

Diversity, Equity, and Inclusion Status Update for 2018: College of Education and Human Development

Faculty and Staff: The goal of this area is to recruit, develop, retain and promote a diverse faculty and staff.	
Unit-wide	<ul style="list-style-type: none"> In past three years, HDFS has hired three faculty members who are from underrepresented groups. In past year, SOE has hired 3 faculty members who are from underrepresented groups. Data for race/ethnicity and gender of faculty in CEHD are provided in Table 1. Search committee ADVANCE training: All search committee members are required to attend ADVANCE training (ongoing) Both HDFS and SOE assign a teaching mentor and a research mentor to incoming assistant professors. In addition, the Director of Research acts as a mentor for assistant professors, providing both individual-level mentoring as well as several activities throughout the year that bring together assistant professors across the college. (ongoing)
SOE	<ul style="list-style-type: none"> SOE Equity Inquiry Group: Submitted recommendations of “best practices” to apply to search committees’ procedures & practices given that seven faculty searches took place during Fall 2018. (Fall, 2018)
HDFS	<ul style="list-style-type: none"> Individualized mentoring with Chair (ongoing) Highlighted research of new hires through various types of media exposure (Fall, 2018)

Student Success: The goal of this area is to continue to create and retain a diverse student body.	
Unit-wide	<ul style="list-style-type: none"> Data for race/ethnicity and gender for undergraduate and graduate students are displayed in Tables 2 and 3. <p><u>Undergraduate:</u></p> <ul style="list-style-type: none"> College of Arts & Sciences and School of Education Unidel Initiative to support high-school students who are interested in teaching as a future career. Teachers of Tomorrow Pipeline is a program that supports high school students from underrepresented backgrounds who are interested in becoming teachers. Rising high school juniors and seniors are invited to enroll in this one to two year program that will introduce them to the field of education and provide them with the skills necessary to succeed in college (Summer, 2018; ongoing) <p><u>Graduate:</u></p> <ul style="list-style-type: none"> CEHD is in the planning stages of working on developing relationships with area HBCUs, to develop relationships with their students, as a possible pipeline for our graduate programs. (in progress)
SOE	<p><u>Undergraduate:</u></p> <ul style="list-style-type: none"> Establishment of AA Wilmington ETE Program: An AA Wilmington ETE Program Coordinator has been hired (Teresa Rush). Teresa is already actively involved in the New Castle Teacher Academy programs. She has made several presentations to the students. Work is being completed with the Communications department to develop brochures and flyers to promote the program! This is related to goal of recruitment. (ongoing) SOE has a Student Success Coordinator who is responsible for helping all SOE students be successful and finish in four. Students are supported academically and personally with issues that are standing in the way of success. Issues are discussed, strategies shared, and plans for success are created. This is related to goal of retention. (ongoing)
HDFS	<p><u>Undergraduate:</u></p> <ul style="list-style-type: none"> Partnership between HDFS & Del Tech (ongoing): In terms of recruitment, HDFS partners with Del Tech, which provides a steady stream of students, including those from

	<p>underrepresented groups, into the Human Services and Early Childhood Education (ECE) majors. Students receive close advising and mentoring specifically from Dr. Lynn Worden and Ms. Danielle Dolan. ECE majors are placed in the Laboratory School their first semester so they can receive additional support and mentoring.</p> <ul style="list-style-type: none"> ● Faculty was trained in Blue Hen Success Collaborative, which included our graduate students who work in the advisement center. (Fall, 2018) ● Advisement Center has been improved through various internal innovations (Fall, 2018) ● A new advisement booklet for all faculty was compiled to assist in working with students. (Fall, 2018) <p><u>Graduate:</u></p> <ul style="list-style-type: none"> ● New graduate director and there is now a 4+1 director to assist with specific questions and issues (Fall, 2018, ongoing)
DCTE	<ul style="list-style-type: none"> ● Partnerships with Teacher Academies. DCTE has led efforts to work with Teacher Academies, the career and technical education (CTE) track currently offered in Delaware high schools that prepares high school students to study teaching in college. In 2017-2018, there were 1433 students enrolled in Teacher Academies, 31% of whom were African American and 13% Hispanic. We are establishing ways to actively recruit these students, with faculty/staff visits, UD teacher education student visits, exploration of dual enrollment opportunities, exploration of enhanced program opportunities, and scholarships. In addition, we are connecting to Teacher Academy instructors by exploring the establishment of graduate coursework and programs of interest to them. (Spring & Fall, 2018; ongoing)
CDS	<p><u>Undergraduate:</u></p> <ul style="list-style-type: none"> ● Spectrum Scholars. In collaboration with JPMorgan Chase & Co., UD has developed Spectrum Scholars, a program overseen by CDS that offers a system of supports and career development opportunities for undergraduate students with autism majoring in Computer & Information Sciences or Electrical & Computer Engineering. Spectrum Scholars receive coaching on how to develop study skills, campus connections and self-determination they will need to succeed in college and in their careers. (ongoing)

Academic Programming: The goal of this area is focused on curricular and co-curricular transformation.	
Unit-wide	<ul style="list-style-type: none"> ● Equity Inquiry Group (Collaboration with CAS): The equity inquiry group focused on examining how to apply ideas pertaining to equity, diversity, and social justice to the group's own teaching as well as to examine ways to transform UD's teacher education programs, including focusing on ways that faculty might center equity issues in their courses/curriculum as well as apply equity practices job searches. (Spring & Fall, 2018; ongoing)
SOE	<ul style="list-style-type: none"> ● While the racial literacy skills project was completed in 2017, a racial literacy curriculum project will be implemented in the ETE curriculum in Spring 2019. ● EDUC419/619 and EDUC413/613 & Partnership with Advancement via Individual Determination (AVID) Program: Secondary education students provide mentoring and tutoring for middle- and high-school students who are from underserved populations. Focus is on college readiness skills. This program fits into 2 areas: academic programming and culture and climate. (ongoing, every semester) ● EDUC205 & Partnership with Latin American Community Center & Clarence Fraim Boys & Girls Club: Elementary Teacher Education students provide tutoring and mentoring for students in K-8. (ongoing, every semester)

HDFS	<ul style="list-style-type: none"> ● Review of curriculum for inclusion and diversity: Conducted climate survey of unit, shared results, and used this to influence curricular and departmental programming (Spring & Fall, 2018) ● To support the use of culturally responsive social emotional learning instruction, Drs. Tia Barnes and Bridgette Johnson have received funding from the CSD/DCTE Collaborative Grant Program to support their study of teacher candidates' emotional intelligence, cultural intelligence, and their self-efficacy in using culturally responsive practices in teaching social emotional learning skills. They collected data from online surveys from current juniors and seniors in the Early Childhood Education program on their cultural intelligence, emotional intelligence, and self-report of their competence in using culturally responsive practices. (Fall, 2018, ongoing)
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Climate and Culture: The three goals include (a) educational/professional development and training; (b) building community and improving campus climate; and (c) community engagement and outreach.

Unit-wide	<ul style="list-style-type: none"> ● Teen Sharp. The College has continued its relationship with Teen Sharp, which is a program to help students of color attend the top colleges, including the University of Delaware, in the United States. (http://www.delawareonline.com/story/news/education/2017/07/10/teensharp-launching-free-college-prep-program/463724001/; ongoing). ● UD Scholars. The College also provides support for UD Scholars. The College is currently supporting the third cohort of students in their freshman year as well as ongoing support for Cohort 1 (27 of 33 enrolled) and Cohort 2 (30 of 31 enrolled; ongoing). ● Partnership with Stubbs Elementary School. The College has developed a partnership agreement with Stubbs Elementary School. A multidisciplinary team of faculty in the School of Education, Department of Human Development, and other CEHD centers collaborate to provide multi-tiered programs to support teachers and students in a school that serves a high-needs and a high-poverty community. The goal of the partnership is to improve literacy instruction, integrate educational technology, develop positive behavior, and support community involvement. (ongoing) ● Internships, practicum, and student teaching. Because the undergraduate majors in CEHD complete practicum, internships, and student teaching in the local community, a number of classes involve partnerships with local community agencies or schools that serve low-income and ethnic minority children and youth. (ongoing) ● Partnerships with Public Education (PPE) is supporting a local middle school's efforts to address issues of equity in their teaching, with the support of faculty from HDFS & SOE. (https://sites.udel.edu/ppe/2017/11/17/stubbs-elementary/) ● The College's two child care and education programs (the Early Learning Center and the Laboratory School) serve purchase of care preschoolers and children with special needs. Early Childhood Education and Elementary Teacher Education students, as well as students from programs across the campus, participate in the centers.
SOE	<ul style="list-style-type: none"> ● College of Arts & Sciences and School of Education Initiative: Success through Education Conference. (March, 2018) ● SOE Colloquium Series: "Framing the conversation towards engagement and transformation: Diversity, equity, and inclusion in education and human development." (Feb-May, 2018)
HDFS	<ul style="list-style-type: none"> ● HDFS student climate survey: Used to create new 2 credit course on Race Awareness ● HDFS, Athletics, Women & Gender Studies, and the Biden Institute Initiative: ONE LOVE

	<p>campus wide training event on sexual assault (April, 2018):</p> <ul style="list-style-type: none"> ● HDFS Professional Development Series: Film viewing and discussion of <i>“What’s Race Got to Do with it?”</i> This film chronicles the journey of a diverse group of students participating in a 15-week inter-group dialogue program at U.C. Berkeley. ● HDFS, Sociology, and Women & Gender Studies hosted visiting scholar, Dr. Carol Taylor, from Sheffield Hallam University in the UK. Dr. Taylor presented her research on <i>“Inciting Learning and Negotiating Power as Feminist Academics in the Neoliberal University.”</i> (April, 2018) ● The spring 2018 HDFS Global Research Series featured Dr. Eugenia Arvanitis of the University of Patras’ Department of Educational Science and Early Childhood Education, Dr. Jinkyung Kim of the Korean National Open University, and Dr. Chryssi Vitsilaki of the University of the Aegean’s Department of Preschool Education and Educational Design. ● The Fall 2018 HDFS Global Research Series featured internationally renowned scholars discussing contemporary issues in the field of family sciences. Scholars included Dr. Giulio Frasson of the Centro Studi Podresca (Italy), discussed <i>“The Development of Human Abilities in Education: A Contribute for the Millennium Goals for Quality Education.”</i> Dr. Silvana Tiani Brunelli of the Centro Studi Podresca, discussed <i>“Relational Abilities in Family Life and at Work: Collaboration, The Most Important Resource for the Future.”</i> ● AAUW chapter in Newark, DE: Mentored and advised by HDFS faculty, Martha Buell, and HDFS doctoral student, Laura Cutler (Spring, 2018; https://www.cehd.udel.edu/new-rso-seeks-to-advance-gender-equity/) ● HDFS faculty worked with the SOE faculty on Stubbs elementary school educational initiatives
CDS	<ul style="list-style-type: none"> ● Lunchtime Learning Series: <i>“The Next Step in Inclusion: Dorm Life for Students with Intellectual Disabilities”</i> (February, 2018) ● Lunchtime Learning Series: Leadership Education in Neurodevelopmental and Related Disabilities (LEND) program. ● <i>“Underrepresented: People with Disabilities in Elections”</i>: National and state experts and advocates discuss how to increase accessible voting practices, engage more elected and party officials in issues of importance to people with disabilities, and get more people with disabilities to become candidates. (Sept. 2018) ● Lunchtime Learning Series: Disability & Early Adulthood (Oct. 2018) ● Film and discussion: <i>Intelligent Lives</i> stars three pioneering young American adults with intellectual disabilities who challenge perceptions of intelligence as they navigate high school, college and the workforce. A panel and audience discussion immediately follows the film. (Oct. 2018)

Table 1: Institutional Data on Race/Ethnicity and Gender of Faculty in CEHD

		Full-Time Faculty, Tenure Track (Fall 2017)						Full-Time Faculty, Non-Tenure Track (Fall 2017)						
		White	Black	Hispanic	Asian	Other ¹	Total	White	Black	Hispanic	Asian	Native American	Other ²	Total
Human Dvlpmnt & Family Science	Female	10	2	1	1	0	14	1	2	0	0	0	0	3
	Male	4	1	0	0	0	5	1	0	0	0	0	0	1
School of Education ²	Female	16	0	1	2	0	19	13	1	0	0	0	1	15
	Male	16	0	0	0	0	16	3	0	0	0	0	0	3
Miscellaneous ³	Female	2	0	0	0	0	2	4	0	0	0	0	0	4
	Male	1	0	0	0	0	1	0	0	0	0	0	0	0
Total-Education & Human Development		49	3	2	3	0	57	22	3	0	0	0	1	26

		Full-Time Faculty, Tenure Track (Fall 2018)						Full-Time Faculty, Non-Tenure Track (Fall 2018)						
		White	Black	Hispanic	Asian	Other ¹	Total	White	Black	Hispanic	Asian	Native American	Other ²	Total
Human Dvlpmnt & Family Science	Female	10	2	1	1	0	14	2	2	0	0	0	0	4
	Male	3	1	0	0	0	4	1	0	0	0	0	0	1
School of Education ²	Female	15	1	1	2	1	20	14	1	0	0	0	0	15
	Male	16	1	0	0	0	17	4	0	0	0	0	0	4
Miscellaneous ³	Female	2	0	0	0	0	2	2	0	0	0	0	0	2
	Male	1	0	0	0	0	1	0	0	0	0	0	0	0
Total-Education & Human Development		47	5	2	3	1	58	23	3	0	0	0	0	26

¹ Other includes Native Hawaiian or Other Pacific Islander, Two or More Races, Non-Specific, or Unknown.

² School of Education includes: DE Ctr for Teacher Education, School of Education, The College School

³ Miscellaneous includes: Ctr Rsch Educ & Social Policy, Ctr for Disabilities Studies, Prof Dev Ctr for Educatr(PDCE), UD Early Learning Center, Cntr for Disabilities Studies, DE Academy School Leadership, Prof Dev Ctr for Educatr(PDCE), and UD Early Learning Center

Table 2: Institutional Data on Race/Ethnicity and Gender of Undergraduate Students in CEHD

<u>Undergraduate Students (Fall, 2018)</u>		White	Black	Hispanic	Asian	Native American	Other ¹	
Human Dvlpmnt & Famly Sciences	Female	301	23	9	24	0	31	388
	Male	16	5	1	4	0	4	30
Total		317 (75.8%)	28 (6.7%)	10 (2.4%)	28 (6.7%)	0	35 (8.4%)	418
School of Education	Female	419	6	8	9	0	38	480
	Male	27	2	0	0	0	1	30
SOE Total		446 (87.5%)	8 (1.6%)	8 (1.6%)	9 (1.8%)	0	39 (7.6%)	510

Table 3: Institutional Data on Race/Ethnicity and Gender of Undergraduate Students in CEHD

<u>Graduate Students (Fall, 2018)</u>		White	Black	Hispanic	Asian	Native American	Other ¹	
Human Dvlpmnt & Famly Sciences	Female	20	3	0	5	0	3	31
	Male	1	2	0	1	0	0	4
HDFS Total		21 (60%)	5 (14.3%)	0	6 (17.1%)	0	3 (8.6%)	35
School of Education	Female	211	24	3	20	0	22	280
	Male	53	8	0	5	0	3	69
SOE Total		264 (75.6%)	32 (9.2%)	3 (1%)	25 (7.2%)	0	25 (7.2%)	349