A MESSAGE FROM THE VICE PROVOST FOR DIVERSITY

This past one and a half years has been one of great opportunity and commitment. Since assuming the role of Vice Provost for Diversity in July of 2014, our unit has been busy building alliances across our campus that strengthens our commitment to inclusive excellence. We have developed a diversity blueprint and action plan, strengthened our diversity networks, refreshed our diversity website, engaged in diversity education and awareness activities that stress the importance of a respectful and equitable learning and working environment, held a diversity forum to alert the community of where we are in the diversity agenda, created opportunities for campus engagement around the principles and values of diversity, equity, and inclusion—all in an effort to develop transformative learning experiences that encourage each of us to value the unique talents and gifts we individually bring to the Blue Hen community.

In the months to come, we will continue to disseminate information related to the Diversity Blueprint and Action Plan, develop a timeline for the implementation of action items, engage in a more visible diversity education and awareness campaign to cultivate a more welcoming campus climate, and partner with senior leadership to develop emerging and intentional educational practices that prepare our students for a diverse and global world. Inclusive Excellence is a shared goal, and we are all participants in fostering academic opportunities that allow our students to connect their knowledge to solving the grand challenges and great debates of our time in creative and innovative ways.

A Year At A Glance: Diversity Calendar

- Students of Distinction
- The Difficult Conversation: Race and Social Justice in America—a Post-Ferguson Dialogue (All day symposium)
- Louise Redding Lecture: Dr. Geoffrey Canada
- UD Women 100 years: Keynote Speaker Laura Ling
- Women of Promise: Keynote Speaker Amy DuBois Barnett (Bessie Collins, Mae Carter Awards)
- UD Women Staff Celebration—Keynote Speaker Heather Abbott
- Hate Speech or Free Speech—why does it matters? (1/2 day symposium and lunch)
- Diversity Ambassador Award Reception
- UD Women’s 100 Years Appreciation Luncheon
- Diversity Forum
- Diversity Summit (Summer)
- Inclusive Excellence: An Action Plan for UD (workshop)

Diversity Programming Partners

- Shane Windmeyer, Exec Dir, Campus Pride—Campus Climate; Workshop on bias, hate, crimes, micro-aggressions (LGBT Caucus)
- Student Success Symposium (Center for the Study of Diversity)
- University of Delaware Engaging Difference Summer Faculty Institute (CTAL)
- National Agenda: Race in America (Dr. Lindsey Hoffman, Center for Political Communication)
- Graduate Students of Distinction (Director of Graduate Recruitment and Retention)
- Veteran’s Day Celebration in front of Memorial Hall (Dean of Students and Blue Hen Veterans)
- 25th Anniversary Celebration of the ADA Act (Disability Support Services and Disability Studies)
The Vice Provost for Diversity, the Director of the Office of Equity and Inclusion and the Director of the Center for the Study of Diversity held a 2-day diversity summit in Lewes, Delaware to discuss the evolving structure of diversity at the University of Delaware, the mission of each unit and the roles each would play in advancing diversity practices. The importance of this infrastructure is key to ensuring that the University of Delaware can strongly in hearing the voice of the entire diverse community. To that end, nine caucuses exist specifically for faculty and staff to gather with like-minded/like-identified individuals. These groups provide a critical forum for the University of Delaware and coordinates diversity efforts in their respective colleges. The ultimate goal is to develop steering committees in each college that will focus on each of the target areas: faculty, staff, undergraduate, and graduate. The CDA would chair this steering committee, reporting monthly or bi-monthly to their Dean to measure progress towards reaching diversity goals. There are currently seven chief diversity advocates, one for each college. This model has created great interest across many sectors of the campus community, and there are now nine chief diversity advocates in academic units and university offices across the campus. A list of all chief diversity advocates can be found on our diversity website at www.udel.edu/diversity.

Moving from Diversity to Inclusion: Learning in the Classroom: Dr. Cheryl Richardson, Assistant Director of the Center for Teaching and Assessment of Learning (CTAL), has agreed to serve as a liaison between the Office of the Vice Provost for Diversity and the UD Classrooms Initiative, fulfilling the following role: to help co-create programs and opportunities for faculty to understand and possibly adopt culturally responsive, equitable, and engaging teaching practices. This work is designed around best practices and working with groups of faculty on incorporating them into their current classrooms; to help coordinate efforts to understand what is happening in classrooms to 1) improve the climate and 2) facilitate productive, reflective, conversations about diversity and equity that lead to changes in behavior and perspective; to develop ways to champion and highlight positive pedagogical efforts related to inclusion and equity here on campus and to the larger academic community regionally and nationally. Richardson's assistance, along with other key stakeholders, will be invaluable in impacting classroom culture, campus climate, and advancing the practice of diversity, equity, and inclusion in our daily interactions as educational practitioners.

Faculty Senate’s Diversity and Inclusion Committee. This committee (previously named the Committee of Diversity and Affirmative Action) had not been active since 2009, and was reconstituted in spring 2015. It has realigned its mission to focus on university policies and practices pertaining to diversity and inclusion in the recruitment and retention of students and faculty. It will present to the faculty senate for consideration a statement of goals and practices that contribute to an inclusive dynamic campus community where underrepresented populations are welcomed, represented and engaged; and encourages faculty research that further knowledge of diversity in its many forms. In the months to come, we will partner with student leaders from many RSOs and other student groups at both the undergraduate and graduate levels to create a network of Students for Diversity and Inclusion that will consist of underrepresented groups they can connect diversity initiatives to the mission of their organization.

This document provides an overview of trends in UD student, faculty, and staff demographics. Student data is reported from the annual Official HR October Extract, as accessed via the IRE Human Resources Dashboard http://ire.udel.edu/human-resources-dashboard. Faculty data is reported from the annual Official HR October Extract. Additional institutional data on diversity can be found on the IRE website http://ire.udel.edu/e/diversity.

Throughout this document, we report race and ethnicity using two distinct classification schemes: (1) IPEDS race/ethnicity categories and (2) primary ethnicity. IPEDS data is based on a two part question, where respondents are first asked if they are Hispanic or Latino and then whether or not they select one or more of the six races (American Indian or Alaska Native; Asian; Black or African American; Native Hawaiian or Other Pacific Islander; White). Those that select more than one race/ethnicity are classified as “two or more races” (in this report, we call the group “multi-ethnic”). Additionally, those who report they are a nonresident alien based on Visa and citizenship information are categorized as nonresident alien rather than one of the six racial/ethnic categories (in this report, we call this group “international” rather than nonresident alien). For the primary ethnicity classification, individuals are asked to select one or more of six race/ethnic categories: American Indian or Alaska Native; Asian; Black or African American; Hispanic; Native Hawaiian or Other Pacific Islander; White). Those that select more than one race/ethnicity are classified as “multicultural” (in this report, we call the group “multi-ethnic”). It is important to note that in keeping with updated guidelines implemented by the U.S. Department of Education, UD began capturing multi-ethnic as a distinct race/ethnicity category in 2010. Given these differences in how race and ethnicity are classified, it becomes difficult to directly compare IPEDS and Primary Ethnicity categories. For instance, multi-ethnic populations appear higher using primary ethnicity, as this captures all instances of individuals selecting multiple ethnic groups, while they appear lower for IPEDS ethnicity, as this captures all instances of individuals selecting only one race category (in 2010, American Indian or Alaska Native; Asian; Black or African American; Native Hawaiian or Other Pacific Islander; White). Those that select more than one race/ethnicity are classified not as multi-ethnic but Hispanic. Additionally, IPEDS data aggregates all international students regardless of race, which makes the population of Asian students appear much smaller as compared to primary ethnicity categories.
SECTION 1: STUDENTS
Among the entire population of UD students, the gender ratio has remained relatively constant over the past 9 years. Women make up about 55 percent of students.

IPEDS Race and Ethnicity
The diversity of UD students has increased in recent years. Among the groups that have seen the largest gains in representation are Hispanic students (from 4.4% in 2007 to 6.7% in 2015) and International students (from 5.3% in 2007 to 9.0% in 2015).

Primary Ethnicity
There has been an increase in the proportion of students identifying as multi-ethnic since the university began capturing multi-ethnic as a distinct category in 2010. This increase may be due to both an increase in this population of students, but also changing norms around racial identity. Given the concurrent decline in Hispanic students during the same time period, we may see Hispanic students now selecting a second racial category and thus being captured as multi-racial.

SECTION 2: FACULTY
When considering faculty diversity, disaggregating faculty by rank allows for a more complete understanding of variation in the gender composition of faculty. Women make up more than half of all continuing non-tenure track faculty (57.0%) and temporary faculty (55.8%). The last ten years have seen gains in women’s representation among tenure-track faculty, from 43.3% in 2006 to 52.0% in 2015. Women have also increased their representation among tenured faculty, from 28.8% in 2006 to 33.2% in 2015.

Moving to racial and ethnic diversity among tenure track and tenured faculty, the largest gains have been in Asian faculty, who made up 17.6% of tenure track faculty in 2006 and 24.9% in 2015. The proportion of Black faculty remained relatively stable among tenured faculty, at less than five percent, and decreased slightly among tenure-track faculty, from 5.4% in 2006 to 4.0% in 2015. While Hispanic faculty have made small gains among tenured faculty, from 1.7% in 2006 to 2.3% in 2015, their representation among tenure track faculty has declined, from 3.4% in 2006 to 1.7% in 2015.
SECTION 3: STAFF

The racial and ethnic diversity of university employees has remained relatively static over the last five years.

IN THE NEWS

Civility and Respect Committee: Chaired by Patty Fogg, Employee Relations Director, this committee is formalizing its vision and mission. A main goal of the committee is to share positive stories, programs, workshops, and/or articles that showcase human kindness that will hopefully evolve into creating a UD culture, a culture of thoughtfulness amongst students, faculty, and staff.

Bias Reporting Policy and Procedure Working Group: Chaired by Fatimah Stone, Senior Associate Director, OEO and Adam Cantley, Associate Dean of Students, this committee will help identify a clear mechanism for incidents of bias to be reported, resolved, and tracked. Based on research of best practices, this committee will identify all policies that address the university’s standards and response to acts of bias or harassment (non-Title IX related); present a final draft of how UD’s policies in this area should read, should the current policies need revision; define and present a comprehensive reporting and resolution mechanism for students, staff, and faculty who are victims of bias incidents; consider developing a BRT (Bias Response Team) as part of the resolution mechanism.

The University of Delaware ADVANCE Institute is an NSF-funded office focused on the recruitment and retention of women faculty and faculty of color. This Spring, the ADVANCE Institute will host a Women of Color Conference at UD. For more information on ADVANCE and its many activities, please visit the ADVANCE website at www.udel.edu/advance.

DISABILITY SUPPORT SERVICES: 2015

Anne Jannarone, Director

The Office of Disability Support Services (DSS) is the central campus resource that promotes full inclusion and access to the learning experience, employment opportunities, programs and activities of the University for students, employees, and visitors with disabilities. Through accommodations, resource provision and consultative outreach, DSS provides leadership for institutional efforts to maximize campus accessibility. 1,020 students with disabilities are currently registered with DSS, an 18% increase from last year at this time. Students are provided accommodations through DSS which include notetaking assistance, American Sign Language Interpreting, access to screen reading software, real-time captioning, print materials in alternative formats (Braille, electronic and audio), magnification software, assistive technology and supplemental transportation assistance around campus.

Notably, the DSS Test Accommodation Center procures over 7,000 exams per year for students with disabilities who require extended test time, assistive technology, a reader or scribe for an exam. DSS also houses an 8-seat Assistive Technology Computer Lab with adaptive equipment and software available for any individual who might need it. Faculty and staff with disabilities are also provided resources through DSS, including such things as workplace modifications, classroom relocation, assistive technology and communication facilitation. A webinar for University managers and supervisors was created in December, 2015 to offer guidance on accommodating employees with disabilities in the workplace, and to promote resources available to assist.

Over the past two years, DSS has expanded its program offerings and has facilitated training on disability-related subject matter for the University community on such topics as assistive technology, transition to college, teaching students with disabilities, changing legal environment for persons with disabilities, and accessible program planning to various academic departments and student audiences. During 2015, DSS was proud to initiate the largest class to date to the University of Delaware chapter of Delta Alpha Pi, an international honor society which recognizes the outstanding academic achievement of students who happen to have disabilities.
The University of Delaware does not discriminate on the basis of race, color, national origin, sex, disability, religion, age, veteran status, gender identity or expression, or sexual orientation in its employment, educational programs and activities, and admissions as required by Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, and other applicable statutes and University policies. The University of Delaware prohibits sexual harassment, including sexual violence. Inquiries or complaints may be addressed to:
Susan L. Groff, Ed D.
Director, Institutional Equity & Title IX Coordinator
305 Hullihan Hall
Newark, DE 19716
(302) 831-3666

For complaints related to Section 504 of the Rehabilitation Act of 1973, please contact:
Anne L. Jannarone, M.Ed., Ed.S.
Director, Office of Disability Support Services
Alison Hall, Suite 139
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OR contact the U.S. Department of Education – Office for Civil Rights (https://www2.ed.gov/about/offices/list/ocr/contactus.cfm).