



A GUIDE FOR DIVERSITY AND INCLUSION REPORTING

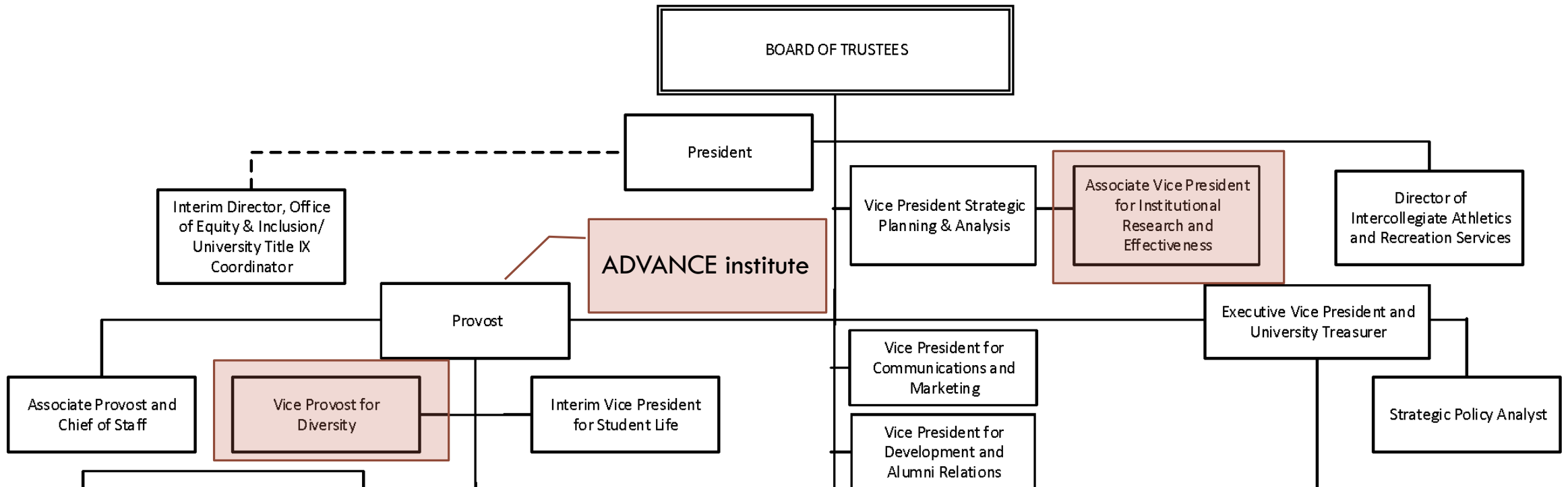
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UNIVERSITY OF DELAWARE
INSTITUTIONAL RESEARCH & EFFECTIVENESS
NOVEMBER 2018**



IR & DIVERSITY @ UNIVERSITY OF DELAWARE

SENIOR RESEARCH ANALYST, DIVERSITY

- Office of Institutional Research
- ADVANCE Institute (five-year, \$3.3 million grant)
- Office of the Vice Provost for Diversity





INCLUSIVE EXCELLENCE

An Action Plan for Diversity at UD



Office of
the Provost

2016

2016-2017

Diversity Action Plan

INCLUSIVE EXCELLENCE

A Plan for Diversity at UD



Office of
the Provost

Status Report | May 2016–May 2017



sifying the faculty through enhanced recruitment and retention activities. These activities include work on the dual career protocols (which improves recruitment of talented and diverse faculty); the UD Faculty Climate Survey, which brought to light climate issues that are relevant to all faculty, but particularly to faculty of color and to women faculty; and the operationalization of ADVANCE Fellows, who serve as emissaries to support professional development of faculty regarding faculty recruitment. ADVANCE, in partnership with a number of University offices on campus, held the national conference “Women of Color in the Academy: What’s Next” April 29 - May 1, 2016. Over 175 scholars from 50 institutions in 20 states participated in the conference.

THE UNIVERSITY’S EMPLOYEE ASSISTANCE PROGRAM REBOOT STAR Health at the University of Delaware began offering new counseling services—including mediation, conflict resolution and mental health—to employees and the general public. The Rev. Cecily Sawyer Harmon, a licensed clinical social worker who previously worked with UD’s Employee Assistance Program (EAP), is co-located with the Nurse Managed Primary Care Center at the STAR Campus Health Sciences Complex. At STAR, Harmon will work in concert with clinicians at the Nurse Managed Primary Care Center. Harmon will also work closely with the UD Employee Health and Wellbeing team with a primary goal “to provide employees resources to bring their best selves to work each day.”

Student Success

Goal: Continue to create and retain a diverse student body

The University resolves to move from diversity to inclusion and be prepared to cultivate a campus climate that promotes student success by improving persistence to graduation for undergraduate students, and time to degree for graduate students.

Undergraduate

TEST OPTIONAL ADMISSION (SAT/ACT) In 2016, The University of Delaware Faculty Senate approved implementation of a four-year pilot program (beginning with the class considered for fall 2017) in which Delaware students are able to choose whether or not to submit their SAT or ACT test scores for first-year admission to the University. The University’s commitment to equity and inclusion, and to providing access to those students from diverse backgrounds and learning experiences, precipitated this change. The University of Delaware joins a growing list of about 850 U.S. colleges and universities—including close to 200 schools designated “top tier” by *U.S. News and World Report*—that no longer require applicants to submit results from the SAT or ACT, as reported by the National Center for Fair and Open Testing (FairTest).

BLUE HEN SUCCESS GRANTS In fall 2016 the University of Delaware piloted a program focused on providing financial support to undergraduate students nearing their expected graduation date. The program provides small grants (up to \$3,000) to eligible students in an effort to lessen financial hardships to help them graduate in a timely manner. Carla Lord-Powalski has been named coordinator of the program, charged with not only implementing it across campus, but also proactively directing students to these resources along their path to graduation.

BLUE HEN SUCCESS COLLABORATIVE In fall 2016, the University of Delaware launched the Blue Hen Success Collaborative (BHSC) which will help increase retention and graduation rates for all students, but particularly those who are from underrepresented and underserved populations. Although UD’s four-year graduation rate is well above the national average (70%), the University wants to do better. UD’s goal is to improve not only the overall graduation rates, but also the four-year graduation rate for underrepresented and underserved students, e.g., low-income and first generation students, which lag behind the rates for the University as a whole. The BHSC integrates technology, best practice research and predictive analytics to assist advisors, faculty and academic leadership in

Faculty & Staff

Goal: Recruit, develop, retain and promote a diverse faculty and staff

The University of Delaware’s commitment to Inclusive Excellence requires that our campus reflect the nation and world in which we all live. Inclusive Excellence stems from having exceptional, creative and diverse faculty and staff committed to excellence and poised to lead innovation in their respective fields.

This year, we strengthened recruitment protocols and enhanced professional development and educational opportunities for faculty and staff in an effort to improve search committee processes and the ways we diversify our candidate pools.

FACULTY HIRING PROTOCOL A working group has finalized a clear hiring protocol that all will follow, supplemented by resources to facilitate their work and promote best practices. This includes:

- ▶ Training for all search committee members (focusing on implicit bias)
- ▶ Use of a rubric/rating sheet for evaluating candidates
- ▶ Reporting of the affirmative steps the committee has taken to create a diverse candidate pool
- ▶ Post-search assessment

AFFIRMATIVE ACTION PLAN AND GOAL SETTING The Office of Equity and Inclusion and the Office of Human Resources, in collaboration with the Provost Office, began piloting a process this year to share data in the yearly Affirmative Action report with colleges, academic and non-academic units to utilize as a benchmarking tool for advance planning in future hires at both the staff and faculty level. Noted goal areas will be monitored through quarterly reporting, and OEI and HR will provide resources to assist in improving outcomes for those noted goal areas.

TENURE TRACK COMMISSION The Tenure Track Commission is finalizing a report for 2017 that will address the important role of tenure-track faculty in fulfilling the University’s mission. Special attention

will be given to issues of clarity and equity in our Promotion and Tenure Process, along with a revision of evaluative criteria to promote public engagement and research and teaching excellence.

INCLUSIVE EXCELLENCE CLUSTER HIRES 2021 INITIATIVE In April 2016, resources were set aside in the Provost office to strengthen and expand our diversity profile among faculty and staff. These funds, which provide bridge support (50% salary and benefits), were joined with resources from the Vice Provost for Diversity and select deans from each of the seven colleges to form the Inclusive Excellence Cluster Hire Initiative 2021. The goal of this initiative is multi-fold: to create a critical mass of faculty in a knowledge content area not available in traditional departmental configurations; build a cohort of scholars who can support each other and build a scholar community to thrive across disciplines; alter campus climate; mitigate the isolation for faculty of color who are the only faculty of color in their department or college; and to provide graduate students with the added benefit of engaging with the synergistic intellectual energy of those scholars.

In the past year, four of the five faculty slots have been filled, and a fifth position has been allocated for a FY18 search. Additionally, partnerships with the Vice Provost for Diversity and various deans have resulted in bridge funding (50% salary and benefits) for two additional faculty hires in the College of Arts and Sciences; one post-doc in the College of Earth, Ocean, and the Environment; and one staff position each in Lerner College of Business & Economics and Admissions. Plans are in place to expand this initiative as more bridge funding becomes available.

FACULTY MENTORING Faculty success depends upon a culture committed to mentoring. To that end, the Vice Provost for Faculty Affairs is establishing an advisory council that will meet periodically each year to promote informal and formal mentoring. The goal is to establish a culture of mutual responsibility, focusing on both junior and mid-career faculty.

UD ADVANCE, a program funded by the National Science Foundation, continues its work toward diver-



A word cloud featuring various terms related to educational assessment and research. The words are arranged in a dense, overlapping manner, with 'Research' and 'Institutional Assessment' being the most prominent. Other visible words include 'Effectiveness', 'Outcomes', 'Planning', 'Dashboards', 'Graduation', 'Academic Reporting', 'Statistical', 'Focus', 'Information', 'Demographics', 'Quantitative', 'Student Learning Data', 'College', 'Surveys', 'Retention', 'Studies', 'analysis', 'Factbook', 'Qualitative', and 'Data'.

Surveys Qualitative Outcomes Planning
Retention Effectiveness dashboards
Studies Graduation
analysis Academic
Factbook Reporting
Statistical Focus Information
College Demographics Quantitative
Assessment
Student Learning Data

Background

IE Mid-Term Report
Characteristics

Report Comparisons

Summary

IE MID-TERM REPORT GOALS

ILLUSTRATE DIVERSITY & INCLUSION AT UD

- OUTWARD FACING
- STUDENTS, FACULTY, & STAFF
- HIGHLIGHT BROAD GOALS FROM THE IE ACTION PLAN
- CURRENT STATUS & LONGITUDINAL
- PEER & STATE COMPARISON
- COMPOSITIONAL DIVERSITY & OUTCOMES

IE MID-TERM REPORT CHARACTERISTICS

Introduction

- by VP Diversity
- to the Data

Content

- Students
- Faculty
- Staff
- Climate & Culture

Endnotes

- Key Data Definitions

INCLUSIVE EXCELLENCE

Achieving Inclusive Excellence at the University of Delaware

Mid-Term Report 📅 Spring 2018

Making Progress: Inclusive Excellence



CULTURE & CLIMATE

Engage the campus with activities and programs to foster an inclusive environment

- New Director of Student Diversity and Inclusion, Student Life
- September 2017 public forum on the faculty climate survey (ADVANCE)
- May 2017 Diverse Learning Environment Campus Climate Survey with HERE
- Identifying a location for a multicultural resource center
- University of Delaware Partnership for Public Education
- Community Engagement Initiative
- Near-peer Program serving area high school students



GRADUATE STUDENTS

Support underrepresented students in their pursuit of graduate degrees

- Bridge to Doctorate program
- NEX Next Generation PhD Implementation grant



UNDERGRADUATE STUDENTS

Expand efforts to recruit underrepresented students and assure their success at the University

- Improving pre-college preparation
- Attracting underrepresented minority students to UD
- Improving success and persistence to graduation



ACADEMIC PROGRAMMING

Evaluate diversity content in the curriculum

- First-year student diversity module now in place
- Recertification of multicultural course requirement completed
- Title IX training for all members of the campus
- Talks, forums, workshops and classroom discussions on the principles of diversity and inclusion



FACULTY

Increase the number of faculty from underrepresented groups

- Inclusive Excellence Cluster Hire
- Inclusive Excellence Postdoctoral Fellow
- Affirmative Action Plan shared at the start of each job search



STAFF

Provide training on diversity topics

- Required "Valuing Differences" workshop
- Search committee training required for all staff



STUDENTS

Student Success

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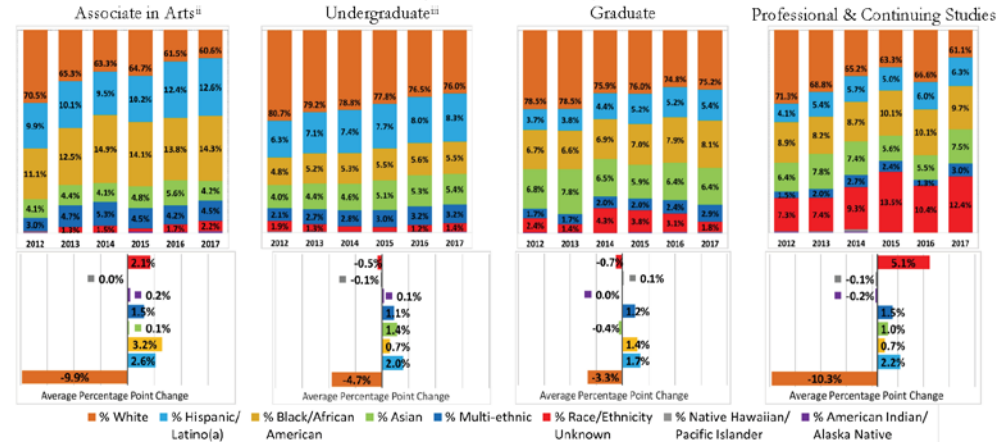
Enrollment and Majors

What diversity patterns are reflected in student enrollment?

The diversity of UD students has increased since 2012 with the largest representational gains incurring for Black/African American Associate in Arts students and Hispanic/Latino(a) Professional & Continuing Studies students.

- The representation of Hispanic/Latino(a), Black/African American, and Multi-ethnic students increased over a five-year period within the Associate in Arts, undergraduate, graduate, and Professional & Continuing Studies student populations.
- Since 2012, the representation of Asian students increased within the Associate in Arts, undergraduate, and Professional & Continuing Studies student populations yet decreased slightly within the graduate student population.

IPEDS Race/Ethnicityⁱ by Student Type
(Fall 2012 to Fall 2017)



	White	Hispanic/Latino(a)	Black/African American	Asian	Multi-Ethnic	American Indian/Alaska Native	Native Hawaiian/Pacific Islander	Race/ethnicity unknown	International
Associate in Arts	2017	407	121	115	24	35	3	11	9
	2016	517	104	116	47	35	2	14	6
	2015	503	79	110	27	35	3	5	6
	2014	513	77	121	33	40	1	12	10
	2013	550	87	107	38	40	0	1	14
Undergraduate	2017	546	77	86	32	23	1	1	8
	2016	13,117	1,494	951	909	557	25	11	244
	2015	12,994	1,347	951	905	548	17	14	198
	2014	13,145	1,299	927	854	504	17	13	271
	2013	13,194	1,225	881	774	456	12	17	188
Graduate	2017	12,789	1,144	835	718	428	13	19	202
	2016	12,902	1,265	783	685	342	13	24	299
	2015	2,325	145	219	172	78	3	3	46
	2014	1,857	129	195	180	59	4	2	78
	2013	1,523	124	158	141	46	4	1	91
Professional & Continuing Studies	2017	1,584	108	108	48	138	2	108	1,196
	2016	1,941	94	104	192	43	4	3	35
	2015	1,360	92	158	159	42	4	3	61
	2014	474	49	75	58	23	1	3	96
	2013	416	40	48	48	27	0	3	70

Note. In figures: (1) bar slice areas are not drawn to scale and percentages less than 1% are not displayed and (2) though shown in the table, International students are excluded from the calculation of percentages.

Source: UD&SIS Official Extract.

STUDENTS

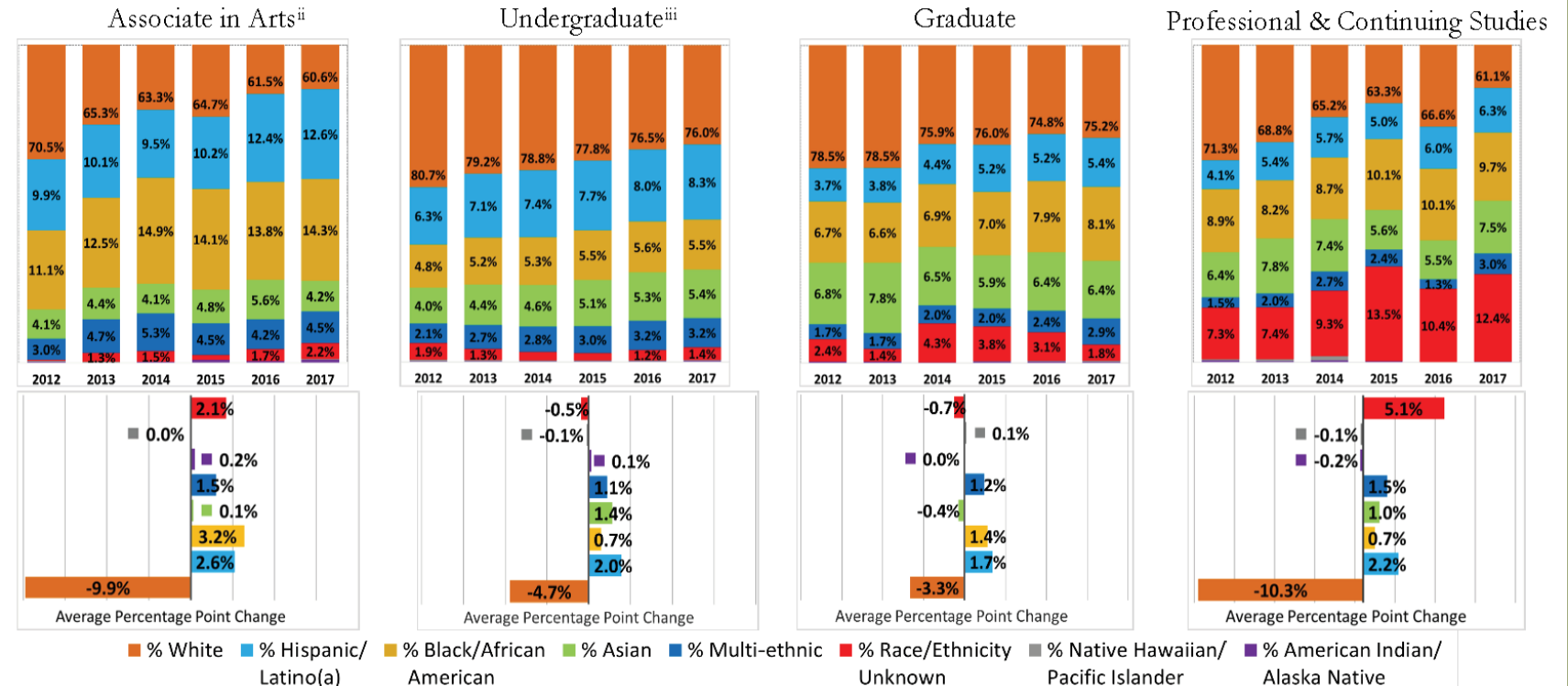
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IPEDS Race/Ethnicityⁱ by Student Type
(Fall 2012 to Fall 2017)



Higher Education

Disparities at state flagships

An interactive look at how many African-American and Latino high schoolers make it to their state's main college or university

by HECHINGER REPORT

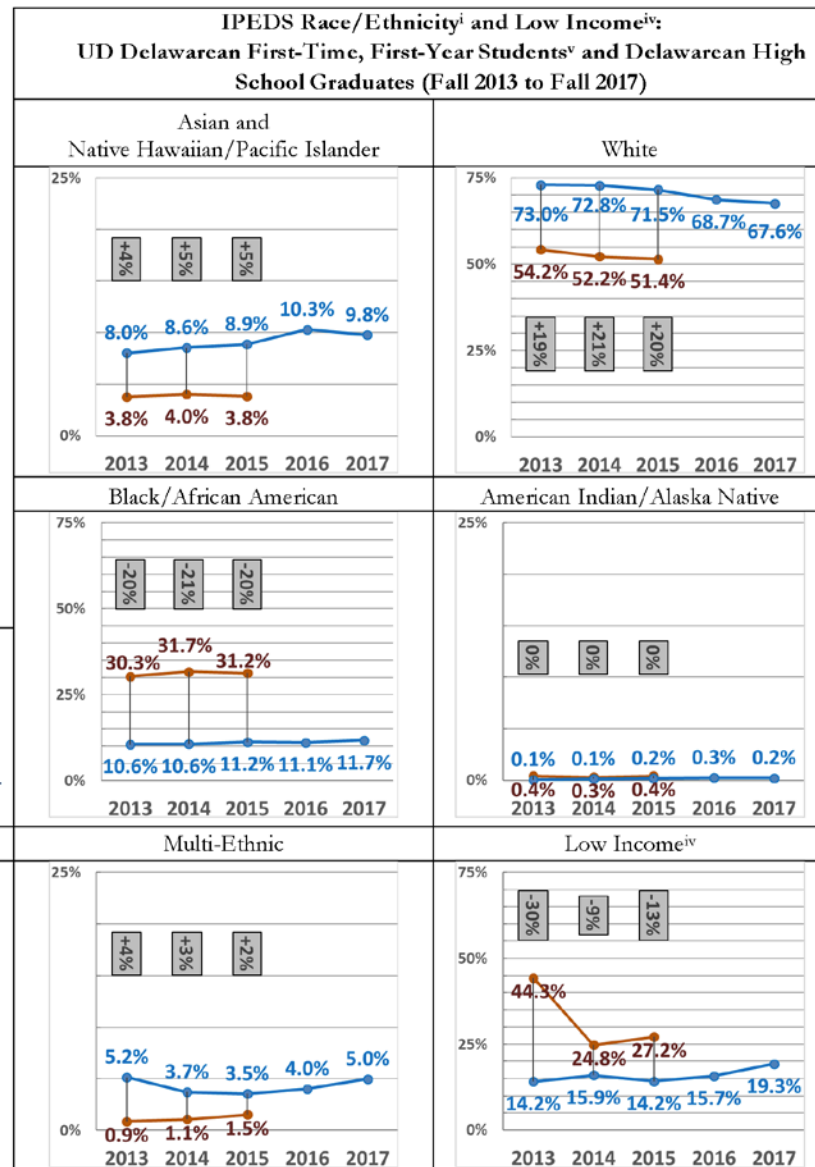
January 29, 2018



How does UD's student enrollment compare to the State of Delaware's demographic make-up?

Though the racial/ethnic diversity of first-time, first-year Delawareans enrolling at UD has increased since 2013, a large gap exists between UD enrolled Black/African American first-time, first-year students from Delaware and the population of Black/African American high school graduates from Delaware and similar gaps exist for low-income Delawareans.

- The most recent data from 2013 to 2015 shows that the percentage of Hispanic/Latino(a) and Black/African American high school graduates in Delaware is higher than the percentage of Hispanic/Latino(a) and Black/African American Delawareans who enroll at UD as first-time, first-year students (by 2-3% and 20-21% points, respectively).
- From 2013 to 2015, the proportion of low income Delawarean high school graduates was higher than the proportion of low income first-time, first-year Delawareans who enrolled at UD.



Background

Report Characteristics: Students

Report Comparisons

Summary

STUDENTS

External Data Source:

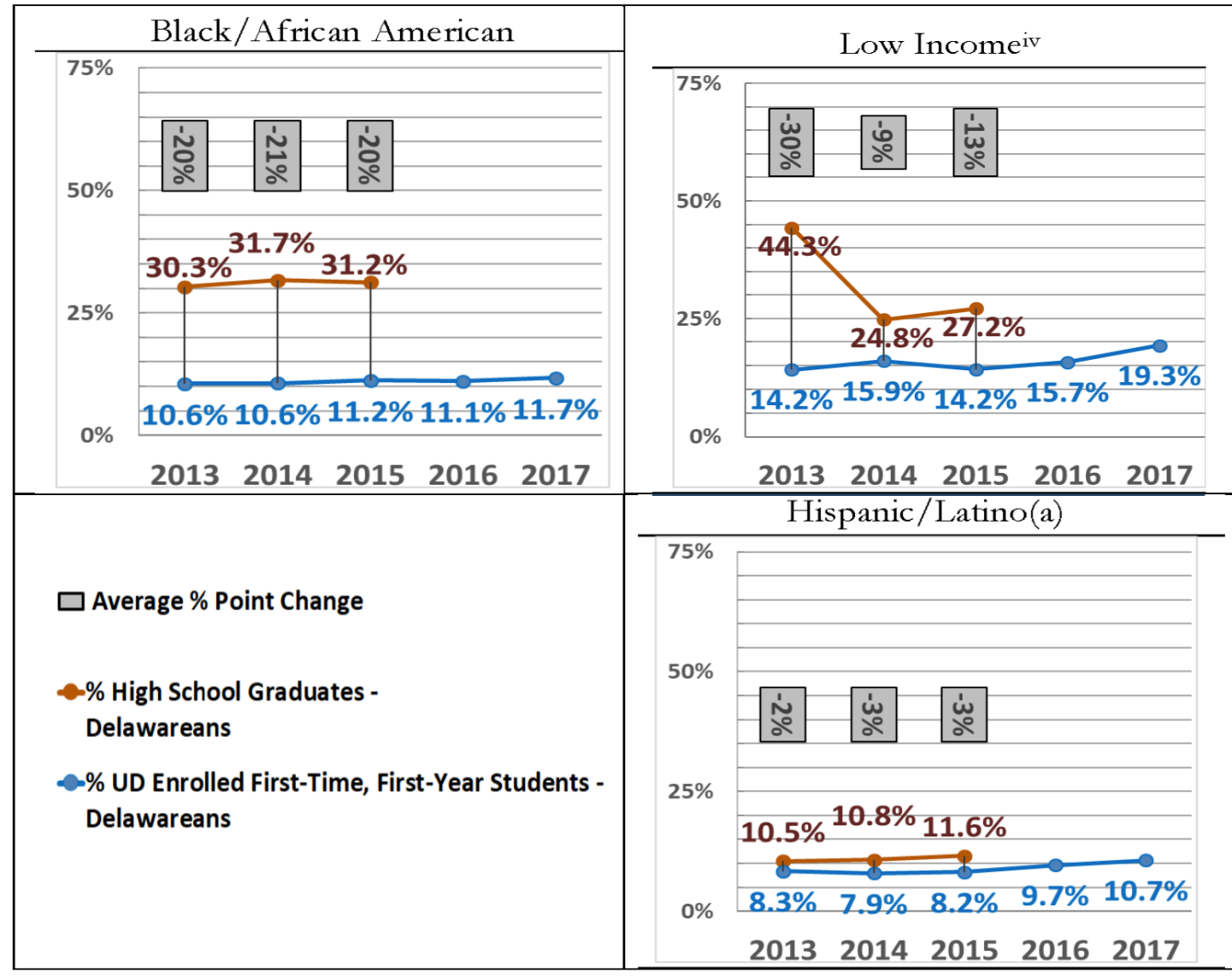
ED Data Express, U.S. Department of Education,

<https://eddataexpress.ed.gov>

and

EDFacts/Consolidated State Performance Report, U.S. Department of Education,

<http://www2.ed.gov/admins/lead/account/consolidated/index.html>



STUDENTS

How does diversity and inclusion within UD's student body compare to other institutions?

Though lower at UD than at other institutions for undergraduate and graduate students, the representation of underrepresented minority students and students of color increases every year at UD within Associate in Arts, undergraduate, graduate, and Professional & Continuing Studies student populations.

- Since 2012, the representation of underrepresented minority students and students of color at UD has consistently increased among Associate in Arts, undergraduate, graduate, and Professional & Continuing Studies students.
- Since 2012, the proportion of underrepresented minority students is lower at UD than at AAU public institutions by about 4-5% for undergraduate students and 1-2% for graduate students each year. Similarly, students of color make up a lower proportion of the student body at UD than at AAU public institutions.
- The representation of International students and Pell grant recipients at UD is characterized by either consistency or small gains since 2012 yet typically lags AAU public institutions.

Underrepresented Minorities^{vi}, Students of Color^{vii}, International Students, & Pell Grant Recipients^{viii}:
UD and AAU Public Institutions^{ix} by Student Type (Fall 2012 to Fall 2017)



Note. URM and SOC include only US citizens/permanent residents.

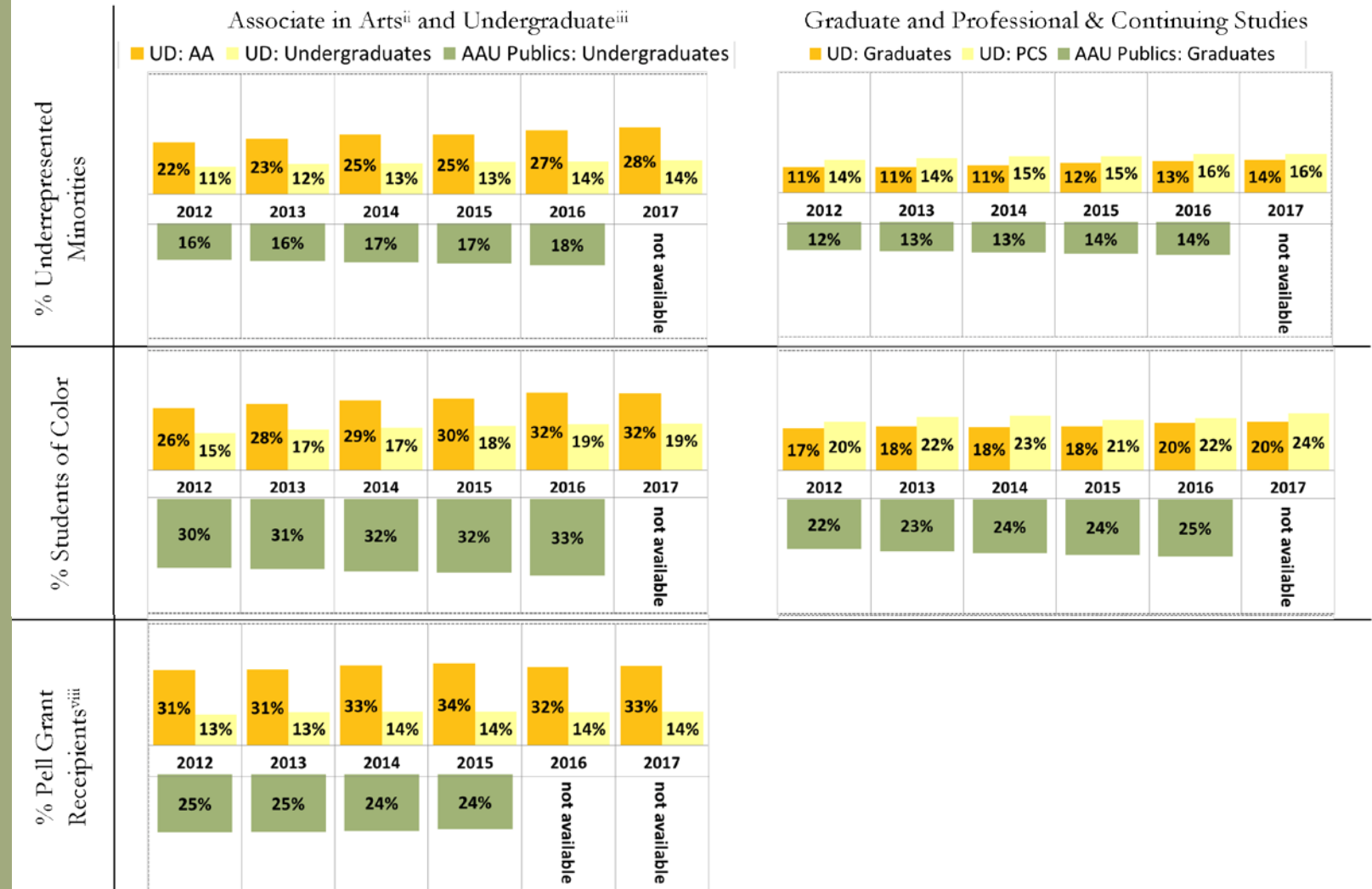
Source: UDSIS Official Extract and IPEDS, National Center for Education Statistics, U.S. Department of Education, <https://nces.ed.gov/ipeds/>.

STUDENTS

External Data Source:

IPEDS, National Center for Education Statistics, U.S. Department of Education,
<https://nces.ed.gov/ipeds/>

Underrepresented Minorities^{vi}, Students of Color^{vii}, International Students, & Pell Grant Recipients^{viii}:
 UD and AAU Public Institutions^{ix} by Student Type (Fall 2012 to Fall 2017)



Students		Trend	Peer	State/Region
Compositional Diversity	Race/Ethnicity, URM, or POC	X	X	X
	Socio-economic status	X	X	X
	International	X	X	

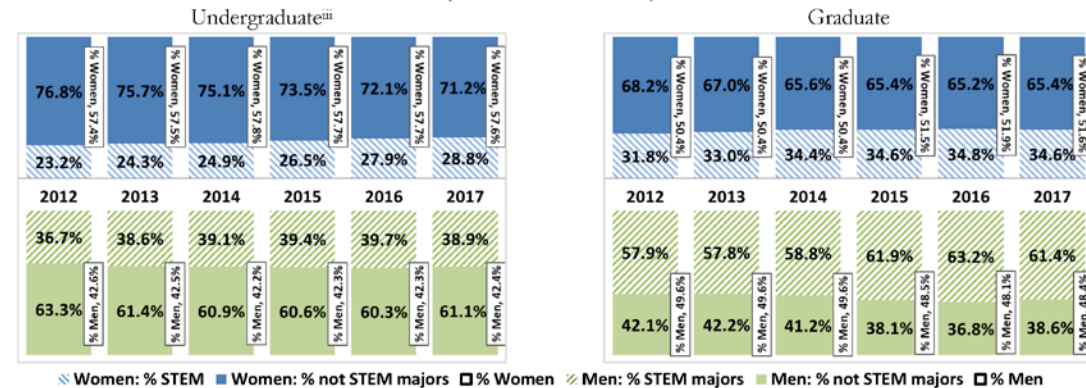
STUDENTS

How has the representation of women and underrepresented minorities changed within Science, Technology, Engineering, and Math (STEM) majors at UD?

The percentage of women with STEM majors has steadily increased almost yearly at UD since 2012 though disproportionately fewer women than men are STEM majors at UD. The disparity between women and men is most prevalent for UD graduate students.

- Though the proportion of undergraduate students with STEM majors is smaller for women than men (e.g., 29% STEM women vs. 39% STEM men in 2017), the representation of undergraduate women in STEM increased approximately 5.6% from 2012 to 2017.
- The proportion of graduate students with STEM majors is dramatically smaller for women than men (e.g., 35% STEM women vs. 61% STEM men in 2017) yet the representation of graduate women in STEM increased by approximately 2.8% from 2012 to 2017.

STEM* Majors: Gender
(Fall 2012 to Fall 2017)

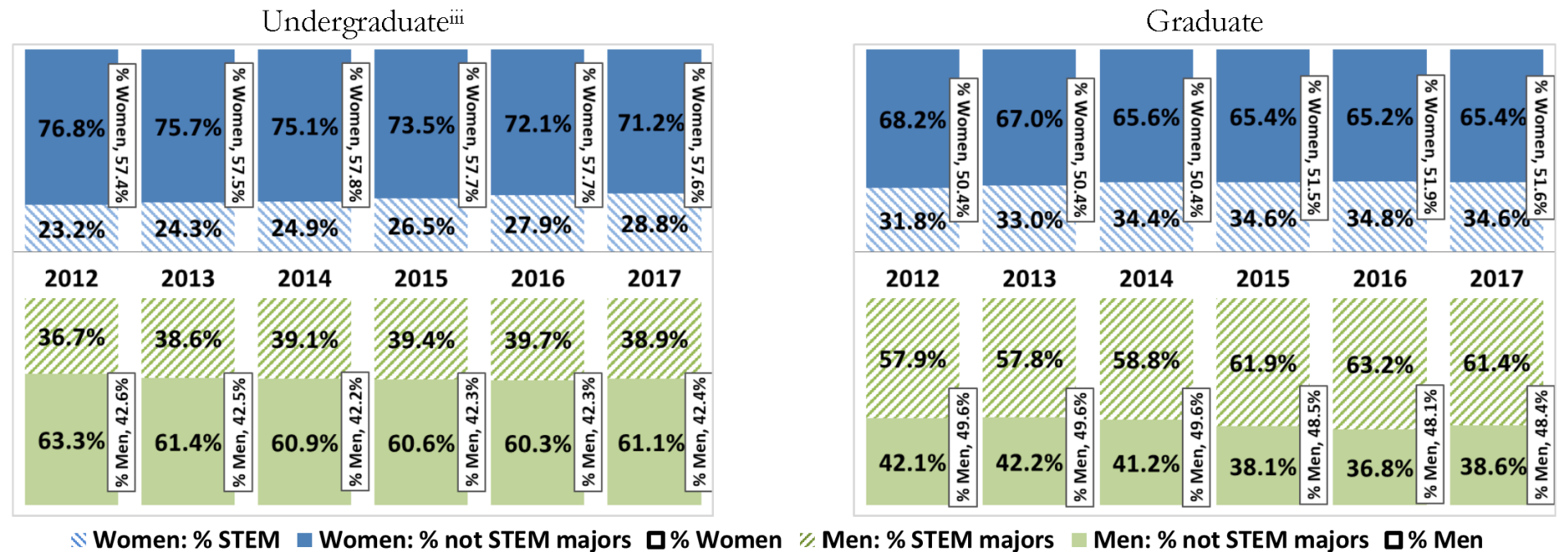


Number of UD Enrolled Students by Major Field and Gender													
		Associate in Arts			Undergraduate			Graduate			Professional & Continuing Studies		
		Female	Male	Unknown	Female	Male	Unknown	Female	Male	Unknown	Female	Male	Unknown
2017	STEM	0	0	0	3,011	2,995	1	718	1,196	3	0	0	0
	not STEM	407	397	0	7,439	4,698	0	1,355	751	1	440	361	1
2016	STEM	0	0	0	2,841	2,972	1	683	1,153	2	0	0	0
	not STEM	436	405	0	7,349	4,506	0	1,282	670	4	388	316	1
2015	STEM	0	0	0	2,687	2,930	2	666	1,124	4	0	0	0
	not STEM	413	365	0	7,449	4,507	0	1,261	691	6	402	344	1
2014	STEM	0	0	0	2,508	2,876	0	645	1,084	5	0	0	0
	not STEM	426	384	0	7,550	4,478	0	1,231	761	3	397	328	4
2013	STEM	0	0	0	2,358	2,764	0	612	1,054	0	0	0	0
	not STEM	428	430	0	7,349	4,400	0	1,240	770	3	396	359	3
2012	STEM	0	0	0	2,230	2,610	0	586	1,048	0	0	0	0
	not STEM	378	397	0	7,364	4,505	0	1,256	763	1	385	331	2

Note. Figure percentages comparing women and men exclude students of unknown gender.
Source: UDSIS Official Extract.

STUDENTS

STEM^x Majors: Gender
(Fall 2012 to Fall 2017)



OUTCOMES		Trend	Peer	State/Region
STEM majors	Gender	X		
	Race/Ethnicity, URM, or POC	X		

STUDENTS

How does UD compare to other institutions in terms of STEM degree completions?

Since 2011-2012, the percentage of STEM degrees awarded to underrepresented minorities, students of color, and women have generally increased. In comparison to other institutions, the most recently available data (2015-2016) shows that UD awards proportionally fewer STEM bachelor's degrees to women, underrepresented minorities, and students of color yet UD awards nearly equal or more STEM master's and doctoral degrees to these groups.

- The percentage of STEM (vs. not STEM) bachelor's, master's, and doctoral degrees awarded to women, underrepresented minorities, and students of color at UD generally increased from 2011-2012 to 2015-2016.
- The most recently available data from 2015-2016 show that the percentage of STEM bachelor's degrees awarded to women, underrepresented minority, students of color, and international students at UD was below the percentages at AAU public institutions. For example, 11% of the bachelor's degrees awarded to UD women were in STEM fields, whereas, 15% of bachelor's degrees awarded to women were in STEM fields at AAU public institutions.
- The percentage of STEM master's degrees awarded to women, underrepresented minorities, and students of color nearly equaled the percentages awarded to the same groups at AAU public institutions in 2015-2016. For example, 13% of the master's degrees awarded to UD underrepresented minorities were in STEM fields, whereas, 10% of master's degrees awarded to underrepresented minorities at AAU public institutions were in STEM fields.
- The percentage of STEM doctoral degrees awarded to every group exceeded the percentages awarded to the same groups at AAU public institutions in 2015-2016. For example, 25% of the doctoral degrees awarded to UD students of color were in STEM fields, whereas, 20% of the doctoral degrees awarded to underrepresented minorities at AAU public institutions were in STEM fields.

Percentage of STEM Degrees* Awarded											
		Women	Men	URM ^{vi}	not URM	SOC ^{vii}	not SOC	Inter-national	U.S. citizens/permanent residents		
% STEM Bachelor's Degrees	UD 2015-2016	11%	19%	13%	14%	18%	14%	20%	14%	UD	2015-2016
	AAU Publics 2015-2016	15%	24%	18%	20%	21%	18%	22%	19%	AAU Publics	2015-2016
	UD 2014-2015	10%	17%	9%	12%	11%	12%	15%	12%	UD	2014-2015
	AAU Publics 2014-2015	15%	23%	15%	19%	23%	17%	22%	18%	AAU Publics	2014-2015
	UD 2013-2014	8%	16%	10%	12%	13%	11%	12%	12%	UD	2013-2014
	AAU Publics 2013-2014	14%	22%	14%	18%	20%	16%	21%	17%	AAU Publics	2013-2014
	UD 2012-2013	8%	15%	10%	13%	13%	10%	12%	11%	UD	2012-2013
	AAU Publics 2012-2013	13%	21%	14%	17%	19%	16%	21%	17%	AAU Publics	2012-2013
	UD 2011-2012	6%	15%	7%	10%	8%	9%	15%	9%	UD	2011-2012
	AAU Publics 2011-2012	13%	21%	14%	17%	19%	15%	19%	16%	AAU Publics	2011-2012
		UD, 5%	UD, 4%	UD, 5%	UD, 4%	UD, 6%	UD, 4%	UD, 5%	UD, 4%		
		AAU Publics, 2%	AAU Publics, 3%	AAU Publics, 2%	AAU Publics, 3%	AAU Publics, 2%	AAU Publics, 3%	AAU Publics, 3%	AAU Publics, 2%		
% STEM Master's Degrees	UD 2015-2016	12%	19%	13%	13%	12%	14%	19%	13%	UD	2015-2016
	AAU Publics 2015-2016	12%	22%	10%	13%	13%	12%	28%	12%	AAU Publics	2015-2016
	UD 2014-2015	11%	22%	7%	13%	10%	12%	23%	12%	UD	2014-2015
	AAU Publics 2014-2015	13%	21%	10%	12%	13%	12%	27%	12%	AAU Publics	2014-2015
	UD 2013-2014	12%	24%	12%	16%	17%	15%	21%	15%	UD	2013-2014
	AAU Publics 2013-2014	11%	21%	10%	13%	13%	12%	25%	12%	AAU Publics	2013-2014
	UD 2012-2013	11%	20%	14%	12%	14%	12%	22%	12%	UD	2012-2013
	AAU Publics 2012-2013	10%	20%	10%	12%	13%	12%	26%	12%	AAU Publics	2012-2013
	UD 2011-2012	11%	15%	11%	13%	12%	13%	14%	12%	UD	2011-2012
	AAU Publics 2011-2012	11%	20%	10%	12%	13%	12%	27%	12%	AAU Publics	2011-2012
		UD, 1%	UD, 4%	UD, 3%	UD, 1%	UD, 0%	UD, 1%	UD, 5%	UD, 1%		
		AAU Publics, 1%	AAU Publics, 1%	AAU Publics, 0%	AAU Publics, 0%	AAU Publics, 0%	AAU Publics, 1%	AAU Publics, 1%	AAU Publics, 0%		

STUDENTS

External Data Source:

IPEDS, National Center for Education Statistics, U.S. Department of Education,
<https://nces.ed.gov/ipeds/>

			Women	Men	URM ^{vi}	not URM	SOC ^{vii}	not SOC	Inter-national	U.S. citizens/ permanent residents
% STEM Doctoral Degrees	2015-2016	UD	<div><div></div></div> 22%	<div><div></div></div> 38%	<div><div></div></div> 22%	<div><div></div></div> 25%	<div><div></div></div> 25%	<div><div></div></div> 25%	<div><div></div></div> 41%	<div><div></div></div> 25%
		AAU Publics	<div><div></div></div> 17%	<div><div></div></div> 25%	<div><div></div></div> 16%	<div><div></div></div> 18%	<div><div></div></div> 20%	<div><div></div></div> 17%	<div><div></div></div> 33%	<div><div></div></div> 18%
	2014-2015	UD	<div><div></div></div> 18%	<div><div></div></div> 31%	<div><div></div></div> 9%	<div><div></div></div> 19%	<div><div></div></div> 16%	<div><div></div></div> 19%	<div><div></div></div> 36%	<div><div></div></div> 18%
		AAU Publics	<div><div></div></div> 16%	<div><div></div></div> 24%	<div><div></div></div> 15%	<div><div></div></div> 18%	<div><div></div></div> 18%	<div><div></div></div> 17%	<div><div></div></div> 33%	<div><div></div></div> 17%
	2013-2014	UD	<div><div></div></div> 20%	<div><div></div></div> 31%	<div><div></div></div> 18%	<div><div></div></div> 18%	<div><div></div></div> 18%	<div><div></div></div> 18%	<div><div></div></div> 39%	<div><div></div></div> 18%
		AAU Publics	<div><div></div></div> 16%	<div><div></div></div> 24%	<div><div></div></div> 16%	<div><div></div></div> 17%	<div><div></div></div> 18%	<div><div></div></div> 17%	<div><div></div></div> 34%	<div><div></div></div> 17%
	2012-2013	UD	<div><div></div></div> 16%	<div><div></div></div> 31%	<div><div></div></div> 5%	<div><div></div></div> 18%	<div><div></div></div> 12%	<div><div></div></div> 17%	<div><div></div></div> 38%	<div><div></div></div> 17%
		AAU Publics	<div><div></div></div> 17%	<div><div></div></div> 24%	<div><div></div></div> 15%	<div><div></div></div> 17%	<div><div></div></div> 18%	<div><div></div></div> 17%	<div><div></div></div> 32%	<div><div></div></div> 17%
	2011-2012	UD	<div><div></div></div> 19%	<div><div></div></div> 31%	<div><div></div></div> 21%	<div><div></div></div> 16%	<div><div></div></div> 18%	<div><div></div></div> 16%	<div><div></div></div> 42%	<div><div></div></div> 16%
		AAU Publics	<div><div></div></div> 16%	<div><div></div></div> 24%	<div><div></div></div> 14%	<div><div></div></div> 17%	<div><div></div></div> 17%	<div><div></div></div> 16%	<div><div></div></div> 34%	<div><div></div></div> 16%
% change			<div><div></div></div> UD, 3% <div><div></div></div> AAU Publics, 1%	<div><div></div></div> UD, 7% <div><div></div></div> AAU Publics, 1%	<div><div></div></div> UD, 1% <div><div></div></div> AAU Publics, 3%	<div><div></div></div> UD, 9% <div><div></div></div> AAU Publics, 1%	<div><div></div></div> UD, 7% <div><div></div></div> AAU Publics, 3%	<div><div></div></div> UD, 8% <div><div></div></div> AAU Publics, 1%	<div><div></div></div> UD, -1% <div><div></div></div> AAU Publics, -1%	<div><div></div></div> UD, 8% <div><div></div></div> AAU Publics, 1%

OUTCOMES		Trend	Peer	State/Region
STEM majors	Gender	X		
	Race/Ethnicity, URM, or POC	X		
STEM degrees	Gender	X	X	
	Race/Ethnicity, URM, or POC	X	X	
	International	X	X	

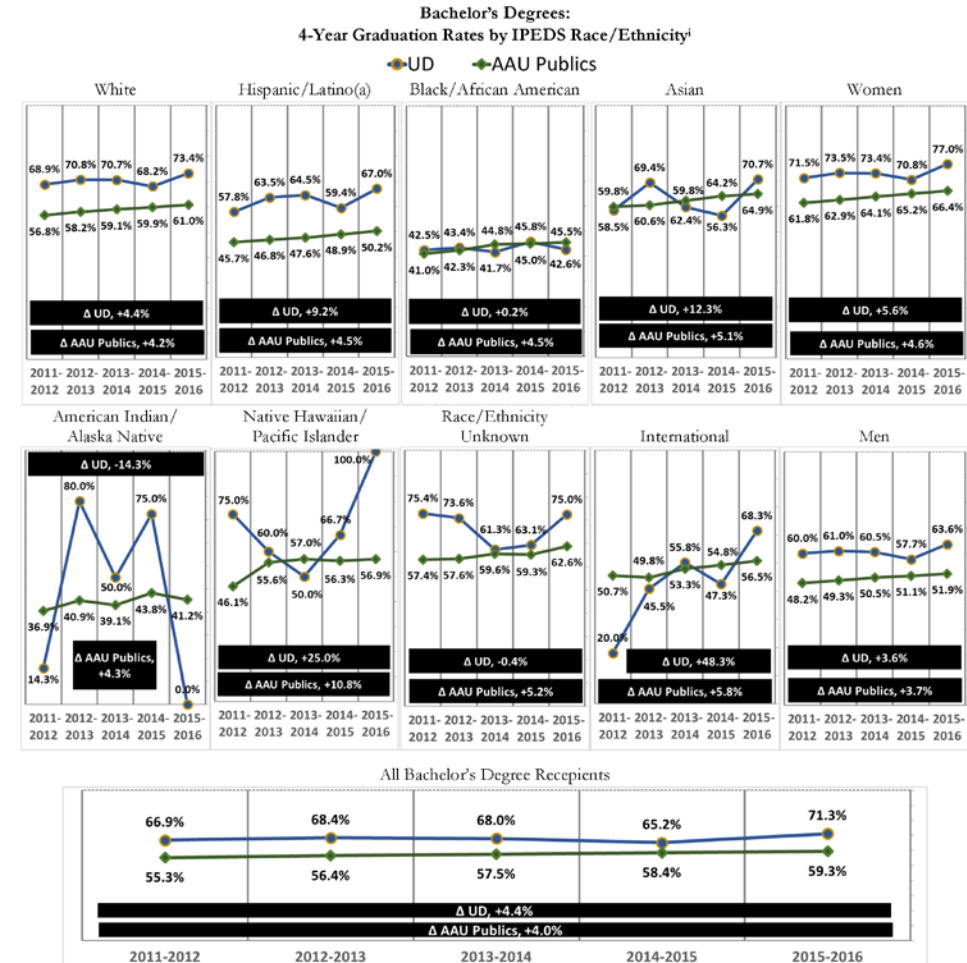
STUDENTS

Degree Completion

How have graduation rates changed for students pursuing bachelor's degrees at UD?

Since 2011-2012, UD's 4-year graduation rates rose for all groups pursuing bachelor's degrees, except Race/ethnicity unknown and American Indian/Alaska Native.

- UD's 4-year graduation rate is consistently above the graduation rates of AAU public institutions for Hispanic/Latino(a)s and women pursuing bachelor's degrees.



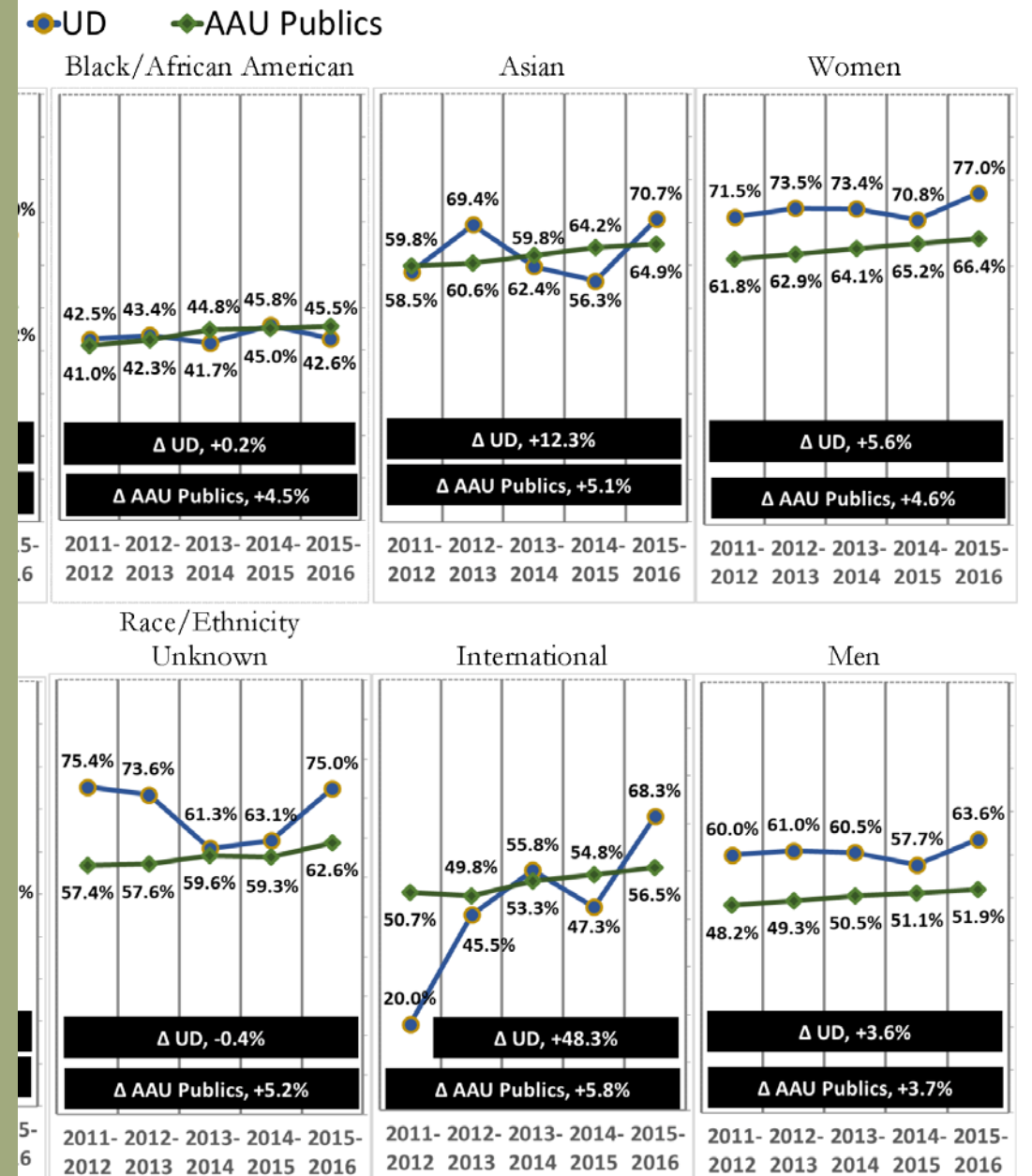
STUDENTS

External Data Source:

IPEDS, National Center for
Education Statistics, U.S.

Department of Education,

<https://nces.ed.gov/ipeds/>



OUTCOMES		Trend	Peer	State/Region
STEM majors	Gender	X		
	Race/Ethnicity, URM, or POC	X		
STEM degrees	Gender	X	X	
	Race/Ethnicity, URM, or POC	X	X	
	International	X	X	
Graduation Rates	Gender	X	X	
	Race/Ethnicity, URM, or POC	X	X	
	International	X	X	

STUDENTS

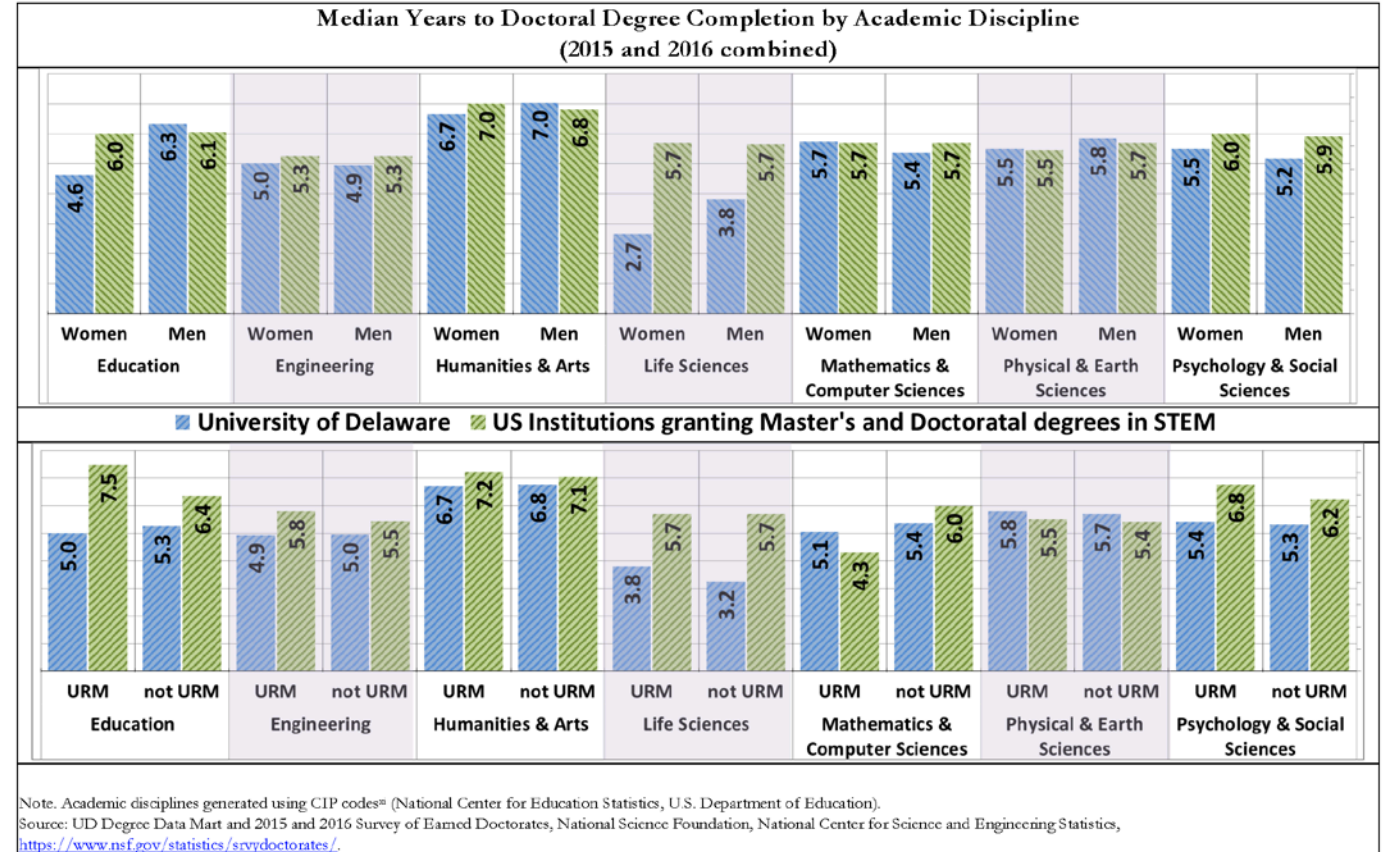
External Data Source:

2015 and 2016 Survey of
Earned Doctorates, National
Center for Science and
Engineering Statistics, National
Science Foundation

<https://www.nsf.gov/statistics/srvydoctorates/>

How does UD's doctoral student completion times compare to other institutions?

- Except for UD underrepresented minority doctoral students in the field of Mathematics & Computer Sciences, median years to degree completion in 2015 and 2016 for UD doctoral students were lower than or near equivalent to doctoral students at academic institutions in the United States that grant master's degrees or doctorates in science, engineering, or selected health fields.



OUTCOMES		Trend	Peer	State/Region
STEM majors	Gender	X		
	Race/Ethnicity, URM, or POC	X		
STEM degrees	Gender	X	X	
	Race/Ethnicity, URM, or POC	X	X	
	International	X	X	
Graduation Rates	Gender	X	X	
	Race/Ethnicity, URM, or POC	X	X	
	International	X	X	
Time to Degree	Gender	X	X	
	Race/Ethnicity, URM, or POC	X	X	

Students		Trend	Peer	State/Region
Compositional Diversity	Race/Ethnicity, URM, or POC	X	X	X
	Socio-economic status	X	X	X
	International	X	X	
STEM majors	Gender	X		
	Race/Ethnicity, URM, or POC	X		
STEM degrees	Gender	X	X	
	Race/Ethnicity, URM, or POC	X	X	
Graduation Rates	Gender	X	X	
	Race/Ethnicity, URM, or POC	X	X	
	International	X	X	
Time to Degree	Gender	X	X	
	Race/Ethnicity, URM, or POC	X	X	

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CULTURE & CLIMATE Engage the campus with activities and programs to foster an inclusive environment

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- Talks, forums, workshops and classroom discussions on the principles of diversity and inclusion

FACULTY Increase the number of faculty from underrepresented groups

- Inclusive Excellence Cluster Hire
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STAFF Provide training on diversity topics

- Required "Valuing Differences" workshop
- Search committee training required for all staff



FACULTY & STAFF

Faculty & Staff

Goal: Recruit, develop, retain and promote a diverse faculty and staff

The University of Delaware's commitment to Inclusive Excellence requires that our campus reflect the nation and world in which we all live. Inclusive Excellence stems from having exceptional, creative and diverse faculty and staff committed to excellence and poised to lead innovation in their respective fields.

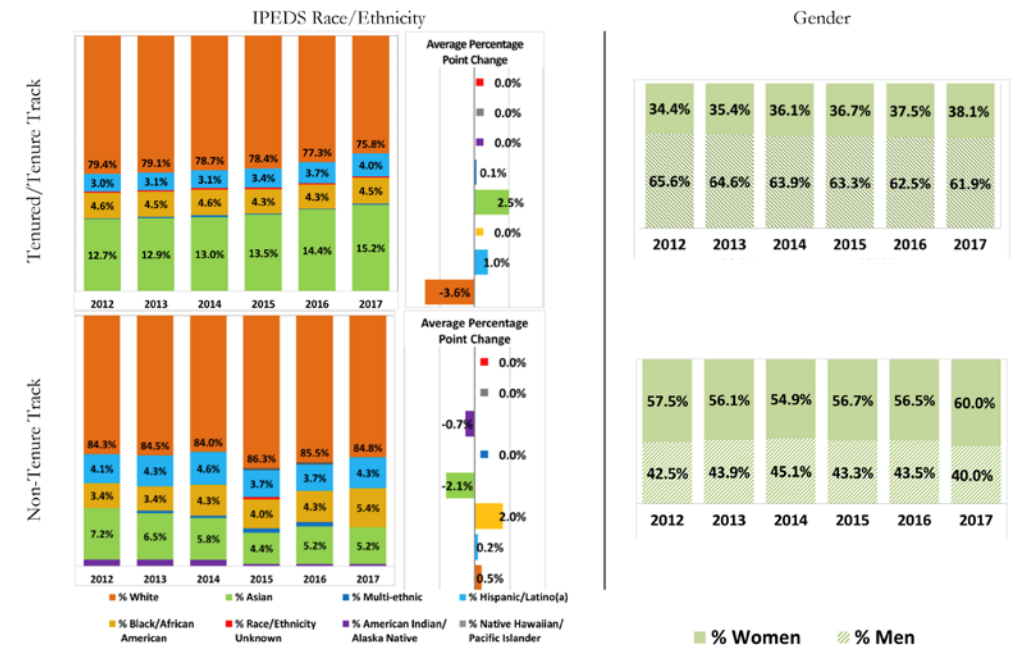
Hiring and Retention

How have the demographics of UD's faculty changed over time?

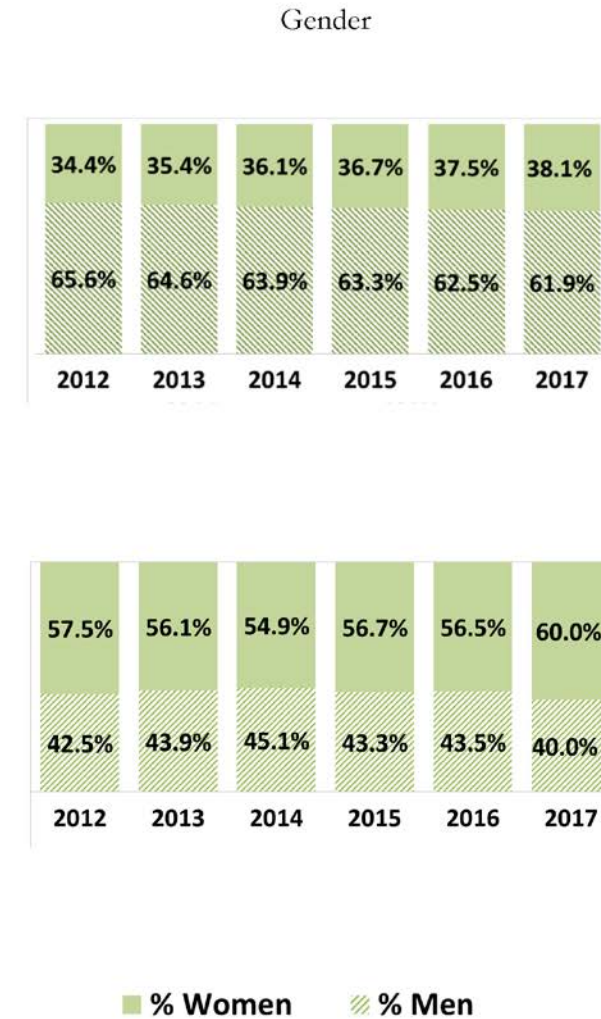
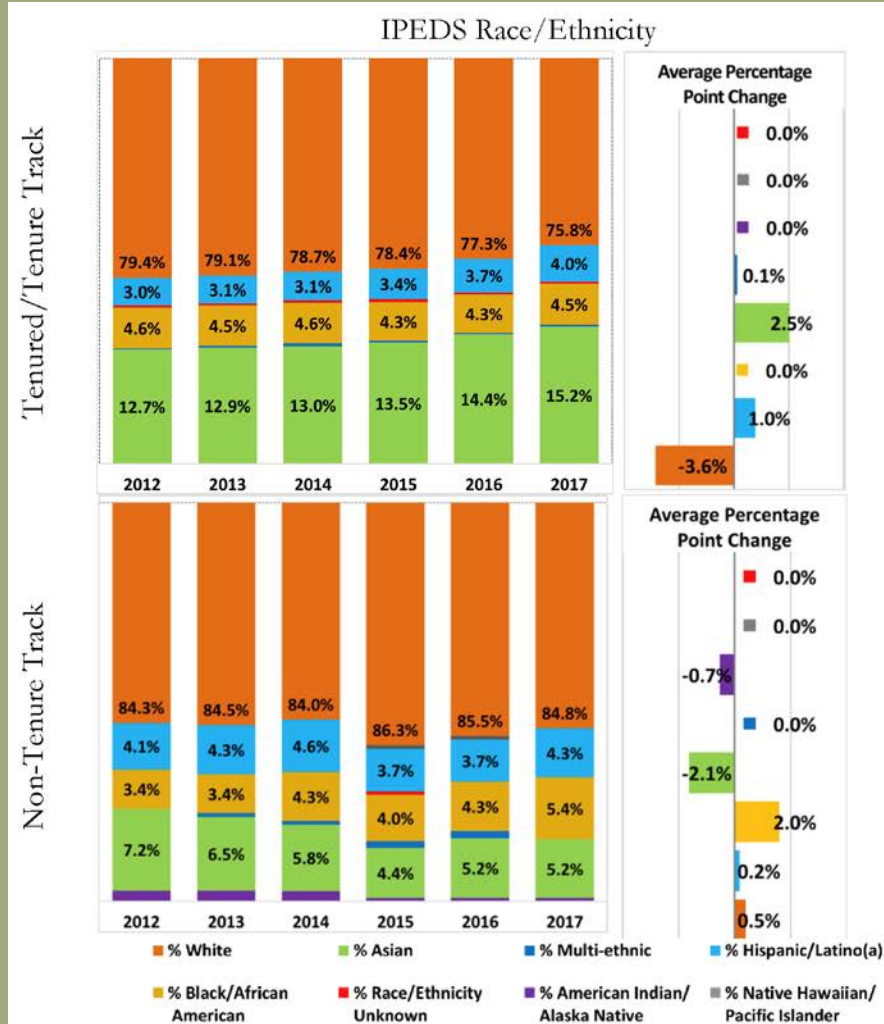
Women have increased in representation over the past five years, constituting 44% of all UD faculty in 2017. Faculty racial/ethnic diversity has also increased since 2012, with the largest gains occurring for Asian tenured/tenure track and Black/African American non-tenure track faculty.

- The representation of Asian and Hispanic/Latino(a) tenured/tenure-track faculty and Black/African American non-tenure track faculty have increased since 2012.
- Women make up the majority of non-tenure track faculty; conversely, women are in the minority within tenured/tenure-track faculty. From 2012 to 2017, the proportion of tenured/tenure track women increased by almost 4% and the proportion of non-tenure track women increased by 2.5%.

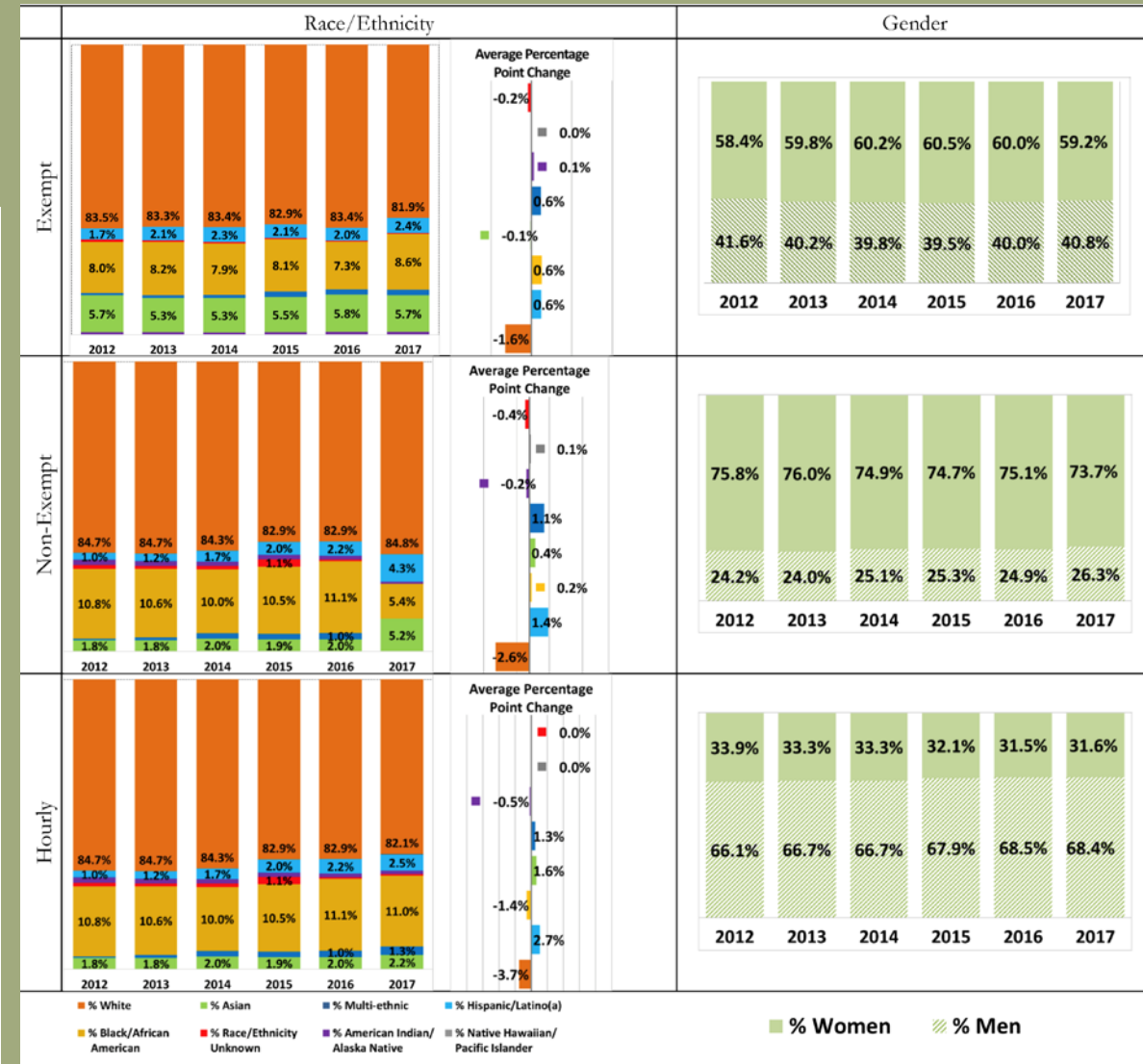
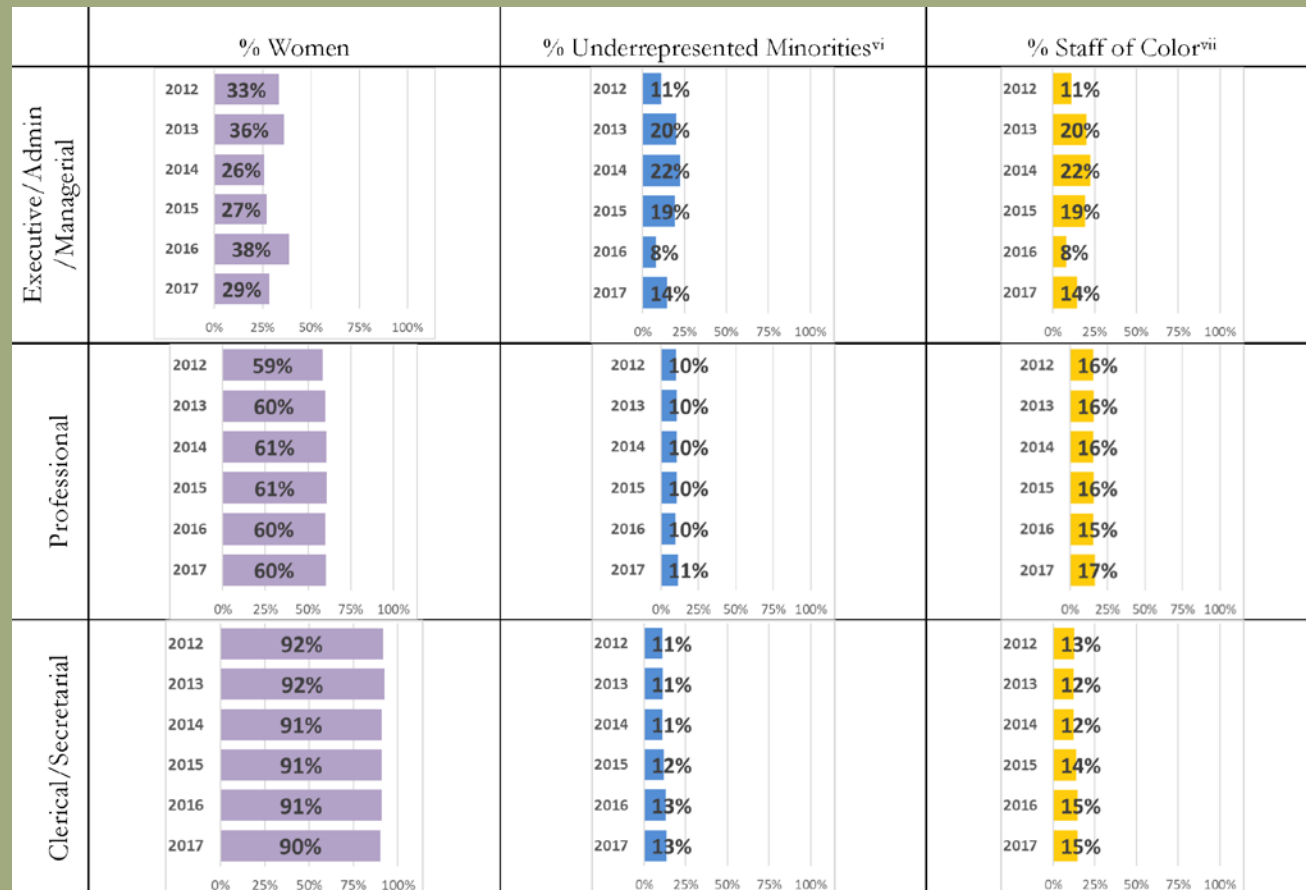
Faculty by Tenure Status, IPEDS Race/Ethnicityⁱ, and Gender
(Fall 2012 to Fall 2017)



FACULTY & STAFF



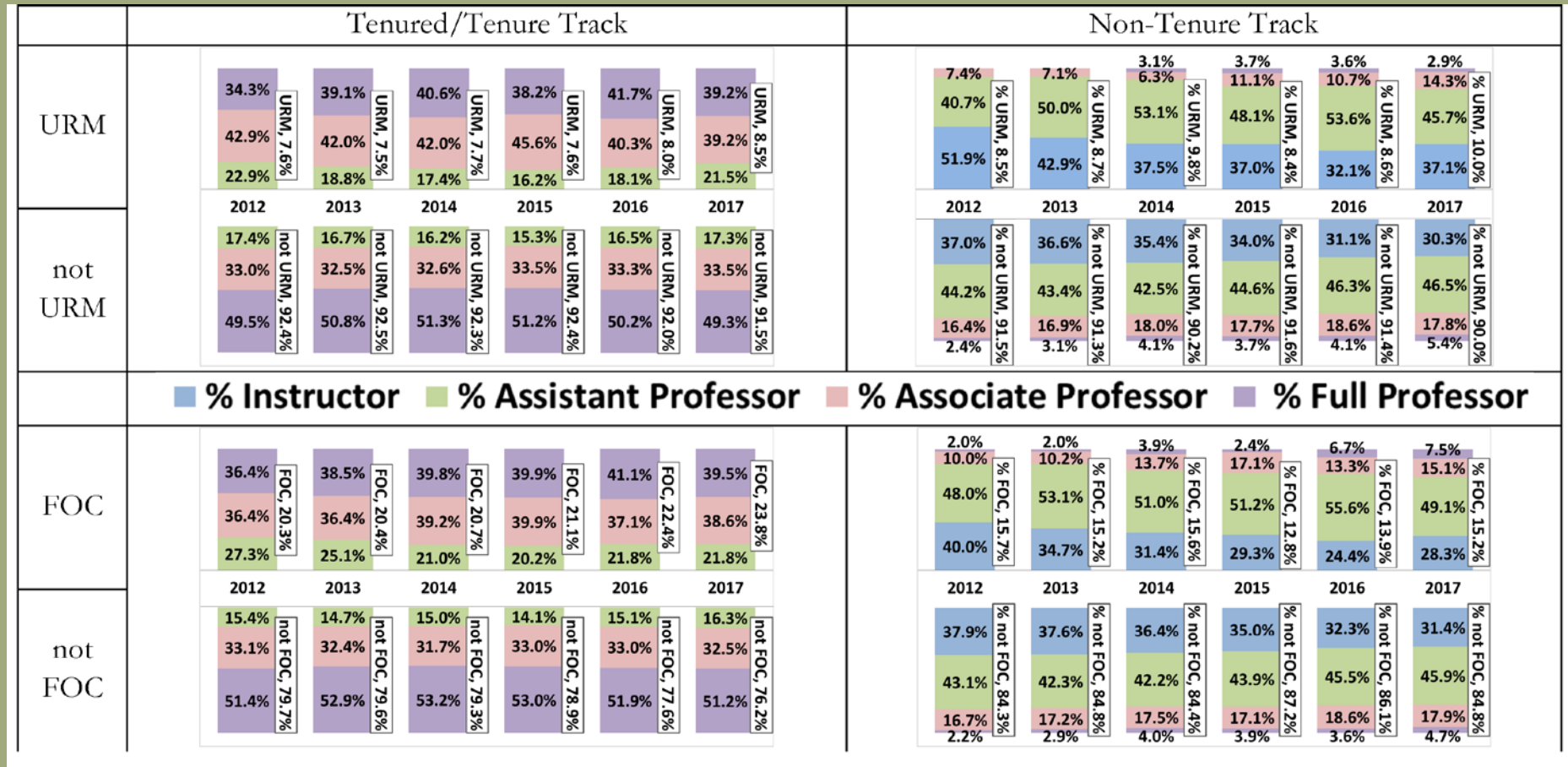
FACULTY & STAFF



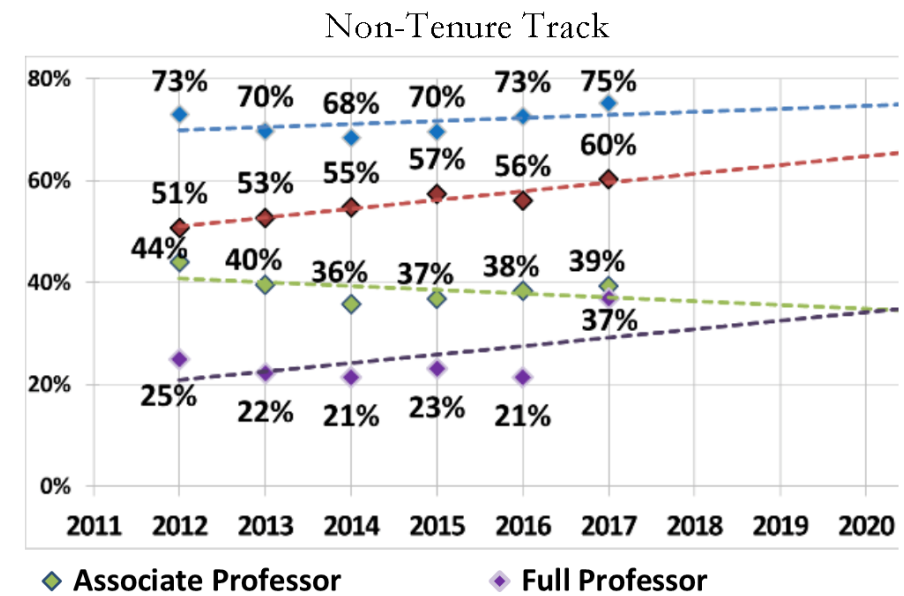
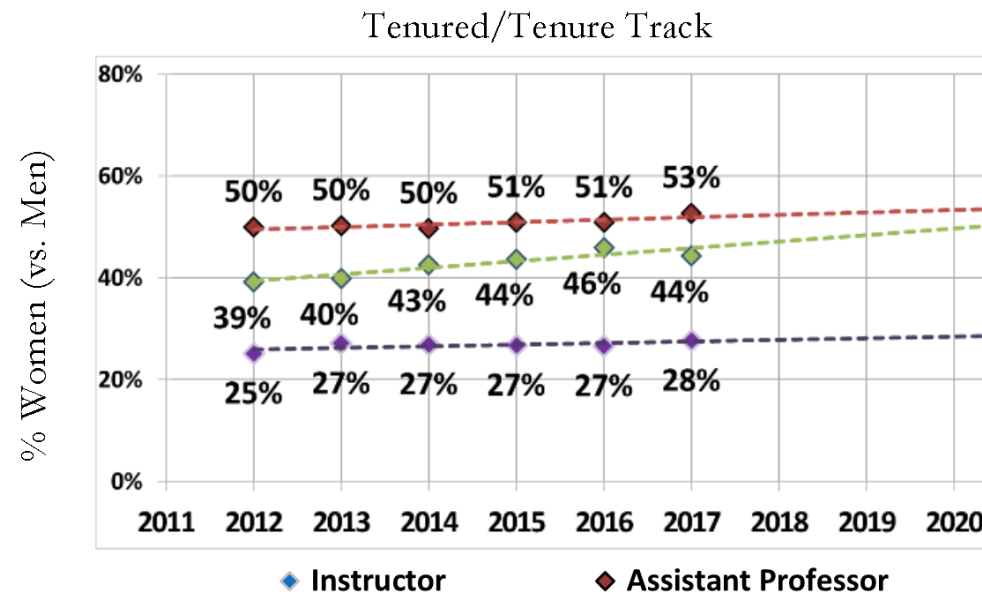
Faculty		Trend	Peer	State/Region
Compositional Diversity	Race/Ethnicity, URM, or POC	X		
	Gender	X		

Staff		Trend	Peer	State/Region
Compositional Diversity	Race/Ethnicity, URM, or POC	X		
	Gender	X		

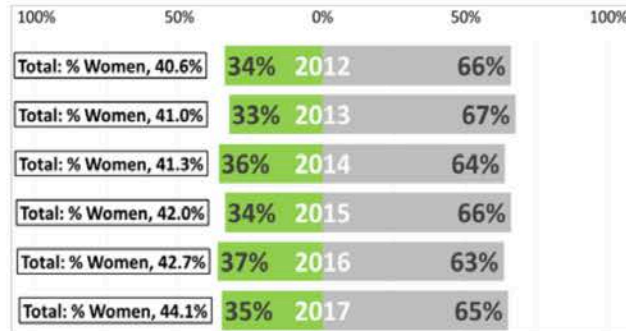
FACULTY & STAFF



FACULTY & STAFF

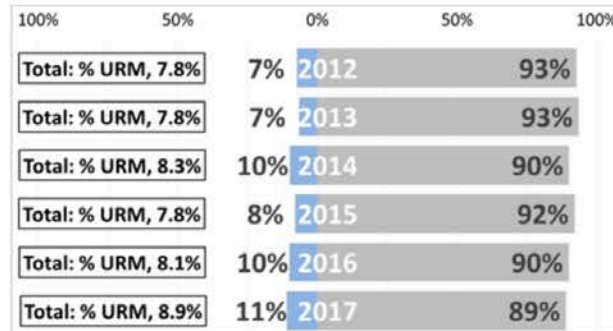


Gender



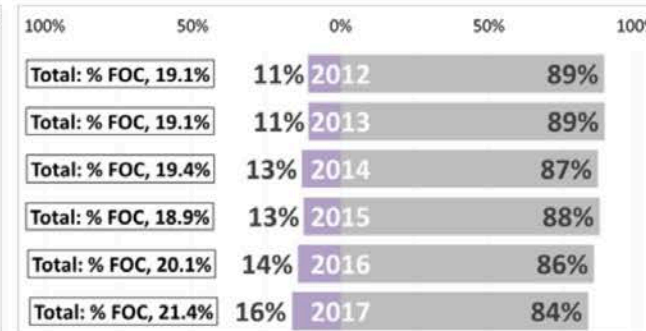
■ Leadership: % Women
■ Leadership: % Men
 Total: % Women

Underrepresented Minorities^{vi}



■ Leadership: % URM
■ Leadership: % not URM
 Total: % URM

Faculty of Color^{vii}



■ Leadership: % FOC
■ Leadership: % not FOC
 Total: % FOC

Faculty Outcomes		Trend	Peer	State/Region
Rank	Gender	X		
	Race/Ethnicity, URM, or POC	X		
Leadership	Gender	X		
	Race/Ethnicity, URM, or POC	X		

Faculty		Trend	Peer	State/Region
Compositional Diversity	Race/Ethnicity, URM, or POC	X		
	Gender	X		
Staff		Trend	Peer	State/Region
Compositional Diversity	Race/Ethnicity, URM, or POC	X		
	Gender	X		
Outcomes		Trend	Peer	State/Region
Faculty Rank	Gender	X		
	Race/Ethnicity, URM, or POC	X		
Faculty Leadership	Gender	X		
	Race/Ethnicity, URM, or POC	X		

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STUDENTS & FACULTY

Climate & Culture

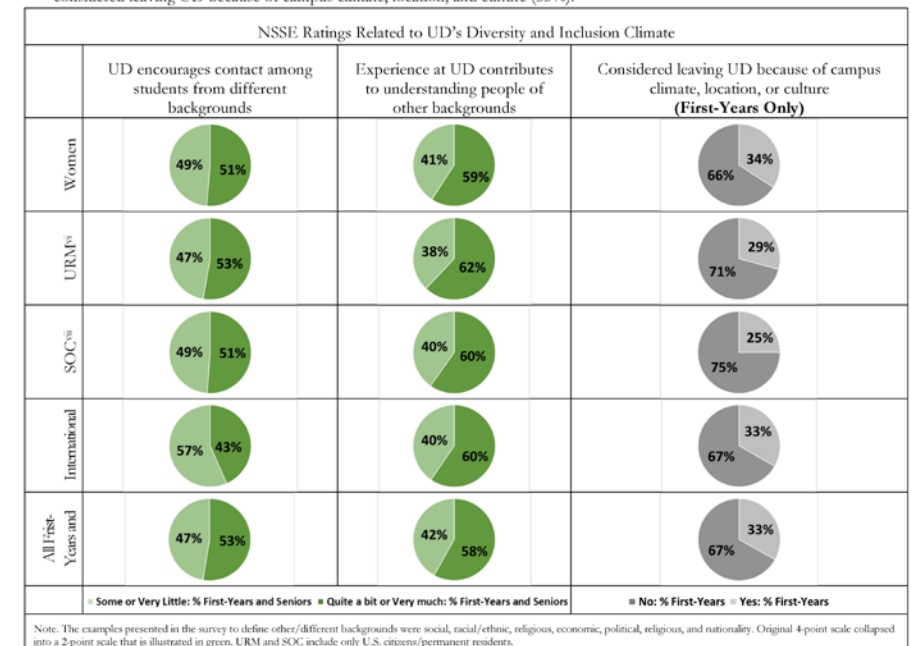
Goal: Building community and improving campus climate

The University of Delaware's collective mission of valuing and respecting diverse people and cultures means we must be intentional in our work to make our campus more equitable, diverse, and inclusive at every level of the institution. Most importantly, we want to continue to cultivate a more welcoming campus community where faculty, staff, and students can thrive and all are valued and appreciated.

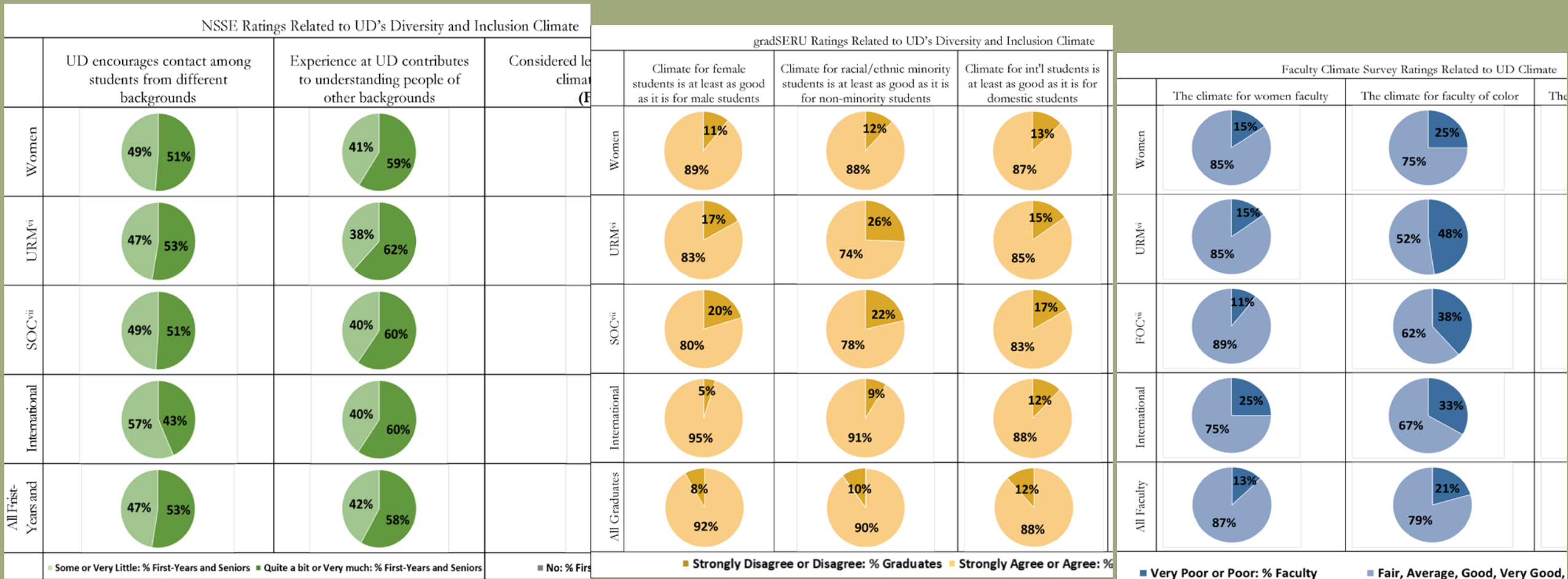
Students

National Survey of Student Engagement (NSSE) Administered to first-year and senior undergraduate students at UD in Spring 2017, NSSE collects information about the ways in which first-year and senior students study, learn, and interact with faculty and each other. Full survey reports are available at the Institutional Research & Effectiveness website, <http://irc.udel.edu/ir/nsse/>.

- Though 57% of international first-year and senior students believed that UD encourages contact among students from different backgrounds *some or very little*, 60% of them believe that their experience at UD contributes *quite a bit or very much* to understanding people of other backgrounds.
- Upwards of 59% of first-year and senior women, underrepresented minorities, students of color, and international undergraduates believed that their experience at UD contributes *quite a bit or very much* to understanding people of other backgrounds.
- Proportionally more first-year women and international students considered leaving UD because of campus climate, location, and culture than any other group yet this proportion was consonant with the average proportion of first-year students who considered leaving UD because of campus climate, location, and culture (33%).



STUDENTS & FACULTY



Background

Report Characteristics: Climate & Culture

Report Comparisons

Summary

Climate & Culture		Current	Trend	Peer
Faculty	Gender	X		
	Race/Ethnicity, URM, or POC	X		
	International	X		
Students	Gender	X		
	Race/Ethnicity, URM, or POC	X		
	International	X		

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REPORT COMPARISONS

GOOGLE SEARCH

- KEYWORDS: DIVERSITY INCLUSION REPORT UNIVERSITY
- ASSOCIATION OF AMERICAN UNIVERSITIES (AAU)

REQUIREMENTS

- DOCUMENT FORM
- STUDENTS and FACULTY or STUDENTS, FACULTY, and STAFF
- BOTH TEXT & FIGURES/TABLES
- UNIVERSITY-LEVEL
- PERCENTAGES/PROPORTIONS

COMPARISONS

ANNUAL DIVERSITY REPORT

Fall 2015

INSTITUTIONAL RESEARCH

Faculty, Staff, Students: Fall 2011, 2013, 2015

Full-Time Faculty			
By Rank	2011	2013	2015
Full	943	973	1,044
Associate	654	674	736
Assistant	1,102	1,208	1,242
Subtotal	2,699	2,855	3,022
Instructor	294	214	236
Lecturer	149	178	198
No Rank	843	964	1,002
Subtotal	1,286	1,356	1,436
Total	3,985	4,211	4,458
By Tenure Status	2011	2013	2015
Tenured	967	989	1,047
Tenure Track	1,799	1,890	2,049
Subtotal	2,766	2,879	3,096
Non-Tenure Track	1,219	1,332	1,362
Total	3,985	4,211	4,458
Full-Time Staff			
By Job Type	2011	2013	2015
Executive	743	1,351	1,395
Professional	4,767	4,343	4,722
Technical	1,459	1,683	1,708
Subtotal	6,969	7,377	7,825
Clerical	3,081	2,885	2,839
Skilled Craft	130	129	126
Service/Mtn	495	524	505
Subtotal	3,706	3,538	3,470
Total	10,675	10,915	11,295
Post-Doctoral Fellows			
	2011	2013	2015
Post-Doctoral			2,839
Full- and Part-Time Students			
By Student Level	2011	2013	2015
Undergraduate	5,980	6,251	6,524
Graduate	14,555	14,161	15,633
Professional (MD)	455	484	472
Total	20,990	20,896	22,629

- Significant revisions to SAP job code structure were made in 2012. Many job groups and codes reclassified under a new job type.
- In 2013, all faculty and staff with an Executive title were included in Staff counts only. In 2015, faculty with Executive titles were included in Faculty counts only.
- Post-Doctoral counts include data from SIS, SAP, and the School of Medicine.
- Counts do not include SAIS Nanjing or Bologna.

ANNUAL DIVERSITY REPORT FALL 2015

1

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REPORT COMPARISONS

NINE UNIVERSITIES

- INDIANA UNIVERSITY
- MICHIGAN STATE UNIVERSITY
- NORTHWESTERN UNIVERSITY
- UNIVERSITY OF CONNECTICUT
- UNIVERSITY OF COLORADO-BOULDER
- UNIVERSITY OF NORTH CAROLINA-CHAPEL HILL
- UNIVERSITY OF ROCHESTER
- TEXAS A&M UNIVERSITY
- TUFTS UNIVERSITY

STUDENTS		Trend	
Compositional Diversity	Gender	67% (6)	
	Race/Ethnicity or URM/POC	89% (8)	
	Socio-economic status	44% (4)	
	International	56% (5)	
	First Generation	11% (1)	
	Disability	22% (2)	
Major	Race/Ethnicity or URM/POC		
	Gender		
Yield	Race/Ethnicity or URM/POC	11% (1)	
GPA or Academic Probation	Gender		
	Race/Ethnicity or URM/POC	22% (2)	
	International	11% (1)	

STUDENTS		Trend	
Persistence, Retention, or Transfers	Gender	33% (3)	
	Race/Ethnicity or URM/POC	44% (4)	
	International	22% (2)	
	Socio-economic status	11% (1)	
Completed Degree Type	Gender	11% (1)	
	Race/Ethnicity or URM/POC	22% (2)	
	International	11% (1)	
	Socio-economic status	11% (1)	
Graduation Rates	Gender	22% (2)	
	Race/Ethnicity or URM/POC	44% (4)	
	Socio-economic status	11% (1)	
	International		
Time to Degree	Gender		
	Race/Ethnicity or URM/POC	11% (1)	

STUDENTS		Trend	Peer	State/Regional
Compositional Diversity	Gender	67% (6)	11% (1)	11% (1)
	Race/Ethnicity or URM/POC	89% (8)	44% (4)	22% (2)
	Socio-economic status	44% (4)		
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Major	Race/Ethnicity or URM/POC			
	Gender			
Yield	Race/Ethnicity or URM/POC	11% (1)		
GPA or Academic Probation	Gender			
	Race/Ethnicity or URM/POC	22% (2)		
	International	11% (1)		

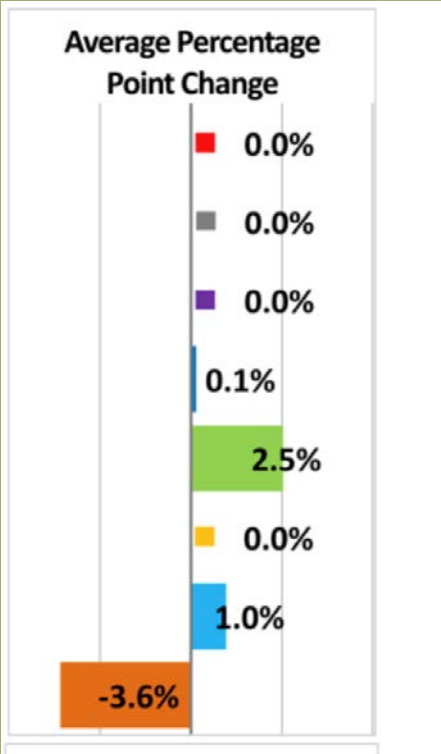
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Time to Degree	Gender			
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			Trend	
Faculty	Compositional Diversity	Race/Ethnicity or URM/POC	89% (8)	
		Gender	89% (8)	
		International	22% (2)	
	Rank/Promotion	Gender		
		Race/Ethnicity or URM/POC		
	Hiring	Gender	22% (2)	
		Race/Ethnicity or URM/POC	22% (2)	
		International	11% (1)	
	Leadership	Gender	22% (2)	
		Race/Ethnicity or URM/POC	22% (2)	
Staff	Compositional Diversity	Gender	89% (8)	
		Race/Ethnicity or URM/POC	100% (9)	
		International	22% (2)	
		Disability	11% (1)	
		Veteran	11% (1)	
	Hiring	Gender	22% (2)	
		Race/Ethnicity or URM/POC	22% (2)	
		International	11% (1)	

			Trend	Peer	State/Region
Faculty	Compositional Diversity	Race/Ethnicity or URM/POC	89% (8)	33% (3)	
		Gender	89% (8)	22% (2)	
		International	22% (2)		
	Rank/Promotion	Gender			
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	Hiring	Gender	22% (2)		
		Race/Ethnicity or URM/POC	22% (2)		
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	Leadership	Gender	22% (2)		
		Race/Ethnicity or URM/POC	22% (2)		
Staff	Compositional Diversity	Gender	89% (8)		11% (1)
		Race/Ethnicity or URM/POC	100% (9)		
		International	22% (2)		
		Disability	11% (1)		
		Veteran	11% (1)		
	Hiring	Gender	22% (2)		
		Race/Ethnicity or URM/POC	22% (2)		
		International	11% (1)		

Climate & Culture		Current	Trend	Peer
Students	Gender	11% (1)		
	Race/Ethnicity or URM/POC	22% (2)	11% (1)	
	International	11% (1)		
	Socio-economic status	11% (1)		
	LGBTQ	11% (1)		
Faculty	Gender			
	Race/Ethnicity or URM/POC	11% (1)		
	International			
Staff	Race/Ethnicity or URM/POC	11% (1)		

Other Notable Characteristics	
POC	44% (4)
Faculty by Track or Type	67% (6)
Text in page with figures	33% (3)
Endnotes/Key Data Definitions	33% (3)
Illustrate Percentage Point Differences	11% (1)



	IR office	Commission/Council/Task Force	Diversity/Multi-cultural Office	Other
Authorship	22% (2)	22% (2)	44% (4)	11% (1)
Acknowledgement of IR office	-	29% (2 of 7)	29% (2 of 7)	(0)

REPORT COMPARISON: SUMMARY

Trend Data - Compositional Diversity → Established Stage

- Gender & Race/Ethnicity/URM/POC
 - + 6 of reports
- International, Veteran, First Generation, and Disability
 - 1 or 2 reports

Peer & State/Regional Comparisons → Developing Stage

- Student, Faculty, & Staff Outcomes (0 reports)
- Compositional Diversity (1 to 4 reports)

Climate & Culture → Developing Stage

- Student, Faculty, & Staff: Current, Trend, and Peer (0 to 2 reports)

CONCLUSION

- Identify gaps/holes
- Assess future directions of focus
- Identify an opportunity for IR

STUDENTS		Trend	Peer	State/Regional
Compositional Diversity	Gender	67% (6)	11% (1)	11% (1)
	Race/Ethnicity or URM/POC	89% (8)	44% (4)	22% (2)
	Socio-economic status	44% (4)	(0)	(0)
	International	56% (5)	22% (2)	(0)
	First Generation	11% (1)	(0)	(0)
	Disability	22% (2)	(0)	(0)

