UD Students, Faculty, and Staff Diversity

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/ir/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 asked to select one or more of five races (American Indian or Alaska Native; Asian; Black or African American; Native Hawaiian or Other Pacific Islander; White). Individuals who self-identify as Hispanic only OR Hispanic and any of the race categories are classified as Hispanic. Those individuals who are not Hispanic but select more than once of the race categories are classified as “two or more races” (in this report, we call the group “multi-ethnic”). Additionally, those 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 “multiculture” (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/ethnic category in 2010.

Given these differences in how race and ethnicity are classified, it becomes difficulty 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 individuals selecting Hispanic and an additional 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 (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.
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.
The University views diversity as critical to our students and their success as we prepare them for future careers and lifelong civic engagement.

Diversity is a guiding principle of UD’s strategic plan, Delaware Will Shine, and its predecessor, the Path to Prominence. The Delaware Will Shine plan notes, “The University of Delaware has made diversity a guiding principle, yet by many measures, we are still striving to meet the expectations this principle implies. Going forward, UD will put diversity efforts at the forefront of every undertaking. We will address issues of campus culture and community through open dialogue, inclusive decision-making, clear communication and accountability.”

Diversity is not simply about race. It includes background, country of origin, those with disabilities and beyond.

**Recruitment**

We are moving in the right direction, but still have a ways to go. See Appendix A for information on the ethnic breakdown of the undergraduate student body. In the past three years, our campus has seen more diverse faces than ever before.

The past three freshmen classes (Fall 2013, 2014 and 2015) are the most diverse classes in UD’s history. More than 20% of the students in each class come from historically underrepresented groups.

**Retention**

We are doing a better job of attracting diverse applicants. Retaining those students is equally critical. The University offers various support and retention programs for students from historically underrepresented groups, as well as multiple registered student organizations focused on identity and issues of importance to students. See Appendix B for a list of these resources and groups.

One example: The UD Scholars program was recently profiled by WHYY radio in Philadelphia. It is a summer program for select historically underrepresented incoming freshmen. ([http://www.udel.edu/002700](http://www.udel.edu/002700))
Diversity Action Plan

The Vice Provost for Diversity Dr. Carol Henderson is developing a “diversity action plan” to guide UD through 2020. This academic year she is gathering input and feedback on her draft plan, which will outline objectives and action items that:

- Continue developing a diverse student body
- Recruit and retain diverse faculty and staff members
- Make diversity a cornerstone of the curriculum
- Improve the campus climate

Meanwhile, the State of Delaware will be conducting an independent, comprehensive review of UD’s student, faculty and staff practices and policies with a final report that will be shared with the University by May 1.

Ongoing work

Enhancing diversity is a task that never ends. We have made great strides in the past few years and look forward to future gains.

Do we need to do more? Yes. There is much work to be done and we are actively seeking better and more effective ways to make our campus more welcoming, inclusive and diverse.
## Appendix A

Undergraduate Student Body (2014-2015 Academic Year)\(^1\)

<table>
<thead>
<tr>
<th>Ethnic Category</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>18,222</td>
<td>100%</td>
</tr>
<tr>
<td>White</td>
<td>13,697</td>
<td>75.2%</td>
</tr>
<tr>
<td>African American</td>
<td>1,002</td>
<td>5.5%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1,313</td>
<td>7.2%</td>
</tr>
<tr>
<td>Asian</td>
<td>807</td>
<td>4.4%</td>
</tr>
<tr>
<td>Native American</td>
<td>13</td>
<td>.1%</td>
</tr>
<tr>
<td>International</td>
<td>695</td>
<td>3.8%</td>
</tr>
<tr>
<td>Other</td>
<td>695</td>
<td>3.8%</td>
</tr>
</tbody>
</table>

\(^1\) Official numbers for 2015-2016 academic years are not yet finalized and will be made public later this fall. The most up-to-date information is always available on UD’s Institutional Research & Effectiveness website: [www.ire.udel.edu](http://www.ire.udel.edu). Information above was taken from the yearly “Quick Facts” [www.ire.udel.edu/quick-facts](http://www.ire.udel.edu/quick-facts).
Appendix B
Resources for students from historically underrepresented groups at the University of Delaware

Admissions Programs & Resources

- College Readiness Scholars Institute
  - A program for rising high school juniors and seniors from the Christina School District. Students spend two weeks on campus in the summer and are paired with mentors, including current UD students, who visit with them weekly during the school year, help with college prep and applications.

- UD Scholars
  - A program for first generation freshman that brings them to campus in late August to get a jump on the school year, become acclimated, learn about support services and study skills.

- Destination Delaware
  - An overnight visit program for accepted students (high school seniors) from historically underrepresented groups. The visit includes programming, pairing with a current student, social activities and learning about support services.

- Diversity Enrichment Leaders
  - Specially trained tour guides who are members of historically underrepresented groups and work with both high schoolers and middle schoolers. This year they sent personal letters to admitted students telling their own stories.

Support & Retention Programs

- Each One Reach One
  - Peer mentoring program created and spearheaded by the Center for Black Culture to assist first-year black students in their transition to the University of Delaware. The program pairs a first-year student with a current upper-class student to serve as a guide and resource throughout their first academic year.

- NUCLEUS
  - A support program with a mission of ensuring the academic success, retention, and graduation of students. NUCLEUS fosters academic excellence by providing students with comprehensive academic services, connections, opportunities and information. That includes:
    - Supplemental academic advisement
    - Weekly emails and social media postings about opportunities on campus and important academic deadlines
    - Direct connections to enriching campus resources such as career services
    - Opportunities to conduct undergraduate research and attend regional and national conferences
    - A study space located in 118 Brown Lab
    - Work-study positions

- McNair Scholars
  - One of eight federally funded TRIO Programs, McNair Scholars offers effective preparation for doctoral study to low-income, first-generation college students and students from groups underrepresented in graduate education. McNair Scholars participate in extensive undergraduate research internships in their field of interest and attend national conferences.
Registered Student Organizations

- Asian Student Association
- Caribbean Student Alliance
- China-America Association
- Delaware African Student Association
- Filipino Student Association
- Haven
  - Haven is UD’s Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersexual, Asexual and Allies (LGBTQQIAA) student-run organization.
- HOLA
  - HOLA provides Hispanic and Latino/a awareness of campus issues within the University of Delaware community.
- Indian Student Association
- Indian Graduate Student Association
- Korean-American Student Association
- Latin American Tutoring Program
- Niho Club
  - A Japanese conversation and culture club.
- Portuguese/Brazilian Club
- Sisters on the Move
  - An organization to empower young women of color to achieve excellence of the highest standard.

Specialized:

- Association of Latin American Professionals in Business and Finance
- Minorities in Agriculture, Natural Resources & Related Sciences
- Minority Association of Pre-Med Students
- Minority Business Student Association
- Minority Student Nurses Organization
- National Society of Minorities in Hospitality
- Society of Asian Scientists and Engineers
- Society of Hispanic Professional Engineers

Student Organizations focused on African American students

(List compiled from https://www.udel.edu/CBC/students.html)

- Alpha Kappa Alpha Sorority
- Alpha Phi Alpha Fraternity
- Black Student Union
- Cultural Programming Advisory Board
- Dark Arts Dance Theatre
• Delaware African Students Association
• Delta Sigma Theta Sorority
• Kappa Alpha Psi Fraternity
• NAACP
• National Association of Black Accountants
• National Society of Black Engineers
• Phi Beta Sigma Fraternity
• Sigma Gamma Rho Sorority
• SPIT (Stimulating Prose, Ideas and Theories) –
• University of Delaware Gospel Choir
• Warriors for Christ
• Zeta Phi Beta Sorority

Religious Organizations at UD

(Compiled from http://www.udel.edu/spirituallife/relorg.html)

• Baha’i Club
• Chabad Center for Jewish Life
• Coptic Orthodox Youth Association
• Delaware Valley Zen Group
• Gospel Choir
• Kesher (Reform Jewish)
• Koach (Conservative Jewish)
• Kristol Center for Jewish Life
• Muslim Student Association

Note: List is not necessarily comprehensive; a few programs may be missing.