian sexual orientation* or *heterosexual orientation*.
- Use *lesbian* or *gay male* instead of “homosexual”, to avoid negative historical associations and to use labels for identity, not behavior. The use of “gay” alone has historically meant men only; use “gay” generically only if the term clearly applies to both male and female gay persons.
- If describing a specific event of sexual behavior, use the terms *same-gender behavior*, *male-male behavior*, or *female-female behavior*, regardless of the sexual orientation of the participant. Not all people who engage in activity with a member of the same sex will identify as gay male or lesbian. Use *male-female*

behavior, rather than *opposite sex behavior* to reduce the polarization implied by the word opposite.

- *Bisexual women and men, bisexual persons, or bisexual* (adj) should be used to include those who identify as bisexual. The most inclusive phrasing is “lesbians, gay men, and bisexual women or men”.
- Use “gender” rather than “sex” for clarity when discussing gender.
- Omit marital status as a description unless specifically describing legal marital status. Not all married people are heterosexual, for example, and “single” does not describe people in committed relationships who are not legally married.
- Do not assume heterosexuality. Instead of “women’s sexual partners should use condoms”, use “women’s male sexual partners should use condoms”.

Race and Ethnicity

(Adapted from the American Psychological Association,
<http://www.apastyle.org/race.html>)

- Use the most specific language possible, such as referring to “Peruvian Americans” as such, rather than the more generic “Hispanics” or “Latinos”.
- When possible, refer to American Indians by tribal group or nation, such as Hopi, Choctaw, etc.
- Racial/ethnic groups are proper nouns and capitalized (e.g. “Hmong” or “European”).
- “White” and “Black” are capitalized when used to refer to groups.
- Multiword labels are not hyphenated (e.g. Mexican Americans, not Mexican-Americans).

Disabilities

(Adapted from People First, and the American Psychological Association,
<http://www.apastyle.org/disabilities.html>)

- In general, use terms that refer to the person first, and to the disability second, rather than letting the disability describe the person.

- *Disability* is preferred instead of *handicap*.
- Use the terms *non-disabled* or *person without a disability* instead of words like “normal” or “healthy” to describe those who do not have a disability.
- Do not refer to a “disabled person” but to a *person with a disability*.
- Do not identify the person entirely by the disability, such as describing someone as epileptic, autistic, or as an amputee. Instead, use terms like *person who has epilepsy*.
- Do not use negative terms like “stroke victim” or “wheelchair bound”. Instead, use *person who has experienced a stroke* or *person who uses a wheelchair*.
- Use *person who was born with a disability* or *who has a congenital disability*, not “birth defect”.
- Do not describe people as “patients” unless specifically referring to medical care.
- When describing the interactions of people with disabilities, avoid terms like “burden” or “problem”. Use *needs*, *challenges*, or *responsibilities*, instead.

Age

Ageist language and actions are actually some of the most prevalent biases in the American workplace, as our culture is still somewhat accepting of openly displayed ageism. This has resulted in significant numbers of discrimination cases

Ageist language works in two directions. The first is by making derogatory comments about someone related to age. This can include direct references to age, as well as to comments related to the amount of time someone has spent in the workforce. The second

is to refer to younger workers as preferred, or to associate preferred employee characteristics only with younger workers.