

ANNUAL REPORT
1996-1997



Commission to Promote Racial and Cultural Diversity

UNIVERSITY OF
DELAWARE



The University of Delaware is committed to creating an educational community that is intellectually, culturally, and socially diverse, enriched by the contributions and full participation of people from different backgrounds. Toward that end, the University is further committed to:

- increasing the racial and cultural diversity of its students, faculty, and staff;
- creating a climate that expects and encourages all members of the University community to respect and appreciate individual and cultural differences;
- promoting equity for people of different backgrounds throughout all areas of University life;

- developing organizational practices that include the participation and perspectives of these groups; and
- enhancing the curriculum by including the contributions and perspectives of different races, cultures, and genders.

The President's Commission to Promote Racial and Cultural Diversity was created to guide the University in accomplishing these goals. Its charge is to promote equity and diversity throughout the fabric of University life to enrich the intellectual and social community we share together. The status of African-Americans and other minorities at the University will receive the Commission's priority attention.

To carry out its charge, the Commission:

- investigates current conditions at the University;
- researches efforts being undertaken to address issues of equity and diversity at other institutions across the nation;
- holds public hearing about its proposed ideas, and recommends a plan of action; and
- conducts periodic evaluations of progress, that will create an environment that supports diversity.

The Commission makes recommendations to the President and reports to him as frequently as necessary to accomplish its mandate.

*Charge of the President's
Commission to Promote Racial
and Cultural Diversity
May, 1988*

The Commission to Promote Racial and Cultural Diversity is committed to assuring that the campus climate is welcoming and supportive for the diverse groups that comprise the University of Delaware. Appointed by the President, Commission members are drawn from the faculty, staff, and student body. Monthly Commission meetings, as well as meetings of individual caucuses, are designed to further the appreciation of diversity in the workforce and in the student body, monitor the University's Affirmative Action program, and, where indicated, recommend strategies to increase the representation of minorities and women and provide support for major Commission initiatives. Organizationally, the Commission is comprised of individual caucuses that reflect the interests and needs of particular constituent groups. Their membership is broader than that of the Commission and embraces students, faculty, and staff who share common interests. These caucuses serve the needs of African Heritage faculty and professional staff, the Jewish community, Asian Americans and Pacific Islanders, the needs of the Latino/

Latina groups, the lesbian, gay, bisexual community, the campus religious leadership, and persons with disabilities.

CHANGING TRENDS AND THE UNIVERSITY'S COMMITMENT TO DIVERSITY: A RATIONALE

Demographic trends indicate that more women, racial minorities, and recent immigrants are part of America's workforce than ever before. This change is occurring at the same time the global community is becoming more interconnected. For American business and industry to be competitive both at home and abroad, there must be a better understanding of the racially and culturally diverse marketplace of the twenty-first century. Indeed, William T. Daly advises in the July/August 1992 issue of *Academe*, "that employees who are sensitive to issues of gender, racial, and cultural diversity are likely to be more valuable than those who are not."

The University of Delaware is committed to helping prepare its students to function successfully in this new environment. To do so, we must educate our students broadly and also provide the opportunity for them to interact with students,

faculty, and staff from different ethnic, national, and cultural backgrounds. Only by creating an educational community that is intellectually, culturally, and socially diverse can we prepare our graduates to perform successfully in a multicultural working environment.

The Commission is pleased to report that the number of underrepresented students has been increasing on our campus. Enrollment of minority students has been increasing annually. Of equal importance, the University of Delaware ranks sixth among all state-supported institutions for the retention and successful graduation of African American students (*The Journal of Blacks in Higher Education*, 1997). Recent data also indicate that the majority of University employees express a high level of job satisfaction. Indeed, the University of Delaware was rated as one of the most "family friendly" institutions in the country, as reported in *Update*, 1997. Nevertheless, areas of concern remain to be addressed. These include:

- Attrition of full-time Black faculty members
- Retention of Black female faculty
- Static size of Hispanic faculty

- Paucity of Asian-American and Pacific Islanders in executive and senior management positions

THE 1996-1997 YEAR

The Commission's agenda for the 1996-1997 year was designed to better assess the campus climate for minority group faculty, staff and students. It included:

- analyzing data from the campus diversity survey;
- holding focus groups to clarify survey data; and
- conducting hearings with underrepresented campus groups.

These activities enabled Commission members to learn about the particular concerns of the various constituent groups that comprise the Commission, receive suggestions about improving the campus climate, and make informed recommendations for the annual report. These recommendations together with a preliminary report of the Campus Diversity Survey follow.

THE PRESIDENT'S COMMISSION TO PROMOTE RACIAL AND CULTURAL DIVERSITY

CHAIR—ARAYA DEBESSAY, PROFESSOR, COLLEGE OF BUSINESS & ECONOMICS

PRELIMINARY REPORT OF CAMPUS DIVERSITY SURVEY

The University of Delaware Campus Diversity Survey was administered in Spring 1996 to a stratified random sample of 2,319 students and 1,739 faculty and staff. Of that group, 1,147 students returned the survey, a response rate of 49.5 percent; 1,129 employees returned the survey, a response rate of 64.9 percent. The demographic characteristics of responding students and employees mirrored the racial, gender, and cultural diversity of the University of Delaware community. The survey examined respondent attitudes about diversity as well as their experiences over the past two years at the University. The majority of students and employee respondents said they had “never” been present at University-affiliated events where a diverse group of people would not feel welcome. On average, more than 80 percent of the respondents said “never” to this series of questions that concerned comfort levels at the University.

The majority of employees and students said they had not heard employees make disparaging

remarks about persons of a specific group. Student respondents, however, did report hearing more negative comments made by other students. On average, only 25 percent of the undergraduate respondents said they “never” heard disparaging remarks by other students.

When reported, employees and students indicated that the most disparaging remarks were made about ethnic minorities and women. Persons of color often stated they were regarded as having been hired because of their racial or ethnic background. Students, faculty, and staff who belong to underrepresented groups also reported “being ignored” as the most frequent form of discrimination. Fear for physical safety was the most common concern of members of the lesbian, gay, bisexual community. Survey respondents were able to include additional comments. While there was opportunity for narrative comment, less than 20 percent of the respondents did so.

MEMBERSHIP LIST 1996–1997

Sigurd Andersen	Professional	PAC representative
Karen Bauer	Professional	Institutional Research
Hilton Brown	Faculty	Art Conservation
T. Scott Cawood	Professional	Residence Life
Maxine Colm	Administration	Vice President, Administration
Araya Debessay	Faculty	Business & Economics–Accounting
Ivo Dominguez	Faculty	Foreign Languages/Literatures
Vernese Edghill	Professional	Center for Black Culture
Anne Esdale	Staff	Morris Library
Mary Ann Finch	Professional	Cooperative Extension Services
Patricia Fogg	Professional	Facilities Management
Samuel Gaertner	Faculty	Arts & Science–Psychology
Judith Gibson	Professional	Affirmative Action/Multicultural Programs
Judy Greene	Professional	Center for Teaching Effectiveness
Joyce Hart	Professional	Business & Economics
Vivian Klaff	Faculty	Arts & Science–Sociology
Francis Kwansa	Faculty	Hotel/Restaurant Management
Wunyabari Maloba	Faculty	Arts & Science–History
Wanda McCracken	Staff	Business & Economics
Alvina Quintana	Faculty	Arts & Science–English
Linda Russell	Professional	Arts & Science–English
Cecily Sawyer-Harmon	Professional	Faculty & Staff Assistance Program
Robert Simons	Faculty	Arts & Science–Psychology
Roland Smith	Administration	Vice President–Student Life
Andrew Turner	Professional	Spec. Asst.–Office of Vice President for Administration
Douglas Tuttle	Professional	Senior Policy Scientist
Laura Lee Wilson	Community	Campus Ministry–Wesley Foundation
S. B. Woo	Faculty	Arts & Science–Physics
Jian-Zhong Zhou	Professional	Morris Library

RECOMMENDATIONS OF COMMISSION CAUCUSES, 1996–1997

As noted earlier, each of the Commission caucuses was afforded an opportunity to present their initiatives and concerns to the full membership at a regularly scheduled Commission meeting. The following outline highlights the salient elements of these presentations which, together, form the backdrop for Commission activities now and in the future.

AFRICAN HERITAGE AND HISPANIC FACULTY

- Review current recruiting procedures and implement new strategies to increase the numbers of African American and Hispanic faculty
- Recruit distinguished senior African American and Hispanic faculty
- Create named professorships for distinguished senior faculty in selected disciplines

ASIAN-AMERICAN/PACIFIC ISLANDER FACULTY AND STAFF

- Increase the number of Asian American/Pacific Islanders in the University's administrative ranks

JEWISH CONCERNS

- Assure that faculty are aware of major Jewish holidays
- Avoid scheduling activities and academic recognitions on the Saturday Sabbath
- Consider establishing a kosher and vegetarian meal option plan
- Expand support for Jewish cultural programming

LESBIAN, GAY, BISEXUAL CONCERNS (LGB)

- Reconsider hiring a full-time professional coordinator for the LGB Office of the Campus Diversity Unit
- Enhance undergraduate course offerings in LGB scholarship

MUSLIM FOCUS GROUP

- Assist Muslim students and employees in finding space for their daily prayers
- Explore the possibility of offering a meal plan option which satisfies Muslim dietary requirements

RELIGIOUS CONCERNS CAUCUS

- Include caucus members on University commissions, committees, and task forces, especially those related to reducing the use of alcohol by students
- Develop a brochure to help students know the

questions to ask when deciding to join a religious organization or group

ADA CAUCUS

- Continue to increase accessibility for persons with disabilities
- Publish updated accessibility map

1996–1997 ACHIEVEMENTS

The 1996–1997 academic year was a productive one for the Commission.

Activities included:

- Creation of the ADA Caucus
- Increased accessibility for persons with disabilities
- Expansion of office space for the LGB caucus
- Presentation of more than 100 diversity workshops for students, faculty, and staff
- Analysis of the Campus Climate Survey in concert with the Office of Institutional Research and Planning
- Use of focus groups to explore, in depth, data uncovered by the Campus Climate Survey

These accomplishments as well as the recommendations from the individual caucuses noted above were presented in written form to the President and the Provost who then joined the

Commission for the last meeting of the year. A full and frank discussion ensued. Both the President and the Provost emphasized that increasing the number of African American and Hispanic faculty at the University is a major goal of the administration. The Commission agrees and has determined that developing strategies for increasing the number of minority faculty will be the major focus of the coming year's agenda. Dr. Araya Debessay, speaking on behalf of the Commission, stated "you have recharged and energized the Commission by your commitment to embrace and promote diversity in order to make the University of Delaware an institution that will best prepare young men and women for the challenges of a diversified real world."

1997–1998 GOALS

- A keynote seminar, "Diversifying the Faculty," with a guest speaker and a panel comprised of deans and faculty, will be held in the Fall to launch the 1997–1998 agenda
- Academic deans and department chairpersons will be invited to Commission meetings throughout the year to

help develop imaginative strategies that will increase the number of faculty of color at the University

- Commission members will develop criteria and guidelines for a new annual award, “The President’s Award for Diversity,” which will recognize an individual, department, or unit head who has contributed to enhancing diversity at the University
- Continue the activities of the individual constituent groups to assure that their interests are well served

AFFIRMATIVE ACTION

A continuing responsibility of the Commission is to monitor the University’s Affirmative Action program. This includes reviewing global data to assure that protected class members employed at the University rank favorably in employment categories when compared with their counterparts in the state of Delaware and in the nation (*see table at right*). Increased efforts continue to be needed to assure that the University’s employment profile is reflective of the diversity we value.

PERCENTAGE OF PROTECTED CLASS MEMBERS AT THE UNIVERSITY OF DELAWARE, BY EEO CATEGORY, COMPARED WITH STATE OF DELAWARE AND NATION

Minority Group	UD	DE State	Nation
<i>Executive/Administrative/Managerial</i>			
Women	42.3	36.7	38.1
Blacks	8.8	7.5	5.7
Hispanics	0.3	1.4	4.4
Asians	1.5	1.3	2.7
Native Americans	0.5	0.2	0.4
<i>Faculty</i>			
Women	31.7	43.1	40.5
Blacks	3.0	6.5	4.8
Hispanics	1.5	4.6	3.4
Asians	5.3	7.5	6.9
Native Americans	0.3	0.0	0.4
<i>Professionals</i>			
Women	56.1	48.5	47.4
Blacks	7.1	8.6	6.8
Hispanics	0.7	1.4	4.0
Asians	3.8	2.6	4.3
Native Americans	0.7	0.2	0.4
<i>Secretarial/Clerical</i>			
Women	92.9	81.8	78.8
Blacks	8.4	15.7	11.3
Hispanics	1.2	1.8	7.0
Asians	0.5	0.7	2.7
Native Americans	0.8	0.2	0.6
<i>Technical/Paraprofessional</i>			
Women	42.7	43.8	45.5
Blacks	19.7	10.7	9.3
Hispanics	1.7	1.2	5.7
Asians	3.4	2.8	4.4
Native Americans	0.9	0.3	0.6
<i>Skilled Craft</i>			
Women	3.9	15.9	21.2
Blacks	7.1	15.4	10.0
Hispanics	1.9	2.6	11.0
Asians	1.3	0.9	2.5
Native Americans	0.6	0.4	0.8
<i>Service/Maintenance</i>			
Women	57.0	41.6	37.6
Blacks	33.2	26.4	15.6
Hispanics	2.0	3.1	12.2
Asians	0.9	1.0	2.4
Native Americans	1.6	0.6	0.9

Shading denotes increases since 1995–96.

Data sources: University of Delaware: March 1997 Workforce Analysis; State and Nation: 1990 census data by occupation. Prepared by: Office of Institutional Research and Planning 7/97

PROTECTED CLASSES

Protected class members are individuals identified under Title VII of the Civil Rights Act, as amended, and Executive Order 11246. The University of Delaware collects data on the following protected classes:

Age All persons who are 40 years of age and older

Black A person not of Hispanic origin, i.e., with origins in any of the Black racial groups of Africa

Persons with Disabilities Any person who

- has a physical or mental impairment that substantially limits one or more of his or her major life activities;
- has a record of such impairment; or
- is regarded as having such impairment

A disability is substantially limiting if it is likely to cause difficulty in securing, retaining or advancing in employment.

Hispanic A person of Mexican, Puerto Rican, Cuban, South American, or other Spanish culture or origin

Other Includes persons not classified as Black or Hispanic (includes American Indians, Alaskan Natives, and Asian/Pacific Islanders)

Women



AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER—The University of Delaware is committed to assuring equal opportunity to all persons and does not discriminate on the basis of race, color, gender, religion, ancestry, national origin, sexual orientation, veteran status, age, or disability in its educational programs, activities, admissions or employment practices as required by Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, Titles VI and VII of the Civil Rights Act of 1964, the Americans with Disabilities Act, Executive Orders 11246 and 11375 and other applicable statutes. Inquiries concerning Title IX, Section 503 and 504 compliance, Executive Order 11246 and information regarding campus accessibility and Title VI should be referred to the Affirmative Action Director, 305 HULLIHEN HALL, 302-831-2835, 302-831-4552 (TDD). 7/4500/7•97/W