

**Diversity Quality Review Assessment
College of Arts & Sciences
January 2018**

1. Introduction

The College of Arts and Sciences is committed to fostering and promoting inclusive excellence, and aims to increase the diversity of our students, faculty and staff, and ensure the success of all members of the University community. To support these broad goals, in 2016 we developed *A Commitment to Inclusive Excellence*, which states:

The College of Arts and Sciences (CAS) affirms its commitment to fostering a diverse and inclusive environment. The students, faculty and staff, as well as the curriculum, scholarship and initiatives of the College must reflect the diversity of the communities that the University of Delaware is committed to serve. Specifically, the College will:

Cultivate an inclusive academic and social environment. Provide an inclusive, respectful environment that fosters opportunities for open dialogue, discussion and conflict resolution. Educate our students to think about and engage their personal identities, experiences and culture toward greater acceptance and understanding. Encourage academic innovation and support programs and curricula that engage our students across a wide range of cultural and intellectual learning styles and experiences, within and beyond the conventional classroom. Develop and disseminate research and best practices for sustaining a diverse, transformational and fully inclusive environment.

Strengthen recruitment and retention efforts that support inclusive excellence. Improve the recruitment, retention, and academic and social support networks for historically underrepresented, first-generation, low-income and international students, faculty and staff. Increase degree-completion rates, and successful transition of underrepresented students into leading graduate and professional programs. Increase the diversity of students completing graduate degrees in CAS. Enhance opportunities for professional development, career mentoring and promotion, and make them more widely available.

Lead community engagement initiatives. Partner with other colleges and University offices to shape curricular and co-curricular experiences that develop positive relationships with local, community-based, statewide and national groups. Build partnerships with nonprofit organizations and other key stakeholders to organize service and research projects in historically underserved groups and neighborhoods.

2. Organizational Structure for Diversity Efforts

The College has several advocates for diversity and inclusive excellence who have been involved in assessing needs, setting strategic priorities and developing implementation plans. These include:

- Chief Diversity Advocates: The College has four CDAs who are our primary liaison with the Vice Provost for Diversity. They also lead our Committee on Strategic Planning for Inclusive Excellence.
- Committee on Strategic Planning for Inclusive Excellence: This group consists primarily of faculty and staff, with graduate and undergraduate student representatives. They developed the text of *A Commitment to Inclusive Excellence*, above, and have developed a strategic plan for inclusive excellence in CAS. They also consult on implementation planning.
- Deputy Dean: The Deputy Dean works with the CDAs and Strategic Planning committee to develop implementation plans, and is their liaison to CAS administration. The Deputy Dean also advocates for diversity and inclusive excellence within CAS administration, and organizes college-level activities, such as working with department chairs to identify and support their priorities from the strategic plan.
- Diversity and Inclusion Committee of the College Faculty Senate. This committee brings a broad faculty perspective to diversity issues.
- ADVANCE Fellows: CAS has two fellows who work with the NSF-supported ADVANCE team to develop recommendations for recruiting, mentoring and retaining faculty. They lead annual workshops for search committees on best practices in faculty recruiting.

In the past, the College Senate committee has not worked closely with the other groups, but starting in 2018, a member of that committee will meet regularly with the CDAs and Deputy Dean to identify common interests and concerns.

Over the last year, it has also become clear that we need additional faculty effort to advance the implementation of our strategic plan. We plan to revisit this structure, with the possibility of developing committees with specific focus areas, such as undergraduate or graduate student issues.

3. Current Status of Diversity in CAS

The Office of Institutional Research and Effectiveness has provided data on diversity trends in CAS, with comparable data for UD overall, generally covering the period from 2010 through 2016. Here we provide a brief summary of the highlights we have identified in each data set. Spreadsheets with the full data sets are included as separate Excel files.

Undergraduate Enrollment

Diversity among CAS undergraduate students is somewhat greater than that of UD students overall, but the differences are not large. Diversity increased from 2010 to 2016 in both the University and CAS undergraduate populations. Some representative numbers for all undergraduates (full and part-time) are as follows:

UNDERGRADUATES	2010	2016
URM (%)		
CAS	13.3	17.6
UD	11.9	15.4
LOW INCOME (%)		
CAS	7.3	8.7
UD	6.6	7.3
FIRST GENERATION (%)		
CAS	15.9	15.0
UD	14.4	13.0
WOMEN (%)		
CAS	61.9	63.9
UD	57.1	57.7
INDEX OF QUALITATIVE VARIATION (RACE/ETHN)		
CAS	0.41	0.52
UD	0.40	0.50

Some notable trends:

- URM students are a growing proportion of the undergraduate population (32% increase in CAS over six years).
- The proportion of low-income students (family income below 150% of the Federal poverty level) is growing at a slower rate (19% in CAS), and starting from a smaller base, compared to the proportion of URM students.
- The proportion of first-generation students is actually declining in CAS and UD overall.
- Since 2010, overall racial/ethnic diversity, as measured by the Index of Qualitative Variation (IQV) has increased in both the college and overall university.
- Men are underrepresented among CAS students, in comparison to the UD average as well as the general population, and the disparity has increased slightly since 2010.

We have more detailed data available on racial and ethnic diversity. For Black/African American students, there are some clear trends:

BLACK/AFRICAN AMERICAN UNDERGRADS	2010	2016
TOTAL (%)		
CAS	5.7	7.1
UD	5.0	5.4
DELAWAREANS (%)		
CAS	3.4	4.9
UD	2.8	3.6
NON-RESIDENTS (%)		
CAS	2.3	2.2
UD	2.2	1.8

Black students are more likely to be enrolled in CAS than in the rest of UD, and the likelihood has increased over time. The proportion of black students in CAS has increased by 25% since 2010, while it has grown by 8% overall for UD. Delaware residents account for all of the growth in this group; the number of non-resident black students has actually declined (350 at UD in 2010; 318 in 2016).

For Hispanic/Latino students, the trends are somewhat different:

HISPANIC/LATINO UNDERGRADS	2010	2016
TOTAL (%)		
CAS	6.3	7.8
UD	5.6	7.6
DELAWAREANS (%)		
CAS	1.8	2.8
UD	1.5	2.5
NON-RESIDENTS (%)		
CAS	4.4	5.0
UD	4.1	5.1

Growth in this group of students has been significant (24% for CAS, 35% for UD overall) and UD and CAS show similar rates of enrollment and growth. Both Delaware residents and out-of-state students contribute substantially to the increase, with Delawareans starting from a smaller base, but growing at a faster rate.

Graduation Rates

The most striking issue raised in the graduation rate data is the same for UD and CAS: Black students have substantially lower graduation rates (in CAS, 53% graduate in four years, 72% in six years) than the overall average (72% and 82% respectively). Graduation rates for Hispanic students are also lower than for overall (with a smaller gap). We also note that both UD and CAS have higher graduation rates for women than for men, with a 14-16 percentage point difference for graduation in four years. This deserves some additional attention to understand root causes.

GRADUATION RATES, 2010 COHORT (%, 4 YEAR/6 YEAR)	CAS	UD
ALL STUDENTS	72.0/82.3	71.3/82.9
BLACK/AFRICAN AMER HISPANIC/LATINO	53.5/72.1	42.6/68.2
	68.9/73.8	67.0/74.3
MALE	62.0/76.3	63.6/78.6
FEMALE	77.7/85.6	77.0/86.1
DELAWARE RESIDENT	67.0/83.4	60.4/80.7
NON-RESIDENT	75.4/81.5	77.1/84.1

Total URM, low-income and first-generation graduation rates (not shown) are also lower than for the average of all students.

It appears that the rates are better for many of these categories in CAS than for UD overall, but the number of students in many categories is small, and the difference in graduation rates can be affected by outcomes for just a few students. There are also more subtle effects. For example, in the 2010 cohort data, the reported CAS four-year graduation rates for Delaware residents are significantly higher (seven percentage points) than the University average, but the CAS rates are a few percentage points lower for non-residents. This is at least partly due to a composition effect: UD and CAS graduation rates for males and females are essentially the same, but CAS has a larger fraction of women than the overall UD population, which tends to increase the average graduation rate. On the other hand, CAS has a larger fraction of in-state students than UD overall, and in-state students have lower graduation rates than non-residents. Indeed, the mix of resident and non-resident students by gender is different in CAS and UD, so both effects must be accounted for at the same time. While we have graduation rates separately for men and women divided by residency, the number of students in each group is relatively small in CAS (e.g., there are 173 Delaware males in the 2010 cohort). We can see some unexpected variation: Delaware resident men in CAS graduate at higher rates than Delaware men at UD overall, but non-resident men in CAS graduate at lower rates than non-resident men overall. There may be a causal explanation for this, but it is probably just a reflection of small numbers in the subgroups; changing the graduation status of 10 men in each group would be enough to make their rates the same as for UD overall.

The important conclusion is that we need to increase graduation rates for all students, but the need and opportunities for improvement are greatest among the groups that are at-risk at most universities: URM, low-income, first-generation and male students.

Graduate Student Enrollment

The relevant categories for graduate students are different from those for undergraduates. The University does not have family income measures, and does not identify first-generation status.

While there are exceptions, state of residency is not relevant to the mission or goals of most of our graduate programs. Representative measures of diversity are shown below for all graduate students (the numbers change slightly if part-time students are excluded, generally in the direction of lower diversity).

GRADUATE STUDENTS	2010	2016
URM (%)		
CAS	9.0	14.9
UD	9.3	12.2
BLACK/AFRICAN AMER (%)		
CAS	4.3	5.3
UD	4.9	5.1
HISPANIC/LATINO (%)		
CAS	2.8	4.8
UD	2.4	3.4
WOMEN		
CAS	56.1	57.5
UD	51.6	51.8
INDEX OF QUALITATIVE VARIATION (RACE/ETHN)		
CAS	0.60	0.70
UD	0.65	0.71

Some notable observations:

- CAS has seen an increase of over 50 % in URM graduate students from 2010 to 2016 and a corresponding increase in the IQV for race and ethnicity. However, note that URM numbers in this category are significantly larger than the sum of Black/African American and Hispanic/Latino students, and growth in those groups has not been as great as the total URM growth. The reasons for this distinction are not clear, but there is notable growth in CAS in all categories.
- The fraction of Black and Hispanic students is smaller at the graduate level than at the undergraduate level. This is partly a consequence of the fact that international students make up about 35% of the graduate population, but less than 5% of undergraduates (in 2016). With such large differences in the proportion of international students, all racial and ethnic subgroups of domestic students will necessarily be a smaller part of the graduate student body than the undergraduate student body. The number of international students has also been growing rapidly at the graduate level (from 27.8% to 34.5% over the period shown), so the rate of growth in racial/ethnic subgroups of domestic students is masked by considering the growth as a proportion of the total number of graduate students (as shown above). If we consider only domestic students, the fraction of Black graduate students in CAS grew from 5.6% in 2010 to 7.6% in 2016. Both the levels and rates of growth are similar to those for undergraduates.

- The majority of graduate students at UD and in CAS are women. The proportion of women has not changed substantially since 2010.

Faculty

The diversity of tenured and tenure-track faculty in CAS is similar to that of UD overall. Despite active initiatives to diversify the faculty, it is evident from the numbers below that only modest change has occurred since 2010.

TENURED/TENURE-TRACK FACULTY	2010		2016	
	Professor	Assistant Prof	Professor	Assistant Prof
URM (%)				
CAS	6.6	14.9	9.0	10.3
UD	4.6	9.2	7.2	7.7
BLACK/AFRICAN AMER (%)				
CAS	5.2	10.4	4.8	3.4
UD	3.0	6.7	3.6	3.0
HISPANIC/LATINO (%)				
CAS	1.4	4.5	4.3	6.9
UD	1.6	2.4	3.1	4.7
WOMEN				
CAS	30.8	52.2	30.0	46.6
UD	25.2	47.9	26.6	50.1
INDEX OF QUALITATIVE VARIATION (RACE/ETHN)				
CAS	0.26	0.41	0.33	0.55
UD	0.29	0.49	0.37	0.55

Staff

Diversity data for full-time staff are shown below. Exempt and non-exempt staff are shown separately. Part-time staff are somewhat less diverse, but their numbers are a small part of the total. IRE did not provide data for hourly staff in CAS, though again, the numbers are small.

FULL-TIME STAFF	2010		2016	
	Exempt	Nonexempt	Exempt	Nonexempt
URM (%)				
CAS	13.0	9.3	9.6	11.0
UD	10.8	12.3	9.7	14.4
BLACK/AFRICAN AMER (%)				
CAS	6.5	4.0	6.7	6.6
UD	8.1	10.6	7.3	11.5
HISPANIC/LATINO (%)				
CAS	6.0	4.0	2.5	4.8
UD	2.1	0.9	2.0	2.3
WOMEN				

CAS	57.6	56.3	62.3	53.3
UD	55.8	74.7	59.3	74.0
INDEX OF QUALITATIVE VARIATION (RACE/ETHN)				
CAS	0.48	0.30	0.39	0.23
UD	0.38	0.29	0.36	0.35

Notable observations:

- The numbers of URM staff are small, so there is a lot of year-over-year variation in these numbers. For example, there were a total of six Latina/o CAS nonexempt staff in 2010, and eight in 2016. The two years shown do not give a reliable sense of overall trends, beyond the fact that the numbers remain small for all URM groups.

SUMMARY

CAS has seen meaningful growth in the diversity of our undergraduate students, and is above the UD average in most categories. Much remains to be done, though, as there is far greater diversity among graduating high school students in the state and the region.

At the undergraduate level, UD has a small fraction of low-income college students (nationally, 32 percent of college students were Pell recipients in 2016-17). Increasing our diversity in socioeconomic status or in the number of Delaware state residents would very likely lead to greater racial and ethnic diversity in the undergraduate population. This will challenge our ability to raise graduation rates, as low-income and URM students typically have lower average graduation rates. The college's plans to professionalize advising for first- and second-year students, as well as implementing new capabilities provided by the Blue Hen Success Collaborative will be important first steps in supporting a more diverse student body.

CAS has also seen growth in the diversity of our graduate students, especially when considered as a proportion of our domestic students. New initiatives in the college and the nascent graduate school should further diversify our graduate population, though this will require different strategies than for undergraduates.

Faculty diversity, especially on the tenure stream, has not changed significantly since 2010 despite active initiatives to address this. While CAS numbers exceed the UD average, we need some new ideas. Staff diversity has not shown meaningful growth, and CAS is not above the UD average. Inclusive excellence has not been a focus of staff recruiting in the past, and new initiatives are in order. Support from the University HR office would be very helpful in this effort.

4. Recent and On-going Diversity Efforts

The following is a representative listing of current programs in CAS that support diversity and inclusive excellence.

Undergraduate Student Engagement and Success

- *Blue Hen Success Collaborative*: CAS is actively using BHSC to improve graduation rates, and placing a strong focus on identifying and supporting at-risk students.
- *Professionalizing first- and second-year advising*: CAS has developed a detailed plan to revamp our advising model for students in their first two years, though this may be implemented as an institution-wide initiative.
- *NUCLEUS*: This long-established program offers comprehensive academic services to support student success. NUCLEUS is available to all students, but participants are much more diverse than CAS overall. Special programs include LEAP for incoming students, and special summer research opportunities (Navient, Fox Chase, Hoffman scholars). Expanding this program is a CAS development campaign priority.
- *Associate in Arts program*: AAP serves a more diverse student body than the main campus. Students have access to additional support and advising, and complete an AA degree before transitioning to Newark to complete a bachelor's degree.
- *NSF-REU summer research program for disabled students*: This program is supported by grant funding obtained by Karl Booksh and Sharon Rozovsky.

Graduate Student Engagement and Success

- CAS has invested in new graduate fellowships to make more competitive offers to diverse applicants to graduate programs.
- Building Roads to Inclusivity and Diversity in Graduate Education (BRIDGE) is a novel recruitment and professional development program developed in the Department of Psychological and Brain Sciences.
- Statistical Teaching and Analytic Research Training (START) was started in 2016 to improve student engagement and retention through a shared graduate experience focused on professional development in a global setting. The program is designed for students in social and behavioral sciences and aims to bridge societal divides, and promote global citizenry and diversity for graduate students.
- Bill Anderson Fund expands diversity of graduate students in Disaster Research through recruiting, mentoring and financial support.
- African American Public Humanities Initiative draws diverse graduate students in the humanities.

Faculty Development

- CAS chairs submitted proposals for initiatives to support inclusive excellence in their departments. The strategic planning group and the dean's office will review and synthesize these proposals, and identify the highest priority items for implementation.

- CAS invests heavily to recruit and retain faculty that increase diversity, including both individual cases and broad initiatives, such as African American Material Culture.
- Search committee members take ADVANCE workshops to learn best practices in faculty recruiting.
- Easton Nook Workshop for Women Faculty of Color (2018)

Staff Development

- All search committee members are required to take training provided by University HR in best practices for staff searches.

Community Engagement

- The Resident Ensemble Players (REP) has an ongoing initiative to support African American playwrights and actors, through productions such as *The Mountaintop* and *From the Author of*.
- Revival of the Saturday Symposia, with *Reflections on the Civil Rights Movement* 10/7/2017.
- National Agenda Series: The 2017 fall series, “As We Stand Divided,” brought a diverse array of speakers to campus to discuss cultural and political divisions in America.

Academic Programming

- Center for the Study of Diversity (CSD) speaker series brought in four nationally prominent speakers (Angela Duckworth, Bryant Marks, Alicia Dowd, Anthony Greenwald) in 2017.
- Public forum on the HERI Campus Climate survey (HERI is the Higher Education Research Institute at UCLA, founded by Sylvia Hurtado, a Spring 2016 speaker for CSD).
- Brown Bag Lecture series organized by CSD provides a forum for UD faculty, staff and students to lead discussions on issues in diversity and inclusive excellence.
- *Race, Memory, Monuments: After Charlottesville* Panel discussion (Art History) 10/10/2017
- *Lynching in Modern America: Some Responses by Visual Artists*, 3/15/16 (Art History and Art & Design)
- Global Populism Lecture Series, 2017-18 (Political Science, CGAS, European Studies, CAS)
- Diversity Research Café, 2016- (Women and Gender Studies, CAS)
- Social Justice Coffee Hour, 2017- (numerous sponsors)

K-12 Outreach

- The Partnership for Public Education has been developing connections to Delaware public schools, and support for faculty who want build partnerships with public schools.
- The Delaware Teachers Institute brings UD faculty together with teachers from local schools to develop new curricula.
- The English Language Institute provides training for teachers in the public schools who work with English Language learners.

5. Next Steps

The Strategic Planning committee has already developed a strategic plan, and some parts of it have been implemented. Going forward, we need to develop a more comprehensive implementation plan; broaden faculty and staff involvement; and perhaps develop a new committee structure, as described above. One substantial challenge will be to develop effective partnerships with other organizations on campus with overlapping missions. Some high priority initiatives and likely partners include:

- **Undergraduate recruiting:** The committee wanted to develop stronger connections to Delaware high schools in order to build a pipeline for students to UD. In our discussions with faculty, this initiative is the one that has attracted the most interest. Some efforts to do this are being implemented by Admissions, but the committee felt that more faculty involvement was important. This project will need time, staffing and devoted effort to make significant progress.
- **Graduate recruiting:** The committee also identified connections to colleges with diverse undergraduate populations as a tactic for diversifying our graduate student body. This has been discussed in planning for a graduate college, and should be led by that group, but they do not have the capacity established for this work.
- **Moderated conversations with students:** The strategic planning committee wanted to facilitate opportunities for students and faculty to talk about diversity and inclusion issues in informal, moderated settings to improve the campus climate. While Residence Life, the Center for Black Culture, and some other groups sponsor such conversations, they do not involve many faculty. The immediate need is to identify a good source for training faculty as moderators.
- **Student mentoring:** The strategic planning committee also proposed to train faculty in student mentoring. A program to achieve this still has to be developed, and would probably best be done as a University initiative.
- **Valuing faculty service in support of diversity and inclusive excellence:** The committee was concerned that annual appraisals and promotion decisions may not give enough credit to faculty who devote more than average effort to advising and mentoring diverse students, or engaging in other activities to support diversity and inclusion. This effort is often not formally assigned. The dean's office has had informal conversations with some chairs to assess how they currently value this work, but more needs to be done to explore this issue.
- **Staff recruiting:** A more diverse staff can be achieved by community outreach initiatives that expand the applicant pool. This may be supported by our Community Engagement Initiative, but will require leadership from HR.

