Diversity Action Council
Wednesday, April 14 meeting

• Update on Formation of DCAC
• President’s Thank You Event
• Brief Highlights of the 2009 Climate Survey
FUTURE VISION: A DIVERSITY AND CLIMATE ADVISORY COMMISSION (DCAC)

Key Priorities:
- Advise the President and leadership of the University in prioritizing strategies that address recommendations in the four focus areas.

Four Strategic Areas:
- Building and nurturing a welcoming campus climate;
- Ensuring equity, inclusion and representation;
- Promoting education and scholarship for a diverse world; and
- Monitoring the future and assuring accountability and institutional vitality.
Composition: Diversity And Climate Advisory Commission (DCAC)

- Some advisors will be appointed by President Harker, who will seek nominations from both Commissions, others will serve as representatives of their affinity groups.
- Made up of 20-25 people, staffed by OEL.
- Advisors will serve 1 or 2-year terms with re-appointment options.
- Strong Caucus composition:
  - African Heritage
  - Women (needs to be established)
  - Latino/Hispanic Heritage
  - Asian/Pacific Islander Heritage
  - Muslim Heritage
  - Religious/Spiritual Life
  - LGBT Concerns
  - Disability (needs to be established)
  - International Students/Scholars (needs to be established)
Composition: Diversity and Climate Advisory Commission (DCAC)

- Headed by co-chairs: one faculty and one administrator
- 9 Caucus Chairs
- 1 Academic Dean
- 1 Department Chair
- 1-2 Tenured Faculty
- 1-2 Professionals from Student Life
- 1 Professional from Athletics
- 1 Professional from Admissions
- 1 Representative from Faculty Senate
- 1 Representative from PAC (professional advisory council)
- 1 Representative from SSAC (salaried staff advisory council)
- 1 Graduate Student Senate President
- 1 Student Government Association President
- 2 Ex-Officio
Structure Overview: Diversity and Climate Advisory Commission (DCAC)

- DCAC will meet six times a year; three meetings in the Fall Semester and three meetings in the Spring Semester. The President and/or Provost will meet with the Commission once each semester.

- Office of Equity and Inclusion (OEI) will assume the responsibilities for the programs of the two previous Commissions, as DCAC will not provide programming or financial support as part of their objectives. It is assumed that OEI will support the administrative functions of DCAC through a specific budget line. Programs and awards may be proposed by University units and considered by OEI and DCAC.
Timeline: Diversity and Climate Advisory Commission (DCAC)

February- Announce aligned Commission and charge to the UD community.

Mar/Apr- Seek nominations/recommendations of appointees from both Commissions.

June/July- Form/solidify Caucuses, write complimentary by-laws, elect chairs.

July/August- Appointment and representative letters sent out.

Sept. 2010- First DCAC meeting.
Save the Date*

President’s Thank You Event
Monday, May 24, 4:30pm

with the Diversity Action Council, Commission to Promote Racial and Cultural Diversity, and Commission on the Status of Women

*formal invitation to come
Climate Survey Results

• In the Fall of 2009, the Climate Survey was initiated by the Office of Equity and Inclusion (OEI) and administered to UD students and employees by Institutional Research.
• The survey received 2,124 employee responses and 3,609 student responses, representing an employee response rate of 52% and a student response rate of approximately 17%.
• Some survey questions were specific to either employees or students, although many questions were asked of both groups.
Student Demographics

• N=3554: 74% Undergraduates, 22% Graduate students, 2.9% Associate in Arts, 1.3% Professional and Continuing Studies.
• Freshmen 30%, Sophomores 16%, Juniors 15%, Seniors 17%, Master’s 12%, Doctoral 10%.
• 97% full-time students, 95% undergraduate US citizens, 75% graduate US citizens, 69% female undergrads, 58% female graduate students.
<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Undergrad Respondent</th>
<th>Undergrad UD Population</th>
<th>Grad Respondent</th>
<th>Grad UD Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American</td>
<td>4.5%</td>
<td>5.5%</td>
<td>4.9%</td>
<td>5.5%</td>
</tr>
<tr>
<td>American Native</td>
<td>1.6%</td>
<td>.2%</td>
<td>1.2%</td>
<td>.4%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
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<td>Hispanic/Latino</td>
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<td>6.2%</td>
<td>3.3%</td>
</tr>
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<td>Middle Eastern**</td>
<td>.6%</td>
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<td>1.5%</td>
<td>NR</td>
</tr>
<tr>
<td>White</td>
<td>62.5%</td>
<td>78.8%</td>
<td>55.1%</td>
<td>62.8%</td>
</tr>
<tr>
<td>Multiethnic**</td>
<td>4%</td>
<td>NR</td>
<td>3.6%</td>
<td>NR</td>
</tr>
</tbody>
</table>

*Percentage for respondents will not total to 100 since respondents were able to choose more than one selection.

**Some ethnic categories reported on the survey are not reported for the UD student population.
Some Overall Results from Student Respondents

• 77% are comfortable with the climate.

• 89% have experienced welcoming behavior meant to include, assist, support or show respect for them within the past 2 years.

• 20% report unwelcoming conduct that has interfered with their ability to work/learn.
  • Most indicate that harassing behavior occurs rarely or sometimes.
  • Believe it’s based on gender/gender identity, age or race/ethnicity.
  • Other students and faculty members were most often the source of this conflict.
Student respondents indicated that the University’s current policies and procedures, as well as current programs do not effectively address issues related to people of different socioeconomic classes.

On average, student respondents do not think that sexual assault or sexual harassment is a problem at UD. They also indicate they know where to go to get help to address these issues. While they indicated that they do not understand UD’s procedures for handling these complaints, they are confident that UD administers formal procedures to adjudicate complaints fairly.
On average, student respondents *do not think* racial discrimination is a problem at UD, but they *do not know* where to go to get help, *nor do they understand* UD’s procedures to address complaints of racial discrimination.

However, student respondents indicated that they *feel confident* that UD administers the formal procedures to address complaints of racial discrimination fairly.
Some Interesting Variables with Significant Differences in Student Responses

• Please indicate your general level of agreement with the following statements:
  • I think faculty pre-judge my abilities based on my identity/background.

• Differed significantly for (agreed more strongly):
  • Undergraduate non-white.
  • Undergraduate disabled.
  • Undergraduate 1\textsuperscript{st} Generation.
  • Graduate 1\textsuperscript{st} Generation.
Some Interesting Variables with Significant Differences in Student Responses

• Please indicate your general level of agreement with the following statements:
  - I am confident of my ability to succeed academically at UD.

• Differed significantly for (agreed less strongly):
  - Undergraduate non-heterosexual.
  - Undergraduate 1st Generation.
  - Graduate non-white.
  - Graduate 1st Generation.
  - Graduate non-citizen.
Some Interesting Variables with Significant Differences in Student Responses

• Please indicate your general level of agreement with the following statements:
  • I think faculty are generally concerned with my welfare.

• Differed significantly for (agreed less strongly):
  • Undergrad 1st Generation.
  • Undergrad males.
  • Graduate disabled.
  • Graduate non-US citizen.
For graduate respondents, U.S. Citizen Status was the characteristic that produced the greatest amounts of significantly different mean scores among subgroups.

In many instances, graduate respondents who were non-U.S. Citizens expressed *more positive views* about the campus climate than U.S. Citizens. This represents a sharp contrast when compared with the results of the same undergraduate subgroup.
Employee Demographics

• N=2,124: 578 faculty, 1571 non-faculty, 91% U.S. Citizens, 49% female.

• Faculty respondents by classification: Instructor 11%, Assistant 24%, Associate 27%, Full/Named 39%. Chairs are not included in faculty population although they were likely to report themselves as faculty in the sample.

• Non-faculty respondents by job type: Executive 15%, Professional 48%, Clerical 25%, Technical 6%, Skilled Crafts 2%, Service/Maintenance 5%. Job type is equal to EEO category.
### Employee Demographics* by Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Faculty Respondents</th>
<th>Faculty Population</th>
<th>Non-Faculty Respondents</th>
<th>Non-Faculty Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American</td>
<td>5.6%</td>
<td>4.9%</td>
<td>5.3%</td>
<td>11.8%</td>
</tr>
<tr>
<td>American Native</td>
<td>.2%</td>
<td>.3%</td>
<td>.5%</td>
<td>.9%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>5.4%</td>
<td>9.9%</td>
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<td>4.4%</td>
</tr>
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<td>Hispanic/Latino</td>
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<td>.6%</td>
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<tr>
<td>White</td>
<td>76%</td>
<td>81.9%</td>
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<tr>
<td>Multiethnic**</td>
<td>5.4%</td>
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**Some ethnic categories reported on the survey are not reported for the UD employee population.
Highlights of Faculty Respondents

• On average, faculty are comfortable with the climate at UD and in their departments.
• 80% have experienced welcoming behavior meant to include, assist, support or show respect for them within the past 2 years.

• 32% report experiencing harassing behavior.
  • 75% indicate it happens rarely or sometimes.
  • Believe it was based upon reasons other than those listed in the survey, gender/gender identity, or age.
  • Faculty member, administrator and department chair most often cited source.
Faculty Areas of Strength

• About 75% find the University to be **friendly** and the campus to be **physically accessible**.
• 82% feel **comfortable** with the **climate in their classes**.
• 91% agree that they **equitable access** to health insurance.
• More faculty **agreed than disagree** to the statements:
  • There is a fair distribution of workload in my department.
  • I believe that salary determinations are fair.
  • I believe that salary determinations are clear.

Faculty Areas of Concern

25% of respondents **do not understand** UD’s formal procedures to address sexual assault/harassment.
• 27% believe that **racial discrimination is a problem** at UD.
• 25% **do not understand** UD’s formal procedures to address racial discrimination.
• 46% disagree or disagree strongly that they are **awarded for including diversity issues** in courses.
Some Interesting Variables with Significant Differences in Faculty Responses

• Faculty differ significantly by gender and by rank on some key variables:
  • In all ranks but instructors, *more strongly disagree* that: UD is equitable for people of different genders.
  • Associate Profs and Full/Named Profs, *more strongly disagree* that: The University’s current policies & procedures effectively address campus issues related to gender.
  • For Associate Profs and Full/Named Profs, *more strongly disagree* about: There is a Fair distribution in workload and I believe salary determinations are fair.

• Faculty differ significantly by ethnicity and by rank on some key variables:
  • In all ranks but instructors, *more strongly agree* with: My colleagues/peers expect me to represent the “point of view” of my identity.
  • For Assistant Profs and Associate Profs, *more strongly agree* with: I find I am often a token, present only to represent diversity.
  • For Full/Named Profs, *more strongly disagree* with: I believe salary determinations are fair & clear. I have colleagues who give me career advice or guidance.
Highlights of Non-Faculty Respondents

• On average, non-faculty are comfortable with the climate at UD and in their departments.
• 84% have experienced welcoming behavior meant to include, assist, support or show respect for them within the past 2 years.

• 24% report experiencing harassing behavior.
  • 66% indicate it happens rarely or sometimes.
  • Believe it was based upon reasons other than those listed in the survey, gender/gender identity, or age.
  • UD employee, administrator and supervisor most often cited source.
Almost 75% have found the campus climate to be welcoming for all peoples and groups since coming to UD.

Over 75% find UD to be friendly and the campus to be physically accessible.

94% agree that they equitable access to health insurance.

21% do not understand UD’s formal procedures to address racial discrimination.

About 34% disagree with the following statements:

- I believe promotion procedures are fair.
- I believe promotion procedures are clear.
- I believe salary determinations are fair.
- I believe salary determinations are clear.
Some Interesting Variables with Significant Differences in Non-Faculty Responses

• Most notably, female professional staff report *lower average levels of agreement* with the following statements:
  • The University’s current policies & procedures effectively address campus issues related to people of different socioeconomic classes.
  • I find UD to be equitable for people of different genders.
  • I believe salary determinations are fair.

• Female salaried staff *disagree more* than their male peers that colleagues expect them to represent the point of view of their identity.

• Additionally, female salaried staff tend to *agree more strongly* than their male peers that they have the equipment and supplies they need to perform their job well.
Some Interesting Variables with Significant Differences in Non-Faculty Responses

• Non-white professional staff report *higher average levels of agreement* with the statements:
  • Racial discrimination is a problem at UD.
  • My colleagues expect me to represent the “point of view” of my identity.
  • I have to work harder than other in order to achieve the same recognition/rewards.
  • I find I am often a token, present only to represent diversity.

• Non-white salaried staff are *more likely to agree* with the statements:
  • Racial discrimination is a problem at UD.
  • I have to work harder than others in order to achieve the same recognitions/rewards.
  • There are many unwritten rules/expectations concerning how one is expected to interact with others in my work unit.
  • I find I am often a token, present only to represent diversity.
Conclusion

- Massive amounts of data – 11 tables with multiple tabs of responses. No plans to share raw data at this time.
- Results have been recoded due to insufficient numbers in certain identity groups. That’s why you see whites/non-whites, heterosexual/non-heterosexual, and some groups excluded all together, in the executive summaries.
- OEI will have a doctoral intern working over the summer to further analyze the data, particularly the qualitative data asking for specific suggestions of improvement.
- What variables are the most important to know? What anticipated questions may come from various constituent groups regarding the data?
- How do we communicate the results to the larger community?