

**2017 Annual Report
Diversity Committee
Department of Psychological and Brain Sciences**

Prepared by

James Jones, Chair
Lisa Jaremka
Jared Medina
Ryan Beveridge

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Introduction.

PBS Chair Bob Simons appointed the Diversity Committee in November 2016, consisting of James Jones, Chair, Lisa Jaremka and Jared Medina. In August 2017, Ryan Beveridge was added to the committee. The committee held its first meeting on December 7, 2016, and set information gathering goals to:

1. Find out what students want us to do/implement surrounding diversity
2. Find out what faculty wants us to do/implement surrounding diversity
3. Ask faculty if they have anything diversity relevant in their existing courses
4. Find out GPAs of our majors broken down by race
5. Find out what classes our minority students are taking

Prior to this first meeting, the Committee obtained information on the overall status of diversity in the department, among undergraduate majors, graduate students, staff and Faculty. The committee met again on January 31, 2017, to review the diversity information we had obtained, and to plan ways to collect the information we needed. We decided to conduct Qualtrics surveys of undergraduate majors, graduate students and faculty to address goals 1-3.

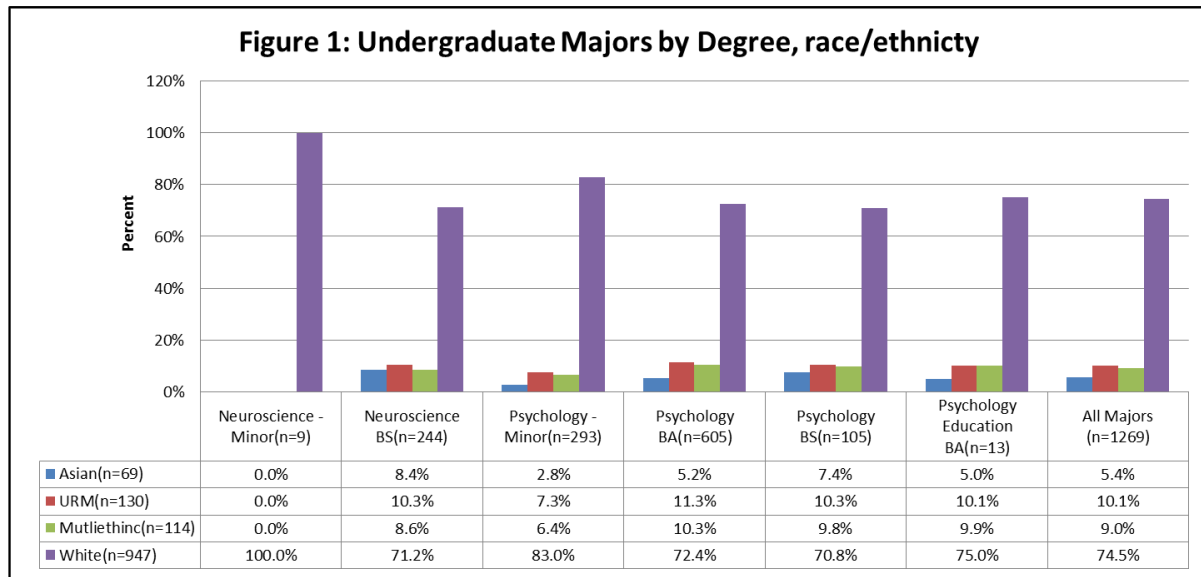
This report provides a summary of the information we obtained from various departmental and university sources, and from the surveys of students and faculty. The report is broken down into 3 sections:

- 1) Diversity Status Summary
- 2) Diversity Survey Results
- 3) Conclusions and Recommendations

Part One: Diversity Status Summary.

The following sections report the information we obtained for undergraduate majors, graduate students and faculty.

Undergraduate majors: With regard to race/ethnicity, how diverse are our undergraduate



majors? Since 2013, underrepresented minorities (URM: Black, Latino, Pacific Islanders, and Native Americans) have, on average, constituted 10.1% of all psychology majors. Asian Americans are 5.4%, Multiethnic are 9.0% and Whites are 74.5%. Relative to the UD student population, PBS majors who are URM students are underrepresented (-6.4%), Asian American students are slightly overrepresented (+5.5%), Multiethnic students are considerably overrepresented (+5.2%) and White students are represented at about the same rate (-.3%).

We obtained GPA data from the registrar, which allowed us to compare student academic performance across racial/ethnic groups, gender and classification.

Table 1: Psychology Majors’ GPAs by Gender, Race/Ethnicity, and Classification.

Are there race/ethnic differences in academic performance among our majors? Table 1 reveals,

Gender	Male	Female		
gpa	2.975	3.172		
Race/Ethnicity	White	Asian American	URM	
gpa	3.155	2.982	3.004	
Classification	Fr	So	Jr	Sr
gpa	3.032	3.14	3.19	3.154

some small differences. Although we have not performed statistical tests, it appears that female students perform slightly higher than male students; White students higher than Asian American and URM students, and freshmen

have lower GPA’s than other classifications of students. Although not central it this report, we obtained data on GPA for other colleges and found that the average PBS performance is comparable to other colleges—ranging from of a high of 3.2 to a low of 2.9).

A final data-related question was whether there were any racial differences among PBS majors in the courses they took. Students often report being the sole student of color in their classes. We obtained course registration broken down by race/ethnicity and gender for the fall 2016 PBS course offerings.

Table 2: Fall 2016 PBS Course Rosters—High and Low enrollment by Race/Ethnicity and Gender

Courses	URM%	Courses	Females%
1 SD above			
PSYC 320 - INTRODUCTION TO NEUROSCIENCE Total	50.0%	PSYC 433 - COGNITIVE NEUROSCIENCE Total	100.0%
PSYC 365 - PSYCHOLOGY FIELD PLACEMENT Total	40.0%		
PSYC 466 - ADVANCED RESEARCH Total	33.3%		
1 SD below			
PSYC 370 - RESEARCH IN PERSONALITY Total	11.1%	PSYC 438 - HUMAN COMPUTER INTERACTION Total	63.3%
PSYC 325 - CHILD PSYCHOLOGY Total	10.7%	PSYC 468 - THESIS RESEARCH Total	50.0%
		PSYC 344 - PSYCHOLOGY OF LANGUAGE Total	48.0%
		PSYC 436 - NATURE VS NURTURE Total	38.9%
		PSYC 350 - DEVELOPMENTAL PSYCHOLOGY Total	80.0%
Courses	Asian%	Courses	White%
1 SD above			
PSYC 466 - ADVANCED RESEARCH Total	16.7%	NONE	
PSYC 394 - CULTURAL PSYCHOLOGY Total	9.1%		
PSYC 344 - PSYCHOLOGY OF LANGUAGE Total	8.0%		
1 SD below			
PSYC 320 - INTRODUCTION TO NEUROSCIENCE Total	0.0%	PSYC 466 - ADVANCED RESEARCH Total	50.0%
PSYC 334 - ABNORMAL PSYCHOLOGY Total	0.0%	PSYC 320 - INTRODUCTION TO NEUROSCIENCE Total	50.0%
PSYC 438 - HUMAN COMPUTER INTERACTION Total	0.0%	PSYC 365 - PSYCHOLOGY FIELD PLACEMENT Total	46.7%
PSYC 433 - COGNITIVE NEUROSCIENCE Total	0.0%	PSYC 334 - ABNORMAL PSYCHOLOGY Total	7.1%
PSYC 468 - THESIS RESEARCH Total	0.0%		
PSYC 436 - NATURE VS NURTURE Total	0.0%		
PSYC 420 - MENTAL ILLNESS: CRITICAL PERSP Total	0.0%		
PSYC 370 - RESEARCH IN PERSONALITY Total	0.0%		

We calculated the percentage of students in each class by race and gender. We then calculated the standard deviation of these percentages within each race/ethnic and gender group to estimate which courses racial/ethnic groups were most likely to take. We then sorted within group those courses that were above and below 1 SD. Table 2 provides the results. Perhaps surprisingly, URM and Asian students were relatively more likely to take advanced research (PSYC466) than other courses. URM students took more Field placement courses, and were enrolled in higher numbers in Introduction to Neuroscience. Asian American students enrolled in higher numbers in Cultural psychology and Psychology of language. White students were more likely to do thesis research, and enroll in Mental Illness and Nature-Nurture. Female students enrolled in higher numbers in cognitive neuroscience, social and abnormal psychology, and independent study. We offer no wisdom about these choices, but we will note later that responses to the survey suggested a strong desire for more diversity-content related course offerings.

Graduate students: With regard to race/ethnicity, how diverse are our graduate students?

Table 3: PBS Graduate Students by Race/Ethnicity and Gender and Area; 2016-17.

Currently there are 58 graduate students in the Department, including three pursuing a 4+1 Master’s degree. NRA is the label for International students. Table 3 shows that the overall representation of Underrepresented Minorities is 10.3%. However, we have significant variations across areas, with only BN (14.3%) and Clinical (16.7%) having URM students. Table 4

Area	ASIAN	BLACK	HISPA	NRA	UNKNOWN	WHITE	Grand Total	URM%
Behavioral Neuroscience	1	1	1			11	14	14.3%
Clinical Psychology		1	3			20	24	16.7%
Cognitive Psychology	1					5	10	0.0%
4+1						3	3	0.0%
Social Psychology				2	1	4	7	0.0%
Grand Total	2	2	4	6	1	43	58	10.3%
Percent	3.4%	3.4%	6.9%	10.3%	1.7%	74.1%	100.0%	

provides comparable information for the College of Arts and Sciences and the University overall.

Table 4: Race/Ethnicity and Gender of UD and CAS Graduate students, 2016

Gender	White	AfAm	Hispanic	Asian	Native Am	International	other	Total	percent	URM
UD-Newark										
M	575	50	42	39	2	739	53	1500	50.0%	6.3%
F	739	79	51	70	1	509	50	1499	50.0%	8.7%
Total	1314	129	93	109	3	1248	103	2999	100.0%	7.5%
percent	43.8%	4.3%	3.1%	3.6%	0.1%	41.6%	3.4%	100.0%		
CAS										
M	221	19	23	8	2	186	21	480	16.0%	9.2%
F	365	41	31	26		156	30	649	21.6%	11.1%
Total	586	60	54	34	2	342	51	1129	37.6%	10.3%
percent	51.9%	5.3%	4.8%	3.0%	0.2%	30.3%	4.5%	100.0%		

The PBS percentage of URM graduate students is equal to the CAS, and higher than UD as a whole. PBS has a much higher percentage of White graduate students,

principally because we have a lower percentage of International students (10.3% v. 30.3% in CAS, and 41.6% for UD).

Faculty: How diverse is the PBS faculty? Our current faculty is 11.1% URM, 2.8% Asian American and 41.7% female (Table 5). Table 6 provides comparison data with UD faculty as a whole, and CAS faculty. PBS’s percentage of URM faculty is higher than UD, and slightly lower than CAS. The percentage of female faculty is equal to both UD and CAS.

Table 5: Race/Ethnicity of PBS Faculty, 2017

Year	Asian	White	Female Total	Black	Hispanic/Latino	White	Male Total	Grand Total
16-17	1	14	15	2	2	17	21	36
Percent	2.8%	38.9%	41.7%	5.6%	5.6%	47.2%	58.3%	100.0%

Table 6: Race/Ethnicity and Gender of UD and CAS Faculty, 2016

Gender	White	AfAm	Hispanic	Asian	Native Am	International	other	Total	percent	URM
UD-Newark										
M	548	28	25	91	0	18	2	712	58.1%	7.4%
F	405	24	17	54	1	9	4	514	41.9%	8.2%
Total	953	52	42	145	1	27	6	1226	100.0%	7.7%
percent	77.7%	4.2%	3.4%	11.8%	0.1%	2.2%	0.5%	100.0%		
CAS										
M	262	20	16	28	5	4	0	335	58.3%	12.2%
F	190	17	13	16	3	1	0	240	41.7%	13.8%
Total	452	37	29	44	8	5	0	575	19.2%	12.9%
percent	78.6%	6.4%	5.0%	7.7%	1.4%	0.9%	0.0%	100.0%		

Admin Staff, Post-docs/Scientists, Researchers/lab managers: How diverse are the PBS Administrative staff and researcher/scientists? Our current profile is 11.5% URM, 15.4% Asian American and 76.9% White, while 84.6% are female (Table 7)

Table 7: Race/Ethnicity and Gender of PBS Admin Staff, Post-docs/Scientists, Researchers/lab managers, 2017

Gender

Race/Ethnicity	F	M	Grand Total	Percent
Asian	2	2	4	15.4%
BLACK	2		2	7.7%
Hisp/Latin			1	3.8%
White	18	2	20	76.9%
Grand Total	22	4	26	100.0%
Percent	84.6%	15.4%	100%	

Part Two: Diversity Survey Results.

The Committee decided it would be useful to learn more from undergraduate students, graduate students, faculty, and staff about their attitudes towards diversity as a way to organize our work moving forward. We asked, what are the attitudes about diversity generally, about diversity at UD, and in the department? All four surveys had a similar structure, but were tailored to the group being surveyed (Surveys are available in a separate document—*PBS 2017 Diversity Annual Report --Surveys*].

The survey questions were put in a Qualtrics format (four surveys are attached in the Appendix) and distributed via email on April 24, 2017, to 36 faculty, 59 graduate students and 664 undergraduate majors. We received responses from 19 faculty (53%), 18 graduate students (31%), and 62 undergraduates (9%). On September 5, 2017, we sent 26 surveys to current Staff (7) Postdoc/scientists (9) and Research associates/Lab managers (10), from whom we received 11 responses (43%).

Undergraduate Majors

The race/ethnicity distribution of survey respondents was slightly more diverse than the undergraduate majors overall. Black (11.3% v. 6.5%) and Hispanic (6.5% v. 3.3%) respondents were higher, Asian American (4.8% v. 5.4%) and White (74.2% v. 74.6%) respondents were nearly the same. The sample substantially overrepresented females (82%), while underrepresenting males (16%). Transgender respondents were 2% of the sample. Respondents were primarily heterosexual (72%), but reported other sexual identities: homosexual (7%), bisexual (13%), and other or p preferred not to say (8%). We note that only 9% of undergraduate psychology majors responded, and since responders self-selected, there is the potential for some self-selection bias in these results.

Student Ratings:

Attitudes about diversity. Students were asked how much they agreed (7 = strongly agree, 1 strongly disagree) that Diversity was important at UD ($X = 5.50$) it was important for student to come from different backgrounds ($X = 6.23$) and for faculty to come from different backgrounds ($X = 6.05$). Overall, these ratings suggest that diversity is important in their academic life for both their peers and their professors.

PBS' diversity evaluation. Students rated the department from Excellent (5) to Terrible (1) on inclusion of diversity in the curriculum ($X = 3.7$), opportunities to do diversity-relevant research ($X = 3.47$), the availability of mentors for diversity topics ($X = 3.24$) and opportunities to learn about career options ($X = 3.72$). Clearly, the student ratings of the department's performance on these issues are considerably lower than their overall valuing of diversity at UD. The relative low ratings of opportunities for diversity-related research and mentors for diversity topics points to a perceived shortcoming of the department.

One question elaborated on the diversity in their classes, asking students to rate their agreement (4 = strongly agree, 1 = strongly disagree) that courses included too much or too little material on diversity topics (race, gender, other group identities). Students strongly disagreed that the courses included too much diversity related material ($X = 1.39$), and agreed substantially more that the courses offered too little ($X = 2.61$).

Finally, on a scale of strongly agree (7) to strongly disagree (1), students rated the degree to which the undergraduate population at UD was sufficiently diverse ($X = 3.23$), the faculty at UD was sufficiently diverse ($X = 4.18$) and the psychology faculty was sufficiently diverse ($X = 3.79$). Most interesting is that the psychology major perceived that the overall UD faculty was somewhat more diverse than the psychology faculty.

Open ended responses.

“What does diversity mean to you in the context of UD, and why is it important (or not)?

- The dominant characterization of over 90% of respondents is typified by the following:

“Diversity in the context of the University of Delaware means the presence and appreciation of different perspectives, life histories, backgrounds, and opinions all given an equal platform for consideration and expression.”

Variations on this theme of a wide range of diversity included descriptions of what it means. Adjectives describing diversity are characterized by “inclusion,” “engaging,” “interacting,” “opportunities,” “accepting,” and “welcoming.” A few mentioned “identities” (marginalized) as a basis of diversity, beyond the more standard demographic categories. Most responses outlined a wide-range of categories that contribute to diversity, casting a broad umbrella over the concept. Only one response was openly antagonistic about the concept of diversity, noting that “anyone who was not a white heterosexual male” was part of the diversity spectrum.

- Another set of responses countered that there is little diversity at UD (8%). A typical response is the following:

“I am not really sure what diversity means to me in the context of the University of Delaware because when I look around I do not see that much diversity.”

Some declare that there simply “is no diversity at UD,” Others state that “there is not enough” diversity.

And why is diversity important (or not)?

Most responses described the importance of diversity with regard to differing perspectives, learning about others, broadening one's horizons and preparing for a diverse world. A couple of examples follow:

- “Diversity gives a fulfilling and rich educational and social experience for the campus”
- “We can learn so much from each other!”
- “Part of becoming a better educated person is meeting people from backgrounds other than your own. Learning to have an open and curious mind is more important to me than just knowledge.”

Several students noted that it was important in general; but, in part because of lack of success, was apparently not important at UD. “... (admissions, RSO's are committed)... but the University as a whole does not seem to value and be committed to diversity.” Some indicated that diversity was important, specifically, to marginalized diverse students. It avoided the adverse feelings of being a token, having few similar students in classes and having to explain yourself to others. The broadest endorsement addressed preparation for the world after college, including the workplace, and community at large. At its core, the responses suggested that their education was improved when there was a broad range of perspectives, experiences and points of view.

The overwhelming understanding of the breadth, meaning and importance of diversity suggests the potential for a supportive group of students for departmental diversity activities and efforts. We next learn what activities they would suggest.

“What could the department do to improve its performance on diversity issues?”

Most students were unaware of what diversity encompassed in the department, or what activities were ongoing. Students who did have suggestions mentioned wanting to see more emphasis on diversity in the curriculum, among the faculty, in research opportunities and among mentors. More systemic examination of culture in classes, specifically PSYC100. Offer more opportunities to learn about how diversity can enhance or provide career opportunities. And, to sum up most broadly, shine a light on diversity:

“Talk more about it! “ I've never had a class where this was mentioned.”

“Do you have any suggestions for increasing diversity in the student population at UD?”

- “Less racism scandals on campus”
- “Host more events similar to the We Stand With You rally that took place in December or diversity-relevant speakers, Q&As, or events.”
- “Recruit from more than just New York and New Jersey... recruiting people of more diverse backgrounds”
- “Creating more inclusive atmosphere for those who are minorities.”
- “I wish that diversity were embraced within the classroom.”

- "...maybe FYE would be a good place to expose people to some of the clubs/activities on campus relating to diversity."
 - "Obviously on a racial note, that's up to admissions to recruit and accept more minority races. As far as diversity in character and experiences, keep encouraging clubs and hobbies and different experiences on campus. I love learning from my classmates who have different passions. We need to foster these passions and encourage growth of exceptional character!!!"
 - "No. The admission to UD is based on your academic as well as extracurricular activities prior to college. You can't accept a minority to the school simply because you want to make the school more diverse."
-
- "I do not know what would be a good way to improve diversity, but I believe we should avoid affirmative action."

These quotes capture the range of ideas about how (and how not) to diversify the student body at UD.

Graduate Students:

Seventeen graduate students responded to the survey.

Graduate Student Ratings:

1) Attitudes about diversity.

Students were asked how much they agreed that Diversity was important at UD (16 indicated strongly agree), it was important for student to come from different backgrounds (11 indicated strongly agree) and for faculty to come from different backgrounds (12 indicated strongly agree). Overall, these ratings suggest that diversity is important in their academic life for both their peers and their professors.

2) PBS' diversity evaluation.

Students tended to either feel neutral about or slightly disagree with the statements "The X in the Psychology Department is sufficiently diverse" where X either indicated the graduate students, graduate applicant pool, undergraduate students, or faculty members. These data suggest that there is a desire for more diversity in our department.

Students generally felt like graduate students and faculty in the department treated them with respect and did not treat them differently due to their group identity. There was one exception to this, who felt very strongly in the opposite direction. This suggests that, although most people feel moderately to strongly respected, there is room for improvement. In addition, it is possible that some students are treated differently than others, hence their varied responses.

Open ended responses.

1) "What could the department do to improve its performance on diversity issues?"

Graduate students had a lot of input about this issue. Here, we highlight responses that came up multiple times as a way to highlight consistent themes. There were many additional helpful responses that the diversity committee is attending to.

Having a more diverse department came up multiple times.

Multiple students suggested having more conversations about the topic in one way or another. For example, one person suggested that we should have a department position on this issue that also purposefully encourages discussion. Another student said that diversity issues could be discussed more in class. Another student thought we should discuss non-visible aspects of diversity (e.g., LGBTQ status) as much as discuss visible aspects (e.g., race).

One student suggested having faculty members purposefully recruit graduate students via methods likely to be used by under-represented minorities (e.g., McNair program).

A desire for leadership about diversity issues or more awareness of what the department is doing diversity-wise was a theme across responses. For example, when asked what the department was doing well with regards to diversity, one student said “I’m not aware of something that the department does officially.” In addition, a student said “There seems to be a lack of coherent structure and leadership surrounding diversity issues in the department... We need stronger leadership in this area” when asked how the department could improve its diversity efforts

2) “Do you have any suggestions for increasing diversity in the graduate student population at UD?”

Graduate students had a lot of input about this issue. Here, we highlight responses that came up multiple times as a way to highlight consistent themes. There were many additional helpful responses that the diversity committee is attending to.

One suggestion that came up multiple times was to have more faculty that do diversity-relevant research. Another that came up repeatedly was to work with local high schools to increase interest in psychology among diverse groups.

One concrete and feasible suggestion was to include diversity-relevant resources in handouts we give to prospective graduate students (e.g., a link to the Center for Diversity, student club info, etc.). Another student suggested something similar - include a pro-diversity pro-inclusion statement on our website and also link to diversity-relevant resources there.

Faculty:

First, the faculty who responded seem to be in agreement of the need for diversity at UD, and in the psychology department in general. On a 7-point Likert scale, faculty were in agreement re: the importance of diversity in a higher education context (6.82), and that graduate students (6.41) and faculty (6.53) come from diverse backgrounds.

With regards to what we are doing well in diversity, there were multiple comments regarding that we realize that this is an important topic and are talking about it, and that we have supportive, welcoming attitudes towards diverse students. But most comments noted that we aren't doing much in this regard. As for what we can do to fix it, responses varied. Suggestions included programs with high school students, addressing the "leaky pipeline", advertising the department to non-traditional diverse students, hiring more diverse faculty members, taking proactive outreach steps, and workshops on diversity. There was no one suggestion that a number of respondents made – the responses varied considerably.

There were also a number of question regarding whether different populations at UD are "sufficiently diverse". In general, the faculty responses to all questions were essentially "somewhat disagree". Of interest, the ratings regarding the diversity of graduate students in Psych (3.18) and the graduate student applicant pool in Psych (3.06) were nearly the same – suggesting that a lack of diversity in the applicant pool may result in less diversity in the graduate population. The lowest ratings were for diversity in the undergraduate population at UD (2.81) and the Psych faculty at UD (2.81), with the overall faculty at UD receiving a slightly higher rating (2.94).

In suggestions for increasing diversity in the graduate student population, suggestions included giving research and recruitment talks at HBCUs, identifying URMs early (i.e. junior high and high school), increasing faculty diversity, and generally encouraging a more diverse applicant pool.

A few themes that stood out: 1) The roots of the problem (lack of diversity) are in decisions made far before students make it to the application stage for graduate school, 2) other schools are dealing with the same problems and 3) UD at large (not necessarily Psych) is not the most diverse institution, which may hinder our attempts to obtain a more diverse graduate student pool.

Finally, 11/17 faculty respondents teach diversity relevant material, whereas only 5/17 reported diversity relevant research.

Admin staff, Post-doc/scientists, and Research associates/lab managers.

Eleven participants responded to the survey. This survey has some of the same questions as the faculty and student surveys, but also had several questions that were unique to this group.

Diversity attitudes and definitions.

When asked to define diversity in the context of higher education in an open response format, respondents commonly indicated that having individuals from various backgrounds represented in faculty, staff, and students is key. Further, differences in not only backgrounds but also thoughts and experiences were indicated by one respondent as part of diversity. Additionally, respondents indicated that people from various backgrounds are important for learning and should be represented across courses.

In survey form, respondents were asked how much they agreed that diversity was important at UD (8 indicated strongly agree, 1 somewhat agree, 1 neither agree nor disagree, and 1 somewhat disagree), it was important for graduate students to come from different backgrounds (6 indicated strongly agree, 3 somewhat agree, 1 neither agree nor disagree, and 1 somewhat disagree) and for faculty to come from different backgrounds (6 indicated strongly agree, 3 somewhat agree, 1 neither agree nor disagree, and 1 somewhat disagree). Overall, these ratings suggest that diversity is important in their work environment, although there is variability in terms of how important it is viewed, and one response that indicates disagreement about the importance of diversity.

Respondents also indicated in an open response format why diversity is (or is not) important in a higher education context. Several respondents indicated that learning from others who have different backgrounds and ideas is a key part of education and expands ideas that any one individual might have. Additionally, some responded that being exposed to diverse individuals is an important preparation for students who will work within increasingly diverse contexts after their formal education.

Diversity climate in PBS

Respondents were asked how strongly they agreed with the following statements:

- Overall, I feel PBS is a friendly environment for people with diverse backgrounds
 - 8 strongly agreed
 - 2 somewhat agreed
 - 1 neither agreed or disagreed
- In general, PBS's climate is conducive to teaching and learning
 - 8 strongly agreed
 - 3 somewhat agreed
- I feel welcome in PBS
 - 6 strongly agreed
 - 4 somewhat agreed
 - 1 neither agreed or disagreed
- I feel my uniqueness is embraced in PBS
 - 6 strongly agreed
 - 2 somewhat agreed
 - 3 neither agreed or disagreed
- I feel respected by the faculty in PBS
 - 6 strongly agreed
 - 1 somewhat agreed
 - 3 neither agreed or disagreed
 - 1 somewhat disagreed
- I feel respected by students in PBS
 - 6 strongly agreed
 - 3 somewhat agreed
 - 1 neither agreed or disagreed

- 1 somewhat disagreed
- I feel PBS has a diverse community
 - 3 strongly agreed
 - 4 somewhat agreed
 - 2 neither agreed or disagreed
 - 2 somewhat disagreed

Respondents were also asked how often they have felt, **accepted** (6 frequently, 5 occasionally), **valued** (5 frequently, 6 occasionally), **intellectually stimulated** (7 frequently, 4 occasionally), **left out** (2 frequently, 3 occasionally, 6 never), **disconnected from faculty or other staff** (1 frequently, 6 occasionally, 4 never), **physically threatened** (11 never), **supported** (6 frequently, 4 occasionally, 1 seldom).

Respondents indicated how often they have heard someone make negative remarks about a person or group of people based on race/ethnicity (1 seldom, 10 never) disability (2 seldom, 9 never), gender (1 seldom, 10 never), gender expression (1 seldom, 10 never), sexual orientation (11 never), religion (11 never) nationality (1 seldom, 10 never), age (1 seldom, 10 never).

Those who indicated they have heard negative comments also identified the source of these comments. Two responses indicated the remarks were from faculty, 1 from professional staff.

Those who heard negative comments indicated how they reacted to these comments. Two reported that they consulted with a friend or other individual about the situation. In general, responses indicate agreement that PBS encourages a welcoming climate for diversity in which individuals largely feel comfortable here. A few exceptions indicate areas for improvement around staff feeling respected by faculty and students, and increasing diversity in the Department.

Perceptions of discrimination or harassment.

Respondents were asked to indicate if they have ever felt discriminated against (harassed) because of any of the following and how often: race/ethnicity (11 never), disability (11 never), gender (11 never), gender expression (11 never), sexual orientation (11 never), religion (11 never), nationality (11 never), age (1 occasionally, 10 never).

With the exception of one “occasional” response within the “age” category, respondents indicated never feeling harassed or discriminated against.

Commitment to diversity.

Respondents were asked how strongly they agreed or disagreed that **administrators** in PBS were committed to diversity (2 strongly disagreed, 2 neither agreed nor disagreed, 1 somewhat agreed, 6 agreed), that **faculty** were committed to diversity (1 strongly disagreed, 1 somewhat disagreed, 2 neither agreed nor disagreed, 1 somewhat agreed, 5 agreed, 1 strongly agreed), that **staff** in PBS were committed to diversity (2 strongly disagreed, 2 neither agreed nor disagreed, 6 agreed, 1 strongly agreed), and that they felt comfortable discussing diversity issues with faculty and

other staff (1 strongly disagreed, 1 somewhat disagreed, 1 neither agreed nor disagreed, 3 somewhat agreed, 2 agreed, 3 strongly agreed).

In general, there were generally positive, but somewhat mixed perceptions regarding a commitment from diversity from administrators, faculty, and staff, as well as a comfort discussing these issues.

Perceptions of PBS's strengths and weaknesses regarding diversity.

In an open response format, respondents indicated what the department is doing well surrounding diversity issues. Overall, a theme emerged that the explicit focus on gathering information about diversity, recruiting diverse graduate students and faculty, and generally supporting the role of diversity is present. One respondent indicated a perception that the department has a young group of staff and students who seem to particularly be adding to our diversity.

When asked what the department could improve upon surrounding diversity issues, several ideas emerged. It was mentioned twice that a broader focus beyond ethnic diversity, perhaps including low-income or otherwise at-risk students would be helpful in the department. Another participant indicated that a sustained focus on diversity issues will be important. Finally, improving the dialogue with faculty around diversity issues was encouraged.

Part Three: Conclusions and Recommendations

Overall, respondents to our surveys perceived that PBS has achieved a generally positive climate for diversity. A large majority of faculty, graduate students, undergraduate students and staff who responded to the survey feel that diversity is important for the department. However, there are significant numbers of respondents who believe we have not done enough. This is particularly apparent in the course offerings (graduate and undergraduate) and the amount of diversity-oriented research. Most people feel positive about their personal experiences in the department and that overall, the department does a good job of maintaining a positive climate. However, at least one incident highlights that undesirable situations can arise and produce unhealthy tensions and conflicts. Further, several people indicated they heard negative comments about several different social identity groups. These responses suggest that there is still work to be done. In addition, our low to moderate response rate across the 4 surveys means that we do not know the views and experiences of many people in PBS. Continuing to create opportunities for everyone to share their experiences, and express their views is an ongoing process that should continue. The biggest immediate need for the department is to formalize the commitment to diversity in its policies and procedures, objectives and goals, and make this commitment central to its public identity.

Based on the results of the data we collected and via conversations with people in the department, the diversity committee has identified the following central issues that need to be addressed. For each issue, we have a series of potential responses along with a description of the current status of those potential responses. At the global level, the committee would like to stress

that no one response will fundamentally change departmental climate – we need a systematic and concerted effort over time as a department to make real change.

Review all of these recommendations and the comments and responses.

Issue 1: Lack of a formal public stance about departmental views surrounding diversity – in other words, lack of clear direction about where we stand and the ideals we hope to achieve.

- **Recommendation 1A:** PBS develop a Diversity mission statement. (See statement developed by the Clinical program as an example:
<https://www.psych.udel.edu/graduate/areas-of-study/clinical-science>)
 - **Implementation:** The diversity committee will solicit suggestions from interested people about the contents of the mission statement, and will then create a draft. The draft will be discussed via a “town hall” during which faculty, staff, and graduate students will be invited to participate. The final version of the statement will be voted on during a departmental meeting.
- **Recommendation 1B:** Add a section devoted to diversity on the department website that includes the following information:
 - Department mission statement
 - List of faculty members who are somehow involved with diversity
 - Description of ways department members are already engaged with diversity
 - Links to university resources relevant to diversity
 - The committee’s diversity report
 - Information describing what to do if a person experiences racism, sexism, etc. ([UD-Non-Discrimination Policy; https://sites.udel.edu/sexualmisconduct/files/2017/08/2017-08-11-Sexual-Misconduct-PolicyUpdated20170829-1dp2qg6.pdf](https://sites.udel.edu/sexualmisconduct/files/2017/08/2017-08-11-Sexual-Misconduct-PolicyUpdated20170829-1dp2qg6.pdf))
 - Other suggestions
- **Status:** The diversity committee proposes to move forward with these 2 recommendations in the fall, in consultation with the rest of the department

Issue 2: Determine who should be on the diversity committee and in what capacity. This issue was not derived from the survey data specifically, but reflects the Committee’s desire to be inclusive and representative.

- **Recommendation 2A:** Have faculty representation from each of the 4 areas (minimum) so our conversations are inclusive of each areas interests.
- **Recommendation 2B:** Add 1-2 graduate students, 1 staff member, and 1 undergraduate student (minimum)
- **Recommendation 2C:** All diversity committee meetings are open to graduate students and faculty in the department, even if they are not regular members. Thus, people can be involved with diversity even if they cannot commit to being a regular member.

Issue 3: Need to have well identified procedures for addressing a person’s experience of hostile and insensitive treatment in the department

- **Recommendation 3A:** Include information on how to handle situations where a person feels they have been wrongly treated because of their social identity in Faculty and

Graduate student handbooks, and also on the website, and highlight this information annually at the beginning of the academic year.

- Recommendation 3A1: If a person feels that they have been subject to discrimination as defined by UD's Nondiscrimination Policy, they should contact the Office of Equity and Inclusion (OEI). (Copy of the Nondiscrimination policy is attached). Please note that contacting OEI does not mean that a formal claim will be lodged unless the person desires to file one.
- Recommendation 3A2: Encourage interested persons to become “diversity advocates” and create a list of existing training opportunities and suggested readings for any interested persons.
- Recommendation 3B: The diversity committee will collect yearly survey data about departmental climate to track changes in perceptions over time. This will ensure that the committee is aware of current issues and can make data-driven recommendations. In addition, it will give people an outlet to share their experiences anonymously, which is particularly important for graduate students and early career faculty.
- Status: These responses require additional conversations within the diversity committee and with the department as a whole. These responses would be addressed following implementation of recommendation related to Issue 1.

Issue 4: Need for greater demographic diversity among the faculty, and additional faculty studying diversity-relevant topics

- Recommendation 4A: Compile documentation of available research and analysis of the status of diversity among faculty in top tier public universities.
- Recommendation 4B: Document evidence-based best practices for faculty hiring.
 - Recommendation 4B1: Diversity committee conduct a search for evidence based approaches to diversifying faculty.
- Recommendation 4C: Invite the Advance Institute to conduct trainings for PBS faculty who serve on search committees. As of 2017, the university requires that everyone on a search committee complete this training.
- Status: The diversity committee is in contact with the ADVANCE Institute and the Vice Provost for Diversity to learn about their current recommended practices.

Issue 5: Lack of diversity in the graduate applicant pool

- Recommendation 5A: Publicly support existing efforts by people in our department to garner interest from URM (e.g., graduate students visiting local high schools to discuss STEM careers, the clinical-area recruitment effort [BRIDGE](#), and summer BRAIN camp)
- Recommendation 5B: Develop a recruitment strategy with specific objectives and activities.
- Status: These potential responses will require an ongoing and sustained effort. More clarification is needed about efforts people are currently engaged in and what else we might be able to do as a department.

Issue 6: Lack of diversity in the undergraduate and graduate curriculum

- Recommendation 6A: Hire faculty studying diversity-relevant topics
- Recommendation 6B: Identify existing, or create new courses that can be certified as meeting the Multicultural Course Requirement.

- Recommendation 6C: Conduct an audit of the current graduate curriculum for the ways in which diversity issues are addressed.