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)
- Louis 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)
Creating an infrastructure for Diversity and Inclusion

In August of 2015, 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 opportunities are abundant and available. More specifically, the objectives of the Delaware will Shine and the Inclusive Excellence diversity action plan are implemented in a coordinated and impactful way. Below is a glimpse of our growing diversity network, and the critical ways these networks help to ensure that diversity is a guiding principle and a practice intricately tied to our educational mission of inclusive excellence. In building institutional alliances that help to sustain our diversity initiatives, we will ensure our mission of inclusive excellence. In building institutional alliances that help to sustain our diversity initiatives, we will ensure our

The Diversity Network

The Executive Council for Diversity serves in an advisory capacity to the Vice Provost for Diversity, advancing diversity as an institutional value and academic priority. The charge of the Council is to help to develop short and long term goals and objectives concerning diversity; assign priorities and help to develop templates for gauging performance against benchmarks and best practices; create diversity networks on campus that will help to encourage the practice of diversity principles at various levels of academic life; suggest ways to communicate these diversity strategies effectively to the larger university community.

Diversity Caucuses: The director of OEI and the VPD meet monthly with the caucuses to discuss concerns, create opportunities for learning and development for the co-chairs and their constituency groups, to encourage active participation in measuring and achieving institutional and caucus specific action goals, and to encourage leadership for each caucus to connect with their perspective groups in order to build more effective alliance across the campus. UD infuses 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 individuals. These groups provide a critical ingredient to finding common voice and grass-roots modeled steps toward awareness and change.

Chief Diversity Advocates: Chief Diversity Advocates (CDA) help to facilitate the process of assessing the diversity vision/plan/progress of each of the colleges in the five areas of accountability, as well as create opportunities for education and discussion around issues of diversity in their colleges. At the University of Delaware, the CDA serves on the University’s Executive Council for Diversity and coordinates diversity efforts in their respective colleges. The ultimate goal of this steering committee 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 chief diversity advocates in academic units and university offices across the campus. A list of 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 Initiatives, 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 facilitates the network of shared practices that contribute to understanding 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 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, selection, and hiring of faculty and staff. It will present to the faculty senate for consideration a statement of goals and policies and practices pertaining to diversity and inclusion in the recruitment, selection, and hiring of faculty and staff. It will present to the faculty senate for consideration a statement of goals and practices that contribute to an inclusive dynamic campus community where individuals of all identities 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 level to create a network of Students for Diversity and Inclusion that will consist of student leaders who can connect diversity initiatives to the mission of their organization.

UD Students, Faculty, and Staff Diversity

Shawna Vican, Institutional Research

This document provides an overview of trends in UD student, faculty, and staff demographics. Student data is reported from the annual Fall Semester Data Extract and includes the population of all students at UD. Staff 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 their ethnicity within one of the five races (American Indian or Alaska Native; Asian; Black or African American; Native Hawaiian or Other Pacific Islander; White). Individuals who select more than one race/ethnicity are classified as “two or more races” in this report, we call the group “multi-ethnic.” Additionally, individuals who report they are a nonresident alien based on Visa and citizenship information are categorized as nonresident alien rather than one of the 6 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 6 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 one 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 one primary ethnicity. These are then categorized as non-resident alien rather than one of the 6 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 6 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.

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In honor of the 25th Anniversary of the American Disability Act, we thought we would highlight the work of our own Disability Support Services. Look out for special programming and activities all year round that commemorate disability research, support services, and activism.
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 (55.9%) and temporary faculty (52.6%). The last nine years have seen gains in women's representation among tenure-track faculty, from 43.3% in 2006 to 50.9% in 2014. Women have also increased their representation among tenured faculty, although they still account for less than a third of all tenured faculty.

Racial and ethnic diversity among tenure track and tenured faculty has changed relatively slowly over the last nine years. The largest gains have been in Asian faculty, who made up 17.6% of tenure track faculty in 2006 and 23.1% in 2014. The proportion of faculty who are Black remained relatively static from 2006, both among tenure-track and tenured faculty.
IN THE NEWS

Title IX-related 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 to 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, OEI 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.

College Readiness Scholars Institute Partnership with Christina: The Office of Undergraduate Admissions led two programs, the College Readiness Scholars Institute (CRSI) and UD Scholars, to specifically provide historically underrepresented students with tools that are essential for academic and social success in a collegiate environment. For information on this story, please visit our diversity website at www.udel.edu/diversity/news/change-agents.

This Winter Session, University of Delaware Residence Life and Housing has partnered with an array of University departments and offices to coordinate the first ever diversity institute for students, Dive In. The Dive In program is a series of four workshops that center on four areas of identity: race, ability status, culture and gender and sexual identity. In addition to the four workshops that address concepts like inequality, micro-aggressions, ableism, ally-hood and cultural norms and acceptance, participants are invited to engage in an experiential learning trip to Philadelphia. During this trip students will explore a fifth element of identity, socio-economic status, through community service and other hands-on experiences.

Office of Graduate and Professional Education Lunch and Learn Workshop Series. Under the direction of Keeley Powell, a new series of monthly workshops, aimed at building community and providing professional development support among the underrepresented graduate student population, were introduced. Topics included community service, goal setting and overcoming academic obstacles. All meetings are held in The Speakeasy, and lunch is provided. All graduate students are welcome to attend. Workshops will continue in spring 2016.

SECTION 2: STAFF

Much like faculty diversity, when considering women’s representation among staff it is helpful to disaggregate employees, in this case distinguishing between exempt, non-exempt and hourly workers. Women make up about three quarters of all non-exempt employees (74.9%), more than half of all exempt employees (60.2%), and a third of all hourly employees (33.3%).

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

Women’s Share of Staff Positions, 2011-2015

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 proctors 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.

DSS is unique in that for 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 Hullihen 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 130,
Newark, DE 19716
(302) 831-6643

For details, contact or to file complaints, visit the University’s Title IX website at http://titleix.udel.edu or contact the U.S. Department of Education - Office for Civil Rights (https://www2.ed.gov/ocr).