College of Engineering Diversity, Equity, and Inclusion Update 2023
Fall 2023

Six years have passed since our original COE Diversity and Inclusion Strategic plan was developed in 2017 and even since it was updated in 2019 and 2020. A lot has changed. It's time to revisit our DEI goals and strategy. With that in mind, this report aims to:
1. Reassess the current status of DEI in the College—accomplishments and remaining challenges.
2. Develop new recommendations to guide the College in the next few years.
3. Provide the content required to update the COE DEI website (https://engr.udel.edu/about/diversity-inclusion).

This update was developed by the COE Chief Diversity Advocate/Associate Dean for Academic Affairs based on individual meetings with each Associate Dean, each Department Chair, and other key participants in College DEI efforts. The Engineering Advisory Council provided input as well.

Overall, the data suggest that there have been modest but steady development toward greater gender and racial/ethnic diversity across the College (Table 1). **Attachment A** provides much more detail about the demographics over the last 10 years. In addition, a large number of carefully planned efforts have been undertaken to improve the diversity and climate (**Attachment B**). The effects of those efforts are likely not all visible yet, either because they are difficult to measure or because they take time to yield observable changes. **Attachment C** summarizes plans to continue the work in the next few years, and **Attachment D** presents the proposed roles of key players in doing so.

Table 1. Summary of demographic changes over the last 10 years

	Faculty		Graduate students		Undergraduates		Staff: Managerial		Staff: Non-managerial	
	Women	URG	Women	URG	Women	URG	Women	URG	Women	URG
2013	16%	6%	26%	17%	22%	12%				
2014	18%	5%	25%	19%	23%	12%				
2015	20%	6%	26%	20%	24%	12%				
2016	23%	6%	25%	19%	25%	12%				
2017	24%	5%	25%	22%	25%	13%				
2018	22%	7%	27%	21%	27%	13%	55%	11%	75%	15%
2019	23%	7%	27%	23%	26%	13%	58%	9%	71%	11%
2020	24%	6%	29%	21%	28%	15%	58%	13%	74%	12%
2021	24%	7%	29%	22%	29%	15%	59%	14%	74%	11%
2022	25%	6%	30%	24%	28%	16%	62%	12%	71%	11%

URG = all non-White, Non-Asian students + ½ of students indicating two or more races; determined from IPEDS Ethnicity. For graduate students, the denominator is domestic students.

Attachment A: Demographic Data
- *College of Engineering Diversity and Inclusion Demographic Data Update, Fall 2022*
- Contains a great deal of data on the demographics of COE faculty, staff, graduate students, and undergraduates over the past several years, including comparisons with other universities.

Attachment B: Status update on Activities in 2020 Plan
- *COE Diversity, Equity, and Inclusion Strategic Plan Update 2023*
- Assesses the current status of the tasks proposed in the 2020 plan.

Attachment C: Recommended Future Activities

- *COE Diversity, Equity, and Inclusion Updated Whole Community Engagement 2023*
- Lists planned on-going activities for the College Administration and for Departments/Department Chairs, and other members of the College community.

Attachment D: Recommended Organization of College DEI Efforts
- *Organization of COE DEI efforts*
- Describes organization of COE DEI efforts.

College of Engineering

Diversity and Inclusion

Demographic Data Update

Fall 2022

Ken Bright, Academic Analyst
College of Engineering
March 24, 2023

Table of Contents

Summary assessment of progress towards five-year goals

The five-year goals for 2017-2022 defined in the College of Engineering Strategic Plan for Diversity and Inclusion are shown, followed by a summary assessment of the current status after one year. Green shading indicates a target goal has been met. Appendix A defines the department and program acronyms.

FIVE-YEAR GOALS			
	Demographics for each department and for the College as a whole	Disparities (racial, gender) for the College as a whole	Climate
Faculty	25% women 10% URGs	• No disparities in retention rates • Continuous improvement towards no disparities in T/TT vs. CT, and in distribution across ranks	Inclusive, supportive
Graduate students	Among incoming students: 33% women 25% URGs (among domestic)	No disparities in retention rates	Inclusive, supportive
Undergraduate students	Among incoming students: 30% women 15% URGs	No disparities in 6-year graduation rates (70% for all)	Inclusive, supportive
Staff	30% women on technical staff 20% URGs on all staff 20% men on administrative staff	Continuous improvement towards no disparities in managerial vs. non-managerial	Inclusive, supportive

*T/TT = Tenured/tenure-track. CT=Continuing track. URG=From underrepresented group (i.e., non-White, non-Asian)

Faculty

	Target	COE	BMEG	CHEG	CIEG	CISC	ELEG	MSEG	MEEG
Women	25%	25%	43%	23%	28%	30%	17%	27%	19%
URG	10%	6%	0%	12%	3%	0%	7%	14%	4%

Graduate students (incoming)

	Target	COE	BMEG	CHEG	CIEG	CISC	ELEG	MSEG	MEEG
Women	33%	16%	62%	35%	13%	10%	16%	14%	13%
URG (domestic)	25%	16%	0%	11%	17%	50%	32%	0%	14%

Undergraduate students (incoming)

	Target	COE	Biomed	Chem	Civil	Comp Eng	Comp Sci	Const Mgmt	Cyber	Elec	Env	Mat Sci	Mech	Undecl
Women	30%	26%	72%	39%	22%	10%	19%	13%	0%	13%	52%	25%	17%	26%
URG	15%	18%	19%	10%	26%	23%	21%	13%	25%	16%	10%	25%	17%	18%

Staff

	Target	COE
Women on technical staff	30%	14%
Men on administrative staff	20%	14%
URG on all staff	20%	9%

Highlights

Faculty

Gender

- The College met its' target of 25% women T/TT faculty. (Fig. 3)
- 4 of 7 departments are meeting the 25% target while 1 other is at 23%. (Fig. 4)
- The College is in the top 27th percentile of all U.S. colleges of engineering in terms of percentage of women T/TT faculty, up 4 points from a year earlier. (Table 1)
- Three departments (BMEG, CISC and MSEG) are in the top 25th percentile of all U.S. colleges of engineering in terms of percentage of women T/TT faculty. (Table 1)
- All departments now have at least one full professor (Fig. 5) and five women T/TT faculty (Fig. 6)

URG

- The percentage of URG faculty fell 1 point from last year to 6%. (Fig. 3)
- 2 of 7 departments (CHEG and MSEG) have exceeded the 10% target. (Fig. 7)
- BMEG and CISC have no URG faculty. (Fig. 8)
- The College is in the top 22nd percentile of all U.S. colleges of engineering in terms of percentage of URG TT/T faculty, up 14 points from the prior year. (Table 2)
- Three departments (CHEG, ELEG and MSEG) are in the top 29th percentile of all U.S colleges of engineering in terms of percentage of URG TT/T faculty. (Table 2)
- All but one URG faculty in the College are tenured or tenure-track. (Fig. 8)

Staff

- The percentage of women in technical support positions fell 4 points from the prior year while the percentage of women in research rose for the third straight year (Fig. 10)
- The percentage of women on the College staff and the percentage of women in managerial roles increased by one point and three points respectively from last year (Fig. 10,11)
- The percentage of URG College staff remained flat year over year at 9%. (Fig.12)
- The percentage of URG College staff in managerial roles fell by 2 points. (Fig. 13)

Graduate students

Gender

- The percentage of all graduate students who are women rose by one point to 30%. (Fig. 15)
- Women comprised 29% of incoming graduate students, against a target of 33%. (Fig. 16)
- 4 of 7 departments (BMEG, CHEG, CISC and MSEG) met the 33% target for incoming students. (Fig. 16)
- The College is in the 66th percentile of all U.S. colleges of engineering in terms of percentage of women graduate students. (Table 3).
- BMEG, MEEG and MSEG are in the top quarter percentile of all U.S. colleges of engineering in terms of percentage of women graduate students. (Table 3)

Graduate students (cont.)

URG

- The % of URG domestic graduate students in the College fell by one point to 12% from last year. (Fig. 15)
- Only 1 department (ELEG) met the 25% target for incoming URG domestic students. (Fig. 19)
- BMEG had no incoming URG domestic graduate students. (Fig. 19).
- The percentile ranking of the College in terms of the % of URG domestic graduate students declined for the fourth straight year. (Table 4)

Undergraduate students

Gender

- The % of women undergraduate students in the College dropped by 1 point to 28%. (Fig. 23)
- The College fell short of the 30% target for incoming women undergraduate students by 4 points. (Fig. 24)
- 3 of 11 programs met or exceeded the 30% target for incoming women undergraduate students. (Fig. 24)
- The College is in the 80th percentile of all U.S. colleges of engineering in terms of percentage of women undergraduates, up 1 point from one year ago. (Table 5)
- 5 programs (BMEG, CISC, ENEG, MEEG and MSEG) are in the top third percentile of all U.S. colleges of engineering in terms of percentage of women undergraduate students. (Table 5)
- Chemical & Electrical Engineering remain ranked in the bottom 20th percentile of all U.S. colleges of engineering in terms of percentage of women undergraduate students. (Table 5)
- The most recent six-year graduation rate within original major for women in the College is 56%, compared to 58% for majority students. (Fig. 30)

URG

- The percentage of undergraduate URG students in the College grew by one point to 16%. (Fig. 23)
- The College exceeded the 15% target for incoming undergraduate URG students by three points. (Fig. 27)
- 9 of 11 programs met or exceeded the 15% target for incoming URG undergraduate students. (Fig. 27)
- The percentile ranking of the College among all U.S. colleges of engineering in terms of the percentage of undergraduate URG students declined by 6 points from last year. (Table 6)
- The most recent six-year graduation rate within original major for undergraduate URG students in the College is 51%, compared to 58% for majority students. (Fig. 30)

1. Introduction

During 2017, an initiative was undertaken by groups of COE stakeholders to define quantifiable demographic targets for the COE in order to achieve inclusive excellence across four constituent groups—faculty, staff, graduate students, and undergraduate students. Five-year goals were identified and presented in the resulting *College of Engineering Strategic Plan for Diversity and Inclusion* available at https://www.engr.edu/initiatives/diversity-inclusion (Figure 1).

FIVE-YEAR GOALS			
	Demographics for each department and for the College as a whole	Disparities (racial, gender) for the College as a whole	Climate
Faculty	25% women 10% URGs	• No disparities in retention rates • Continuous improvement towards no disparities in T/TT vs. CT, and in distribution across ranks	Inclusive, supportive
Graduate students	Among incoming students: 33% women 25% URGs (among domestic)	No disparities in retention rates	Inclusive, supportive
Undergraduate students	Among incoming students: 30% women 15% URGs	No disparities in 6-year graduation rates (70% for all)	Inclusive, supportive
Staff	30% women on technical staff 20% URGs on all staff 20% men on administrative staff	Continuous improvement towards no disparities in managerial vs. non-managerial	Inclusive, supportive

*T/TT = Tenured/tenure-track. CT=Continuing track. URG=From underrepresented group (i.e., non-White, non-Asian)

Figure 1. Five-year goals for College diversity and inclusion

In conjunction with the Strategic Plan, an addendum report of summarized metrics was prepared in September 2017 to measure the current state of the COE with respect to those five-year goals and provide historical context. This report is the fourth in a series of annual updates to those September 2017 figures, which ongoing will be produced each Fall to assess progress and provide insights on this initiative.

The report is comprised of both current measures for the College of Engineering, and historical comparative data for the COE and other U.S. Engineering schools. For each of the constituent groups, current data as of Fall 2022 was derived from UD internal sources. For the faculty and student populations, the historical comparative measures were based on data from the American Society for Engineering Education (ASEE). For staff, comparative statistics were drawn from the U.S. Census Bureau. Similar to the Sept 2017 report, although the College values and seeks diversity in all respects, metrics here focus on diversity with respect to women and underrepresented groups (defined in engineering as non-White, non-Asian).

Owing to limitations in the ASEE data, comparative measures for faculty only consider tenured/tenure-track (T/TT) faculty, not continuing track (CT) faculty. Comparative metrics include comparisons to all institutions in the ASEE database, as well as the 25-school comparative set defined by the University (Appendix A).

2. Faculty Data

2.1 Overview

Notes for faculty data:
- Only faculty with primary appointments with COE are considered.
- Includes faculty with administrative appointments in their home departments, except the Dean who is not included as faculty (consistent with UD records).
- Does not include non-COE faculty with secondary appointments with COE, Non-Tenure Temporary Faculty (i.e., Research Faculty), or faculty on non-paid leave of absence.
- URG status (non-white, non-Asian) was determined from the faculty member's IPEDS Ethnicity
- In the comparison with other universities, for college-level data over time, for each school, we sum only students in the same departments/programs we have in UD COE.
- Department acronyms are defined in Appendix A.

Figure 2 presents the number of women, URG and total (T/TT and CT) faculty for the College of Engineering over the last 5 years.

	2018	2019	2020	2021	2022
Women	37	43	43	43	45
URG	12	12	11	12	10
All	165	179	176	176	177
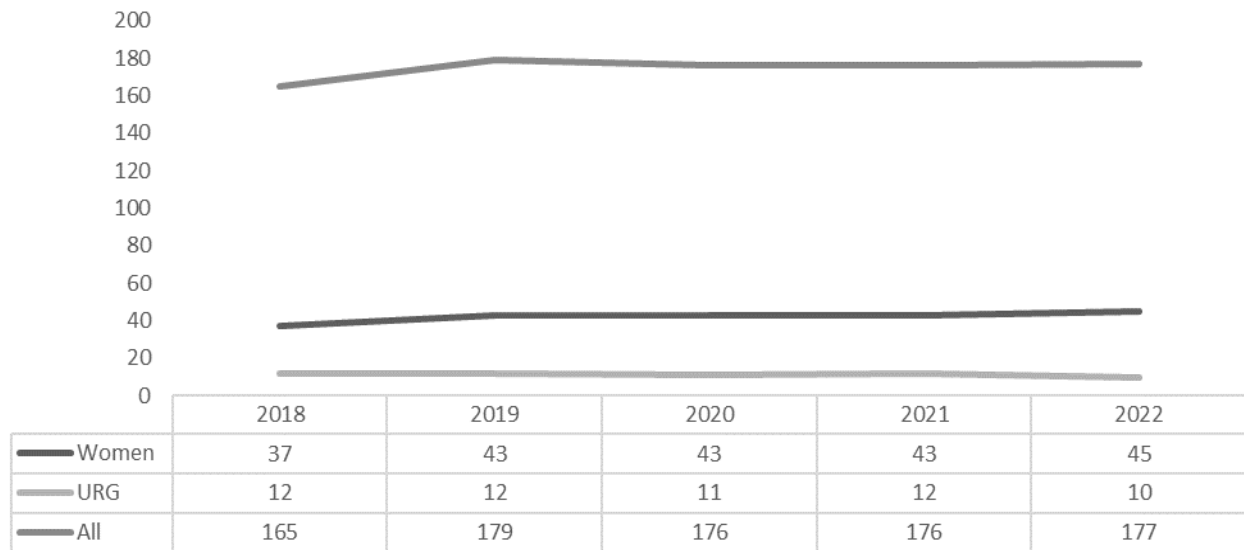
Figure 2. No. of Women, URG and All Faculty, T/TT and CT, COE, prior 5 years (2018-2022)

Figure 3 presents the percentage of women and URG faculty for the College of Engineering over the last 5 years.

	2018	2019	2020	2021	2022
% Women	22%	24%	24%	24%	25%
% URG	7%	7%	6%	7%	6%

Figure 3. % Women and URG faculty, COE, prior 5 years (2018-2022)

2.2 Gender

Figure 4 summarizes the percentage of women faculty in the College of Engineering as of Fall 2022 by job rank and title. Figure 5 presents the actual number of women faculty by job rank and title at the department level. In both cases T/TT and CT faculty are included, as this data is available within UD sources.

	BMEG	CHEG	CIEG	CISC	ELEG	MSEG	MEEG	COE
Continuing Track	67%	0%	43%	43%	0%	25%	50%	35%
TT / Assistant Professor	50%	40%	33%	17%	60%	50%	20%	37%
TT / Associate Professor	14%	50%	75%	22%	20%	33%	0%	24%
TT / Full Professor	100%	18%	7%	38%	7%	18%	20%	18%
All	43%	23%	28%	30%	17%	27%	19%	25%
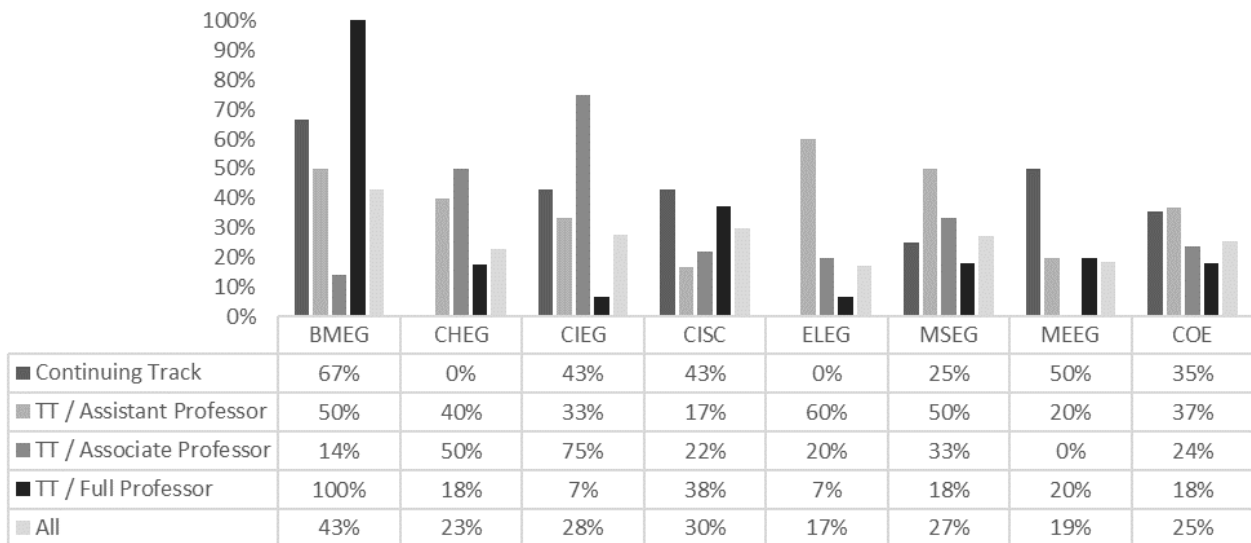
Figure 4. % Women T/TT and CT faculty by department and for the COE, by job rank and type, Fall 2022

	BMEG	CHEG	CIEG	CISC	ELEG	MSEG	MEEG	COE
■ Continuing Track	2	0	3	3	0	1	2	11
▤ TT / Assistant Professor	1	2	1	1	3	2	1	11
▦ TT / Associate Professor	1	1	3	2	1	1	0	9
■ TT / Full Professor	2	3	1	3	1	2	2	14
▥ All	6	6	8	9	5	6	5	45
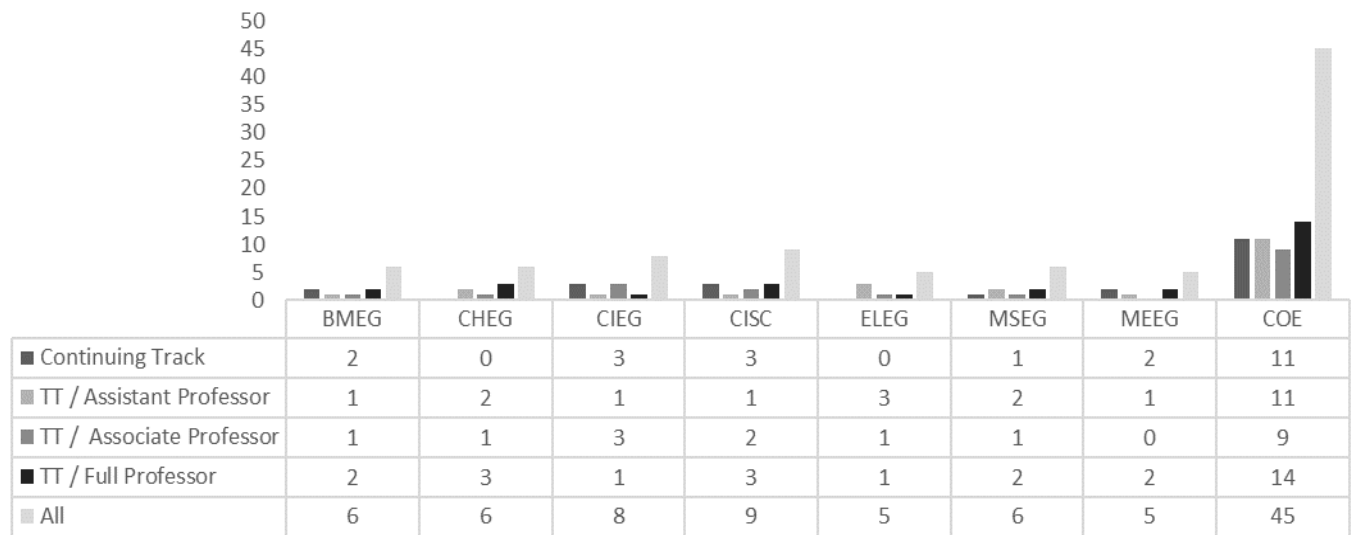
Figure 5. No. of Women T/TT and CT faculty by department and for the COE, by job rank and type, Fall 2022

Figure 6 illustrates the change by department in the number of TT/T and CT women faculty at the College of Engineering over the last 5 years.
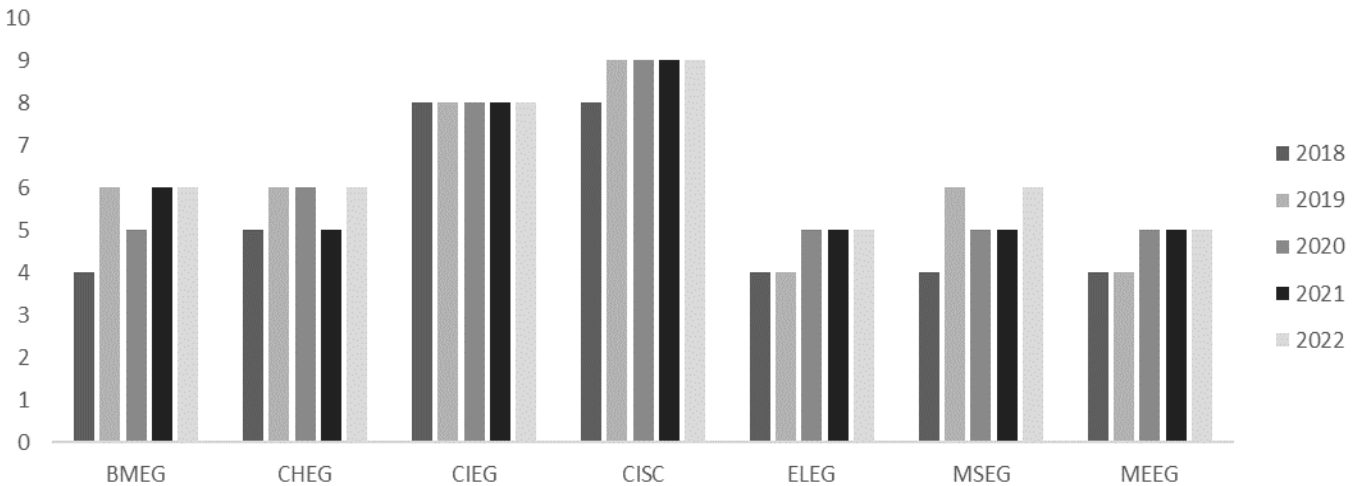
Figure 6. No. of Women TT/T and CT faculty, by COE department, prior 5 years (2018-2022)

Comparative data for women faculty over the last 10 years for the COE and other ASEE-tracked institutions can be found in Table 1. Faculty data in this case only includes T/TT faculty. Data is presented for both comparative sets, and detail on rankings including percentile have been provided.

Table 1. % Women faculty for the COE, by department, T/TT only, prior 10 years (2012-2021)

	Year									
	2012	**2013**	**2014**	**2015**	**2016**	**2017**	**2018**	**2019**	**2020**	**2021**
College of Engineering	Percentage Female, all ranks									
University of Delaware	17%	16%	17%	19%	20%	20%	20%	23%	22%	23%
Average of all schools	14%	14%	15%	16%	16%	17%	17%	18%	18%	19%
UD Rank / # of Institutions	65/307	97/309	112/306	68/313	70/313	77/288	84/288	61/259	85/276	72/268
Percentile	79th	69th	63rd	78th	78th	73rd	70th	76th	69th	73rd
Average of comparators	14%	14%	15%	16%	16%	17%	17%	18%	17%	19%
UD Rank / # of Institutions	2/25	7/25	8/25	4/25	3/25	2/25	3/25	2/24	2/25	2/25
Percentile	92nd	72nd	68th	84th	88th	92nd	88th	92nd	92nd	92nd
Biomedical Engineering	Percentage Female, all ranks									
University of Delaware	33%	67%	33%	33%	33%	33%	33%	40%	30%	36%
Average of all schools	20%	21%	21%	22%	22%	23%	23%	25%	25%	26%
UD Rank / # of Institutions	17/106	3/107	19/109	17/114	20/120	23/117	25/124	18/112	46/126	31/123
Percentile	84th	97th	83rd	85th	83rd	80th	80th	84th	63rd	75th
Average of comparators	21%	21%	20%	20%	19%	19%	19%	20%	18%	21%
UD Rank / # of Institutions	3/21	1/21	2/21	2/21	3/22	2/22	4/23	2/22	3/22	2/22
Percentile	86th	95th	90th	90th	86th	91st	83rd	91st	86th	91st
Chemical Engineering	Percentage Female, all ranks									
University of Delaware	15%	9%	13%	14%	14%	18%	15%	19%	17%	20%
Average of all schools	16%	18%	18%	19%	19%	19%	20%	21%	22%	22%
UD Rank / # of Institutions	79/150	123/150	105/151	101/149	99/149	78/149	92/141	75/130	97/144	84/142
Percentile	47th	18th	30th	32nd	34th	47th	35th	42nd	33rd	41st
Average of comparators	16%	17%	17%	17%	17%	18%	19%	19%	20%	21%
UD Rank / # of Institutions	12/23	20/22	14/21	14/21	15/21	10/21	14/21	10/21	11/21	12/22
Percentile	48th	9th	33rd	33rd	29th	52nd	33rd	52nd	48th	45th
Civil & Environmental Engineering	Percentage Female, all ranks									
University of Delaware	17%	16%	17%	19%	20%	18%	24%	25%	22%	22%
Average of all schools	16%	16%	17%	18%	19%	20%	21%	21%	22%	23%
UD Rank / # of Institutions	91/236	111/233	109/232	98/236	100/237	125/225	71/215	62/179	106/214	109/208
Percentile	61st	52nd	53rd	58th	58th	44th	67th	65th	50th	48th
Average of comparators	16%	16%	17%	18%	19%	20%	23%	24%	23%	25%
UD Rank / # of Institutions	12/22	15/22	17/22	16/23	15/24	20/24	10/21	12/22	15/23	19/23
Percentile	45th	32nd	23rd	30th	38th	17th	55th	45th	35th	17th
Computer Science	Percentage Female, all ranks									
University of Delaware	26%	26%	27%	35%	32%	33%	29%	33%	30%	28%
Average of all schools	16%	16%	16%	17%	17%	17%	18%	18%	18%	19%
UD Rank / # of Institutions	34/191	32/193	33/192	19/198	22/195	12/187	35/191	16/162	21/190	36/187
Percentile	82nd	83rd	83rd	90th	89th	94th	82nd	90th	89th	81st
Average of comparators	14%	14%	15%	17%	16%	17%	18%	18%	18%	18%
UD Rank / # of Institutions	1/21	1/20	1/21	1/20	1/20	1/20	2/21	1/20	1/21	3/19
Percentile	95th	95th	95th	95th	95th	95th	90th	95th	95th	84th
Electrical & Computer Engineering	Percentage Female, all ranks									
University of Delaware	13%	10%	10%	10%	20%	19%	17%	16%	20%	21%
Average of all schools	12%	12%	12%	13%	13%	14%	14%	18%	15%	16%
UD Rank / # of Institutions	105/284	168/288	170/284	166/288	54/287	73/270	86/264	88/213	70/256	67/250
Percentile	63rd	42nd	40th	42nd	81st	73rd	67th	59th	73rd	73rd
Average of comparators	10%	10%	11%	12%	11%	13%	13%	14%	13%	14%
UD Rank / # of Institutions	6/24	14/24	14/24	15/24	3/24	3/24	3/24	6/22	2/25	4/25
Percentile	75th	42nd	42nd	38th	88th	88th	88th	73rd	92nd	84th
Materials Science Engineering	Percentage Female, all ranks									
University of Delaware	15%	15%	15%	21%	15%	14%	24%	28%	28%	28%
Average of all schools	14%	15%	16%	17%	17%	19%	20%	21%	20%	21%
UD Rank / # of Institutions	22/56	20/57	24/58	19/64	34/64	38/63	23/64	12/52	15/64	12/56
Percentile	61st	65th	59th	70th	47th	40th	64th	77th	77th	79th
Average of comparators	14%	16%	16%	18%	18%	19%	19%	20%	19%	21%
UD Rank / # of Institutions	9/18	7/19	9/19	7/20	13/20	14/20	7/20	3/17	3/20	3/17
Percentile	50th	63rd	53rd	65th	35th	30th	65th	82nd	85th	82nd
Mechanical Engineering	Percentage Female, all ranks									
University of Delaware	14%	15%	11%	10%	9%	9%	8%	11%	12%	13%
Average of all schools	11%	11%	12%	12%	13%	13%	14%	15%	15%	16%
UD Rank / # of Institutions	71/265	76/267	149/269	152/272	165/275	167/262	177/248	128/203	141/239	135/242
Percentile	73rd	72nd	45th	44th	40th	36th	29th	37th	41st	44th
Average of comparators	11%	12%	13%	14%	14%	15%	16%	16%	16%	17%
UD Rank / # of Institutions	5/22	4/22	16/22	18/22	18/23	20/23	22/23	20/23	19/24	20/25
Percentile	77th	82nd	27th	18th	22nd	13th	4th	13th	21st	20th

2.3 Underrepresented Status

Figure 7 summarizes the percentage of faculty from underrepresented groups (URG) in the College of Engineering as of Fall 2022 by job rank and title. Figure 8 presents the actual number of URG faculty by job rank and title at the department level. In both cases T/TT and CT faculty are included.

	BMEG	CHEG	CIEG	CISC	ELEG	MSEG	MEEG	COE
■ Continuing Track	0%	0%	0%	0%	0%	25%	0%	3%
▨ TT / Assistant Professor	0%	20%	0%	0%	0%	0%	20%	7%
▬ TT / Associate Professor	0%	0%	25%	0%	0%	33%	0%	5%
■ TT / Full Professor	0%	12%	0%	0%	13%	9%	0%	6%
▨ All	0%	12%	3%	0%	7%	14%	4%	6%
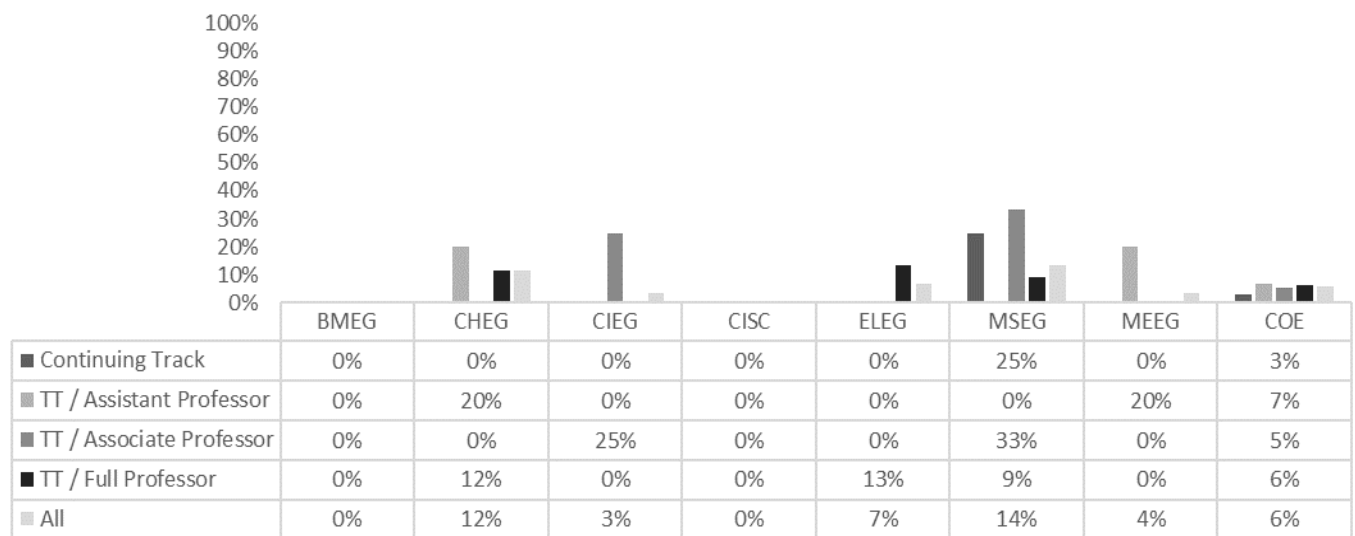
Figure 7. % URG T/TT and CT faculty by department and for the COE, by job rank and type, Fall 2022

	BMEG	CHEG	CIEG	CISC	ELEG	MSEG	MEEG	COE
■ Continuing Track	0	0	0	0	0	1	0	1
▨ TT / Assistant Professor	0	1	0	0	0	0	1	2
▬ TT / Associate Professor	0	0	1	0	0	1	0	2
■ TT / Full Professor	0	2	0	0	2	1	0	5
▨ All	0	3	1	0	2	3	1	10
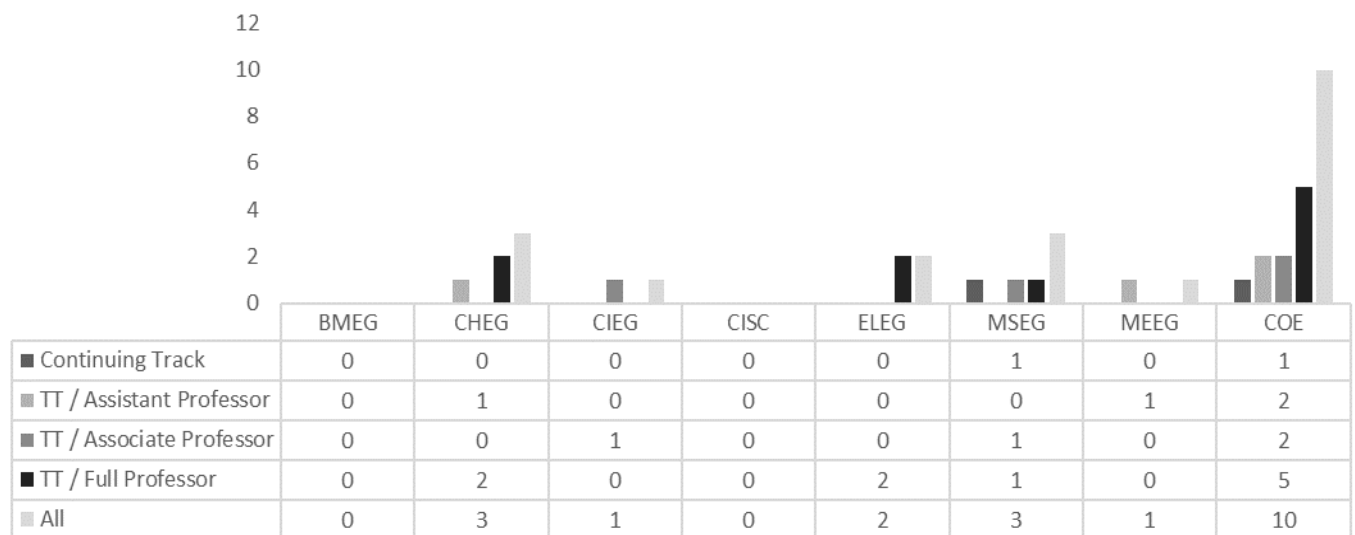
Figure 8. No. of URG T/TT and CT faculty by department and for the COE, by job rank and type, Fall 2022

Figure 9 illustrates the change by department in the number of URG TT/T and CT faculty at the College of Engineering over the last 5 years.

Figure 9. No. of URG TT/T and CT faculty, by COE department, prior 5 years (2018-2022)

Comparative URG faculty data over the last 10 years for the COE and other ASEE-tracked institutions can be found in Table 2. Faculty data in this case only includes T/TT faculty. Data is presented for both comparative sets, and detail on rankings including percentile have been provided.

Table 2. % URG faculty for the COE, by department, T/TT only, over last 10 years (2012-2021)

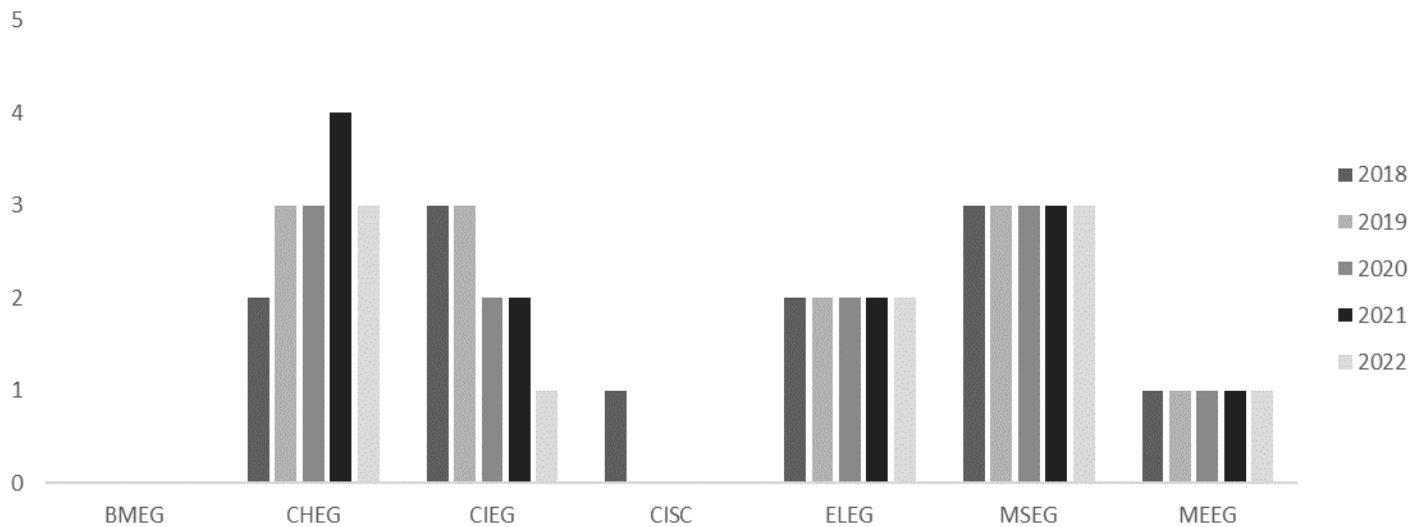|	Year									
	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
College of Engineering	Percentage URG, all ranks									
University of Delaware	5%	5%	6%	9%	6%	6%	8%	8%	7%	9%
Average of all schools	7%	7%	6%	7%	7%	6%	7%	7%	7%	7%
UD Rank / # of Institutions	131/307	102/309	131/306	75/313	112/313	112/288	64/282	68/259	98/276	58/268
Percentile	57th	67th	57th	76th	64th	61st	77th	74th	64th	78th
Average of comparators	6%	5%	5%	5%	5%	6%	6%	6%	6%	6%
UD Rank / # of Institutions	13/25	7/25	12/25	2/25	6/25	10/25	2/24	4/24	6/25	2/25
Percentile	48th	72nd	52nd	92nd	76th	60th	92nd	83rd	76th	92nd
Biomedical Engineering	Percentage URG, all ranks									
University of Delaware	0%	33%	0%	0%	0%	0%	0%	0%	0%	0%
Average of all schools	6%	5%	6%	6%	6%	6%	6%	6%	6%	8%
UD Rank / # of Institutions	46/106	1/107	55/109	60/114	60/120	57/117	66/124	79/112	96/127	67/123
Percentile	57th	99th	50th	47th	50th	51st	47th	29th	23rd	46th
Average of comparators	6%	6%	5%	6%	6%	6%	6%	6%	5%	7%
UD Rank / # of Institutions	14/20	1/21	14/21	16/21	17/22	16/22	17/23	19/22	18/22	18/22
Percentile	33rd	95th	33rd	24th	23rd	27th	26th	14th	18th	18th
Chemical Engineering	Percentage URG, all ranks									
University of Delaware	12%	9%	8%	9%	9%	9%	15%	15%	17%	22%
Average of all schools	8%	8%	8%	9%	8%	8%	8%	8%	8%	8%
UD Rank / # of Institutions	44/150	56/150	55/151	56/149	57/149	56/148	22/141	23/130	16/144	9/142
Percentile	71st	63rd	64th	62nd	62nd	62nd	84th	82nd	89th	94th
Average of comparators	6%	7%	7%	8%	7%	8%	8%	8%	8%	8%
UD Rank / # of Institutions	2/23	7/22	7/21	7/21	6/21	8/21	2/21	2/21	2/21	1/22
Percentile	91st	68th	67th	67th	71st	62nd	90th	90th	90th	95th
Civil & Environmental Engineering	Percentage URG, all ranks									
University of Delaware	4%	8%	9%	10%	10%	9%	12%	13%	9%	9%
Average of all schools	10%	9%	9%	9%	9%	9%	9%	9%	9%	9%
UD Rank / # of Institutions	122/236	90/233	87/232	83/236	75/237	83/225	55/215	44/179	87/214	90/208
Percentile	48th	61st	63rd	65th	68th	63rd	74th	75th	59th	57th
Average of comparators	8%	8%	7%	6%	6%	7%	7%	7%	8%	8%
UD Rank / # of Institutions	14/22	8/22	8/22	6/23	5/24	7/24	5/22	4/22	12/23	11/23
Percentile	36th	64th	64th	74th	79th	71st	77th	82nd	48th	52nd
Computer Science	Percentage URG, all ranks									
University of Delaware	4%	4%	5%	4%	5%	5%	5%	0%	0%	0%
Average of all schools	5%	4%	4%	4%	4%	4%	4%	4%	4%	4%
UD Rank / # of Institutions	59/191	62/193	54/192	63/198	65/195	60/187	60/186	145/162	178/190	100/187
Percentile	69th	68th	72nd	68th	67th	68th	68th	10th	6th	47th
Average of comparators	4%	3%	3%	4%	4%	4%	4%	4%	4%	3%
UD Rank / # of Institutions	6/21	5/20	4/21	9/20	7/20	9/20	8/21	17/20	19/21	15/19
Percentile	71st	75th	81st	55th	65th	55th	62nd	15th	10th	21st
Electrical & Computer Engineering	Percentage URG, all ranks									
University of Delaware	9%	10%	10%	10%	10%	10%	9%	8%	8%	8%
Average of all schools	7%	7%	7%	7%	6%	6%	6%	6%	7%	7%
UD Rank / # of Institutions	79/284	63/288	51/284	58/288	56/287	54/270	60/264	48/213	64/256	52/250
Percentile	72nd	78th	82nd	80th	80th	80th	77th	77th	75th	79th
Average of comparators	6%	4%	5%	4%	5%	5%	5%	5%	5%	5%
UD Rank / # of Institutions	5/24	1/24	2/24	1/24	1/24	2/24	3/24	3/22	2/25	5/25
Percentile	79th	96th	92nd	96th	96th	92nd	88th	86th	92nd	80th
Materials Science Engineering	Percentage URG, all ranks									
University of Delaware	0%	0%	0%	7%	8%	7%	12%	11%	11%	11%
Average of all schools	5%	6%	6%	7%	6%	6%	7%	9%	9%	9%
UD Rank / # of Institutions	32/56	35/57	39/58	22/64	21/64	25/63	14/64	12/52	15/64	16/56
Percentile	43rd	39th	33rd	66th	67th	60th	78th	77th	77th	71st
Average of comparators	6%	6%	6%	6%	6%	5%	6%	6%	6%	7%
UD Rank / # of Institutions	13/18	14/19	15/19	8/20	7/20	8/20	4/20	4/17	5/20	5/17
Percentile	28th	26th	21st	60th	65th	60th	80th	76th	75th	71st
Mechanical Engineering	Percentage URG, all ranks									
University of Delaware	0%	0%	0%	15%	0%	0%	0%	2%	2%	7%
Average of all schools	6%	6%	6%	7%	6%	6%	6%	6%	7%	7%
UD Rank / # of Institutions	141/265	149/267	145/269	33/272	156/275	157/262	149/248	116/203	142/239	87/242
Percentile	47th	44th	46th	88th	43rd	40th	40th	43rd	41st	64th
Average of comparators	5%	5%	5%	6%	6%	6%	7%	7%	6%	7%
UD Rank / # of Institutions	18/22	18/22	19/23	1/23	19/23	19/23	19/23	20/23	19/24	12/25
Percentile	18th	18th	17th	96th	17th	17th	17th	13th	21st	52nd

11

3. Staff Data

3.1 Gender

Figure 10 reflects the % of female COE staff by job type over the last five years. Comparative data for New Castle County is as of July 2021. Figure 11 shows the % of female COE staff by managerial role and does not include research staff. The categorical definitions for each job type (admin, research and tech) can be found in the Appendix A.

	Admin Support	Tech Support	Research	All COE Staff	New Castle County
2018	89%	12%	21%	55%	52%
2019	89%	9%	19%	52%	52%
2020	90%	10%	21%	55%	52%
2021	88%	18%	22%	53%	51%
2022	86%	14%	25%	54%	51%
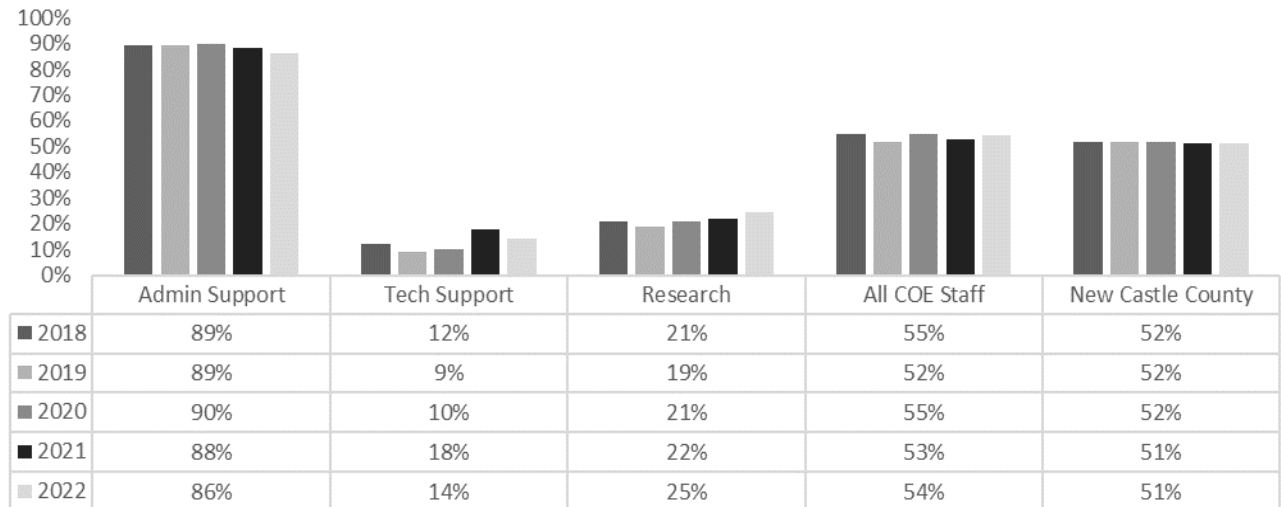
Figure 10. % Women College of Engineering administrative, technical and research support staff data by job type, Fall 2018 to Fall 2022

	Managerial	Non-Managerial
2018	55%	75%
2019	58%	71%
2020	58%	74%
2021	59%	74%
2022	62%	71%

Figure 11. % Women College of Engineering administrative and technical support staff data by managerial role, Fall 2018 to Fall 2022

3.2 Underrepresented Status

Figure 12 reflects the breakdown of COE staff by job type and underrepresented status over the last five years. Comparative data for New Castle County is as of July 2021. Figure 13 shows the gender breakdown by managerial role and does not include research staff. URG (non-white, non-Asian) status is determined from a staff member's Primary Ethnicity.

	Admin Support	Tech Support	Research	All COE Staff	New Castle County
■ 2018	14%	12%	2%	10%	37%
■ 2019	11%	9%	7%	10%	36%
■ 2020	13%	10%	8%	11%	37%
■ 2021	12%	11%	5%	9%	39%
■ 2022	13%	7%	5%	9%	39%
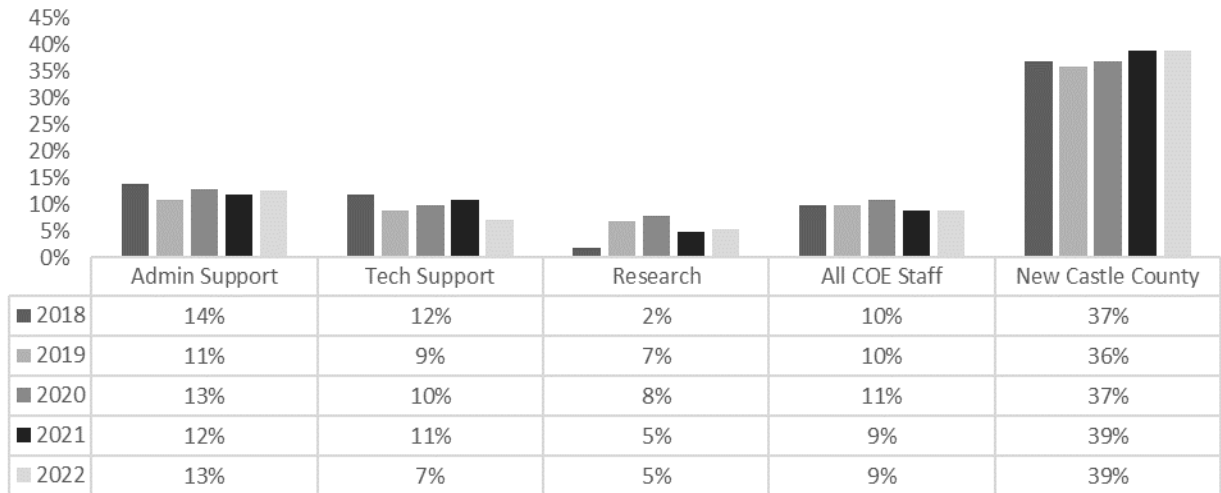
Figure 12. % URG College of Engineering administrative, technical and research support staff data by job type and URG status, Fall 2018 to Fall 2022

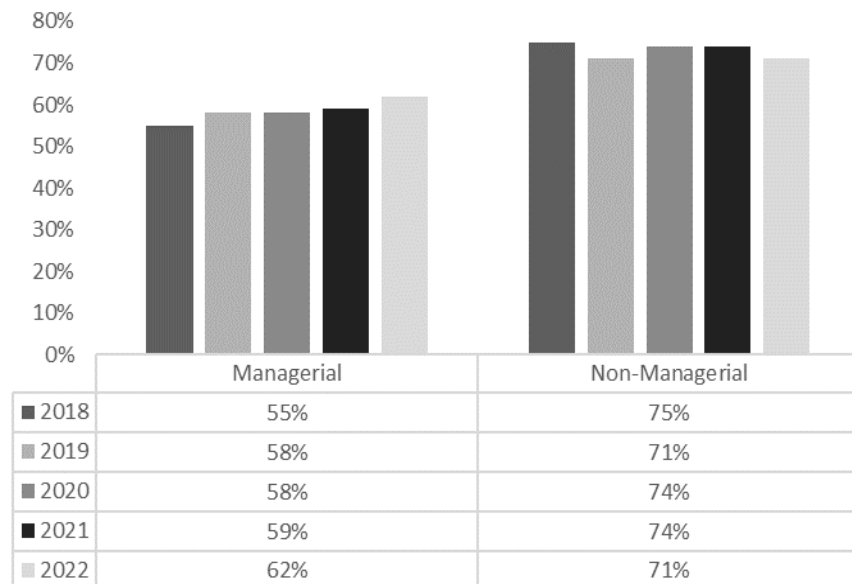|	Managerial	Non-Managerial
■ 2018	11%	15%
■ 2019	9%	10%
■ 2020	13%	12%
■ 2021	14%	11%
■ 2022	12%	11%
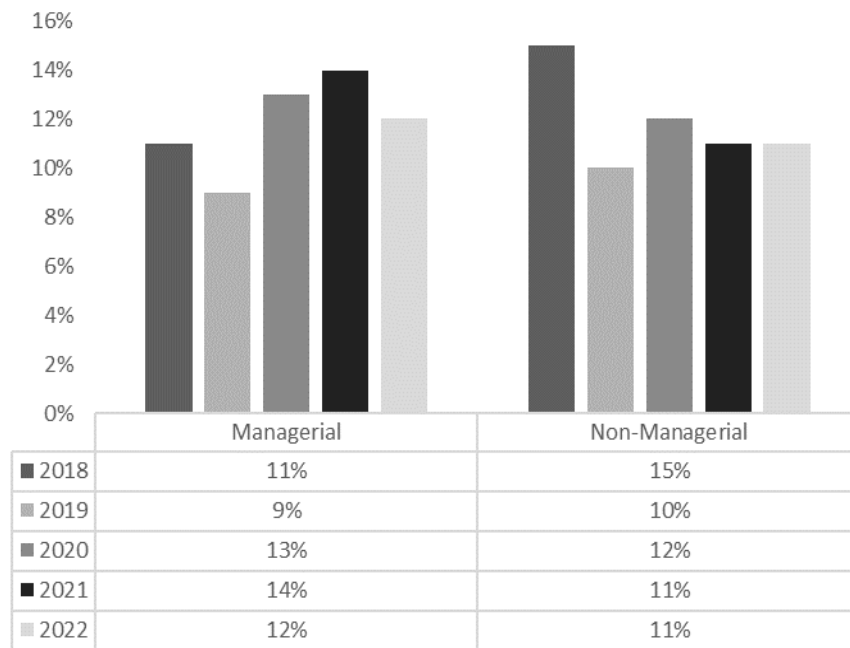
Figure 13. College of Engineering administrative and technical support staff data by managerial role and URG status, Fall 2018 to Fall 2022

4. Graduate Student Data

4.1 Overview

Notes for graduate student data:
- URG = all non-White, Non-Asian students + ½ of students indicating two or more races; determined from IPEDS Ethnicity
- % URG = Num. **domestic** URG / Num. **domestic** students
- In using ASEE data for other universities for comparison,
  - All students in civil, environmental, or civil/environmental were aggregated into CIEG.
  - All students in electrical, computer engineering, or electrical/computer engineering were aggregated into ELEG.
  - Students in Metallurgical and Materials Engineering were counted as MSEG.
  - All students in Computer Science, both inside and outside of engineering were aggregated as CISC.
  - For college-level data over time, for each school, we sum only students in the same departments/programs we have in UD COE.

Figure 14 presents the number of women, domestic URG and total Graduate students at the College of Engineering over the last 10 years

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Women	216	199	221	227	241	249	246	256	288	303
URG	40	38	46	50	63	60	56	53	67	59
All	803	774	825	892	943	917	915	891	995	1,022
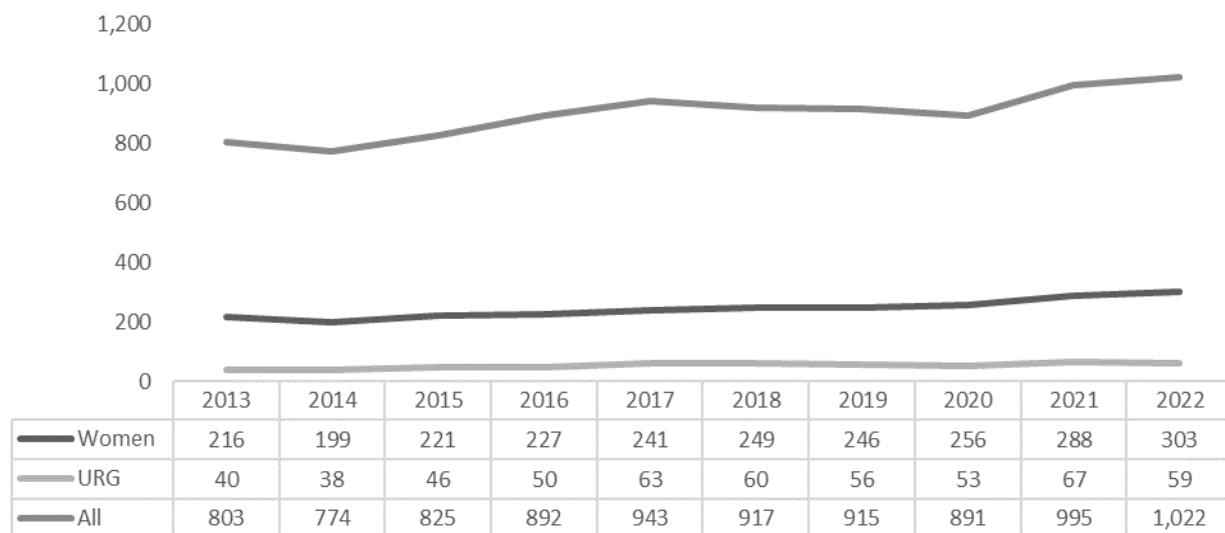
Figure 14. No. of Women, Domestic URG and All Graduate Students, COE, prior 10 years (2013-2022)

Figure 15 presents the percentage of women and domestic URG Graduate students at the College of Engineering over the last 10 years

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
% Women	27%	26%	27%	25%	26%	27%	27%	29%	29%	30%
% URG	11%	11%	13%	12%	14%	14%	13%	12%	13%	12%
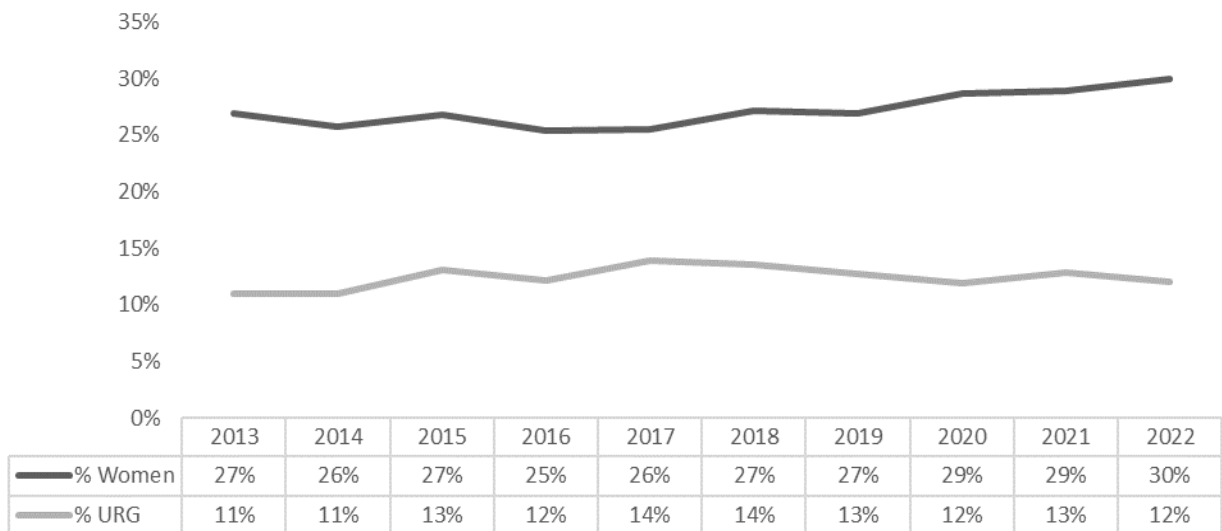
Figure 15. % Women and Domestic URG Graduate Students, COE, prior 10 years (2013-2022)

4.2 Gender

Figure 16 summarizes the percentage of women among all Graduate students and all incoming Graduate students as of Fall 2022 at the department level for the College of Engineering, and the % of graduating Women Graduate students for Academic Year 2021-22. Figure 17 shows the same data in absolute numbers.

	BMEG	CHEG	CIEG	CISC	ELEG	MSEG	MEEG	COE
All	60%	33%	35%	32%	16%	40%	18%	30%
New	62%	35%	13%	34%	16%	50%	11%	29%
Graduated	40%	25%	24%	32%	17%	23%	16%	22%

Figure 16. % of Women Graduate Students, All and New, by COE department, Fall 2022 and % of graduating Women Graduate Students by department, Academic Year 21-22

	BMEG	CHEG	CIEG	CISC	ELEG	MSEG	MEEG	COE
■ All	39	71	38	51	38	39	27	303
■ New	8	20	2	17	6	9	4	66
■ Graduated	4	6	9	14	17	3	7	60
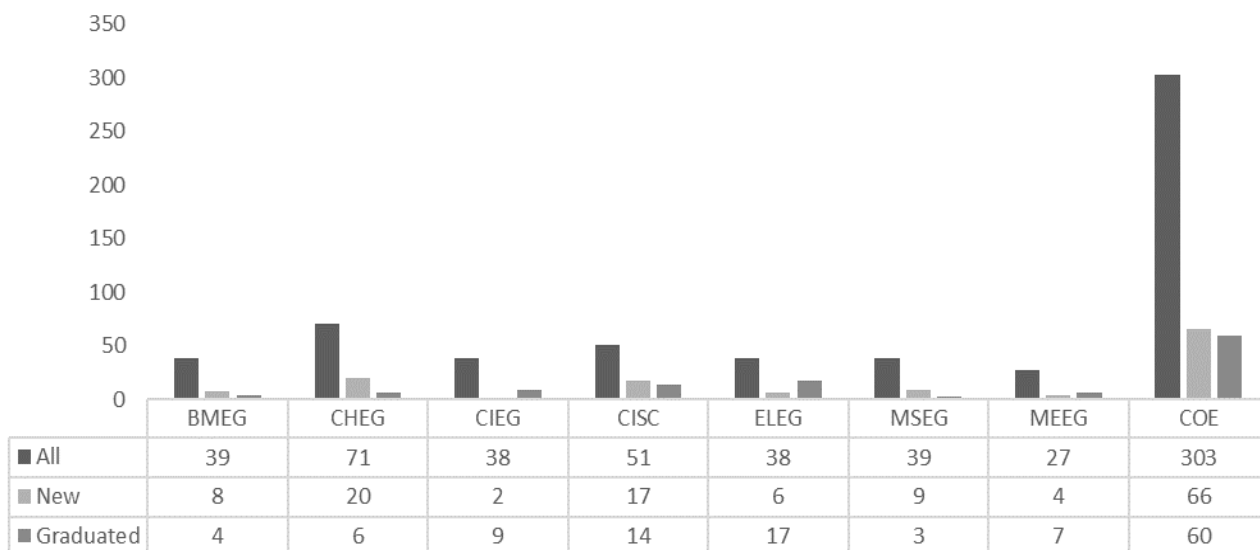
Figure 17. No. of Women Graduate Students, All and New, by COE department, Fall 2022 and No. of graduating Women Graduate Students by department, Academic Year 21-22

Figure 18 illustrates the change by department in the number of Women Graduate students at the College of Engineering over the last 10 years.
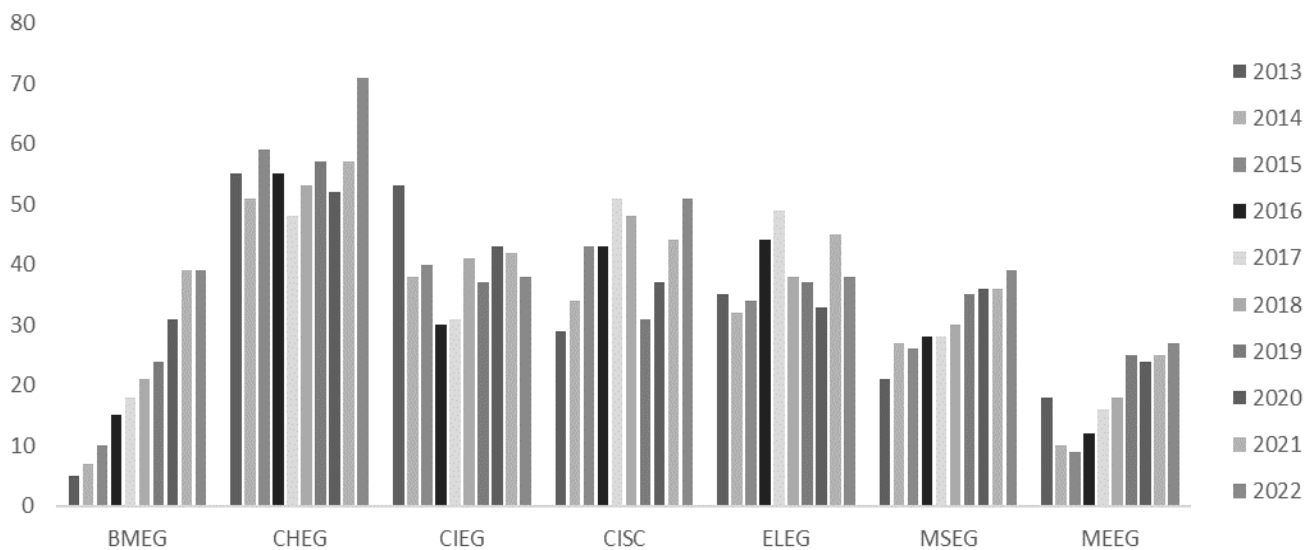
Figure 18. No. of Women Graduate students, by COE department, prior the last 10 years (2013-2022)

Comparative data for Women Graduate students over the last 10 years for the COE and other ASEE-tracked institutions can be found in Table 3. The ASEE was unable to provide Fall 2020 metrics for comparison for Materials Science.

Table 3. % Women Graduate Students for the COE, by department, over last 10 years (2012-2021)

	Year									
	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
College of Engineering	Percentage Female, All Graduate Students									
University of Delaware	26%	27%	26%	27%	25%	26%	27%	27%	28%	29%
Average of all schools	23%	23%	24%	24%	24%	26%	26%	26%	27%	29%
UD Rank / # of Institutions	58/255	56/255	67/250	59/253	92/245	90/235	80/233	92/238	70/212	80/234
Percentile	77th	78th	73rd	77th	62nd	62nd	66th	61st	67th	66th
Average of comparators	21%	22%	22%	22%	23%	26%	24%	25%	25%	26%
UD Rank / # of Institutions	3/25	4/25	6/25	6/25	9/25	10/25	5/25	5/25	6/25	7/25
Percentile	88th	84th	76th	76th	64th	60th	80th	80th	76th	72nd
Biomedical Engineering	Percentage Female, All Graduate Students									
University of Delaware	0%	33%	39%	37%	39%	41%	47%	46%	51%	61%
Average of all schools	39%	40%	40%	40%	41%	42%	43%	43%	44%	47%
UD Rank / # of Institutions	123/125	105/129	78/126	89/130	82/134	78/137	46/142	51/133	18/126	9/135
Percentile	2nd	19th	38th	32nd	39th	43rd	68th	62nd	86th	93rd
Average of comparators	36%	39%	39%	39%	41%	41%	42%	41%	44%	46%
UD Rank / # of Institutions	20/20	19/21	13/21	16/21	14/22	14/22	6/23	5/23	1/23	1/23
Percentile	0	10th	38th	24th	36th	36th	74th	78th	96th	96th
Chemical Engineering	Percentage Female, All Graduate Students									
University of Delaware	31%	37%	34%	37%	39%	33%	34%	35%	32%	30%
Average of all schools	32%	32%	32%	32%	32%	32%	32%	33%	34%	35%
UD Rank / # of Institutions	77/144	33/143	53/142	38/142	24/138	62/138	51/134	50/133	55/123	76/132
Percentile	47th	77th	63rd	73rd	83rd	55th	62nd	62nd	55th	42nd
Average of comparators	31%	31%	31%	31%	32%	32%	33%	33%	34%	34%
UD Rank / # of Institutions	10/22	4/22	9/22	6/22	2/23	9/23	7/23	8/22	12/22	16/22
Percentile	55th	82nd	59th	73rd	91st	61st	70th	64th	45th	27th
Civil & Environmental Engineering	Percentage Female, All Graduate Students									
University of Delaware	35%	33%	32%	33%	27%	30%	37%	34%	38%	33%
Average of all schools	29%	29%	30%	30%	30%	31%	32%	33%	34%	35%
UD Rank / # of Institutions	43/201	55/199	56/198	50/195	112/193	91/190	45/188	69/190	50/174	78/182
Percentile	79th	72nd	72nd	74th	42nd	52nd	76th	64th	71st	57th
Average of comparators	28%	29%	29%	30%	31%	32%	31%	31%	32%	33%
UD Rank / # of Institutions	5/23	6/23	8/23	9/23	18/24	14/24	5/24	10/24	5/24	13/24
Percentile	78th	74th	65th	61st	25th	42nd	79th	58th	79th	46th
Computer Science	Percentage Female, All Graduate Students									
University of Delaware	24%	21%	23%	28%	29%	31%	31%	23%	28%	31%
Average of all schools	21%	22%	23%	24%	25%	28%	27%	27%	27%	28%
UD Rank / # of Institutions	59/184	102/183	83/177	52/185	47/176	32/174	40/176	125/184	60/174	49/186
Percentile	68th	44th	53rd	72nd	73rd	82nd	77th	32nd	66th	74th
Average of comparators	19%	20%	19%	19%	19%	30%	23%	24%	23%	25%
UD Rank / # of Institutions	5/22	9/21	7/22	2/21	2/21	2/21	2/22	14/23	4/23	3/22
Percentile	77th	57th	68th	90th	90th	90th	91st	39th	83rd	86th
Electrical & Computer Engineering	Percentage Female, All Graduate Students									
University of Delaware	19%	21%	18%	16%	16%	16%	16%	16%	16%	18%
Average of all schools	19%	20%	21%	21%	21%	21%	22%	22%	21%	22%
UD Rank / # of Institutions	83/234	82/234	129/229	173/231	166/223	153/216	156/215	162/217	127/191	116/211
Percentile	65th	65th	44th	25th	26th	29th	27th	25th	34th	45th
Average of comparators	17%	18%	19%	19%	20%	20%	20%	19%	19%	20%
UD Rank / # of Institutions	8/24	7/24	15/24	21/24	21/24	21/24	23/25	19/25	20/25	19/25
Percentile	67th	71st	38th	13th	13th	13th	8th	24th	20th	24th
Materials Science Engineering	Percentage Female, All Graduate Students									
University of Delaware	28%	27%	34%	37%	33%	32%	30%	33%	38%	37%
Average of all schools	27%	28%	28%	28%	29%	29%	30%	30%	-	31%
UD Rank / # of Institutions	37/94	50/97	18/98	8/96	18/98	33/97	44/99	26/82	-	15/70
Percentile	61st	48th	82nd	92nd	82nd	66th	56th	68th	-	79th
Average of comparators	27%	27%	26%	27%	29%	29%	30%	30%	-	31%
UD Rank / # of Institutions	8/20	11/22	4/22	2/23	4/23	7/23	13/23	7/22	-	2/18
Percentile	60th	50th	82nd	91st	83rd	70th	43rd	68th	-	89th
Mechanical Engineering	Percentage Female, All Graduate Students									
University of Delaware	18%	19%	11%	12%	14%	15%	15%	21%	21%	21%
Average of all schools	14%	15%	15%	15%	15%	15%	16%	17%	18%	18%
UD Rank / # of Institutions	51/223	45/224	140/219	143/220	98/211	83/209	113/209	47/204	51/189	50/204
Percentile	77th	80th	36th	35th	54th	60th	46th	77th	73rd	75th
Average of comparators	15%	14%	14%	15%	15%	16%	16%	17%	17%	18%
UD Rank / # of Institutions	5/24	3/24	23/24	20/24	13/24	11/24	16/25	5/25	5/25	6/25
Percentile	79th	88th	4th	17th	46th	54th	36th	80th	80th	76th

4.3 Underrepresented Status

Figure 19 summarizes the percentage of URG students among all Graduate students and all incoming Graduate students as of Fall 2022 at the department level for the College of Engineering, and the % of graduating URG Graduate students for Academic Year 2021-22. Figure 20 shows the same data in absolute numbers.
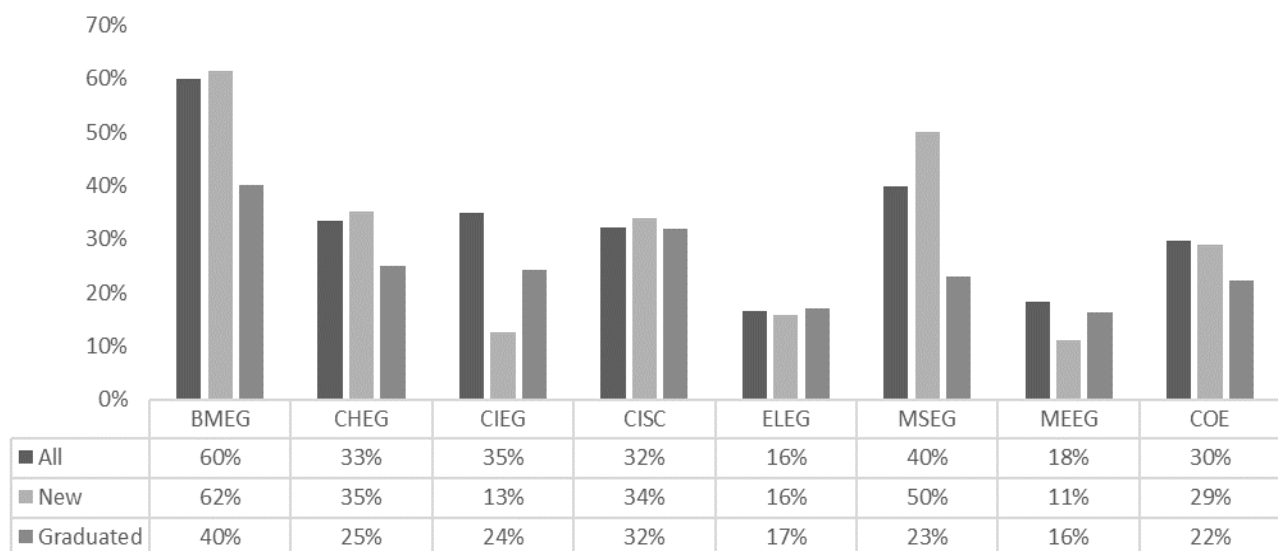
	BMEG	CHEG	CIEG	CISC	ELEG	MSEG	MEEG	COE
■ All	10%	8%	20%	13%	15%	11%	10%	12%
■ New	0%	11%	17%	10%	35%	14%	13%	16%
■ Graduated	13%	0%	17%	18%	16%	14%	22%	16%
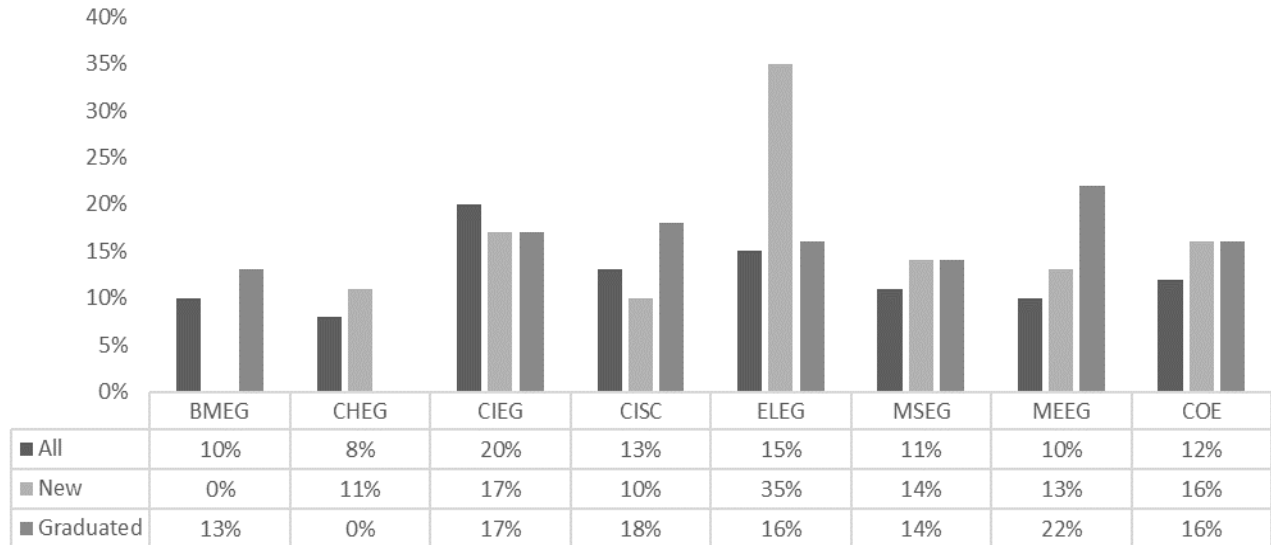
Figure 19. % of URG Graduate Students, All and New, by COE department, Fall 2022 and % of graduating URG Graduate Students by department, Academic Year 21-22

	BMEG	CHEG	CIEG	CISC	ELEG	MSEG	MEEG	COE
■ All	4	11	9	6	19	4	6	59
■ New	0	4	1	1	7	1	1	15
■ Graduated	1	0	4	3	11	1	4	24
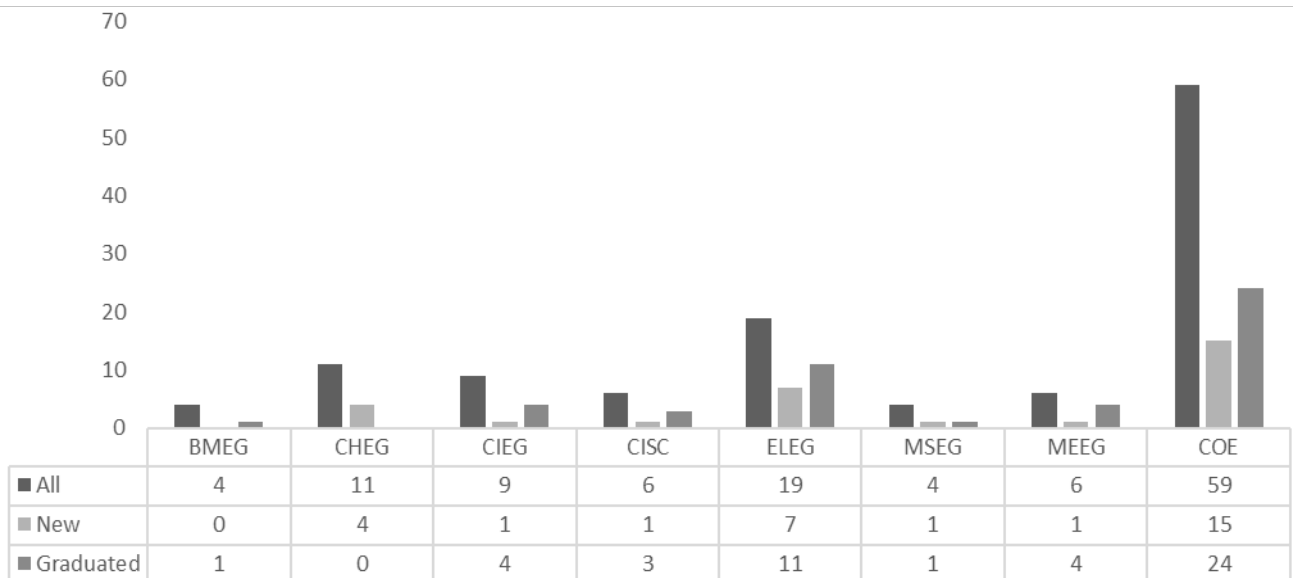
Figure 20. No. of URG Graduate Students, All and New, by COE department, Fall 2022 and No. of graduating URG Graduate Students by department, Academic Year 21-22

Figure 21 illustrates the change by department in the number of URG Graduate students at the College of Engineering over the last 10 years.
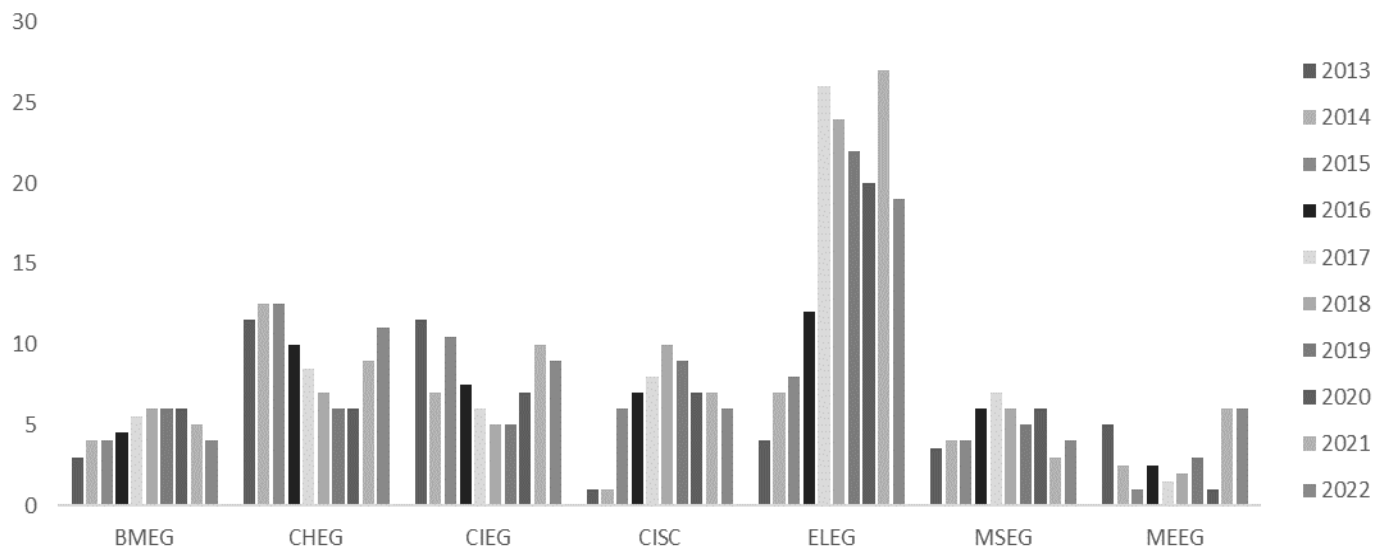
Figure 21. No. of URG Graduate students, by COE department, prior 10 years (2013-2022)

Comparative data for URG Graduate students over the last 10 years for the COE and other ASEE-tracked institutions can be found in Table 4. The ASEE was unable to provide Fall 2020 metrics for comparison for Materials Science.

Table 4. % URG Graduate Students for the COE, by department, over last 10 years (2012-2021)

|	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
College of Engineering	Percentage URG, All Domestic Graduate Students									
University of Delaware	10%	11%	11%	13%	12%	14%	14%	13%	12%	13%
Average of all schools	14%	14%	15%	15%	15%	16%	16%	17%	17%	18%
UD Rank / # of Institutions	143/254	123/251	130/248	108/250	130/245	98/234	110/233	134/238	149/212	170/234
Percentile	44th	51st	48th	57th	47th	58th	53rd	44th	30th	27th
Average of comparators	10%	11%	12%	12%	13%	12%	13%	14%	14%	15%
UD Rank / # of Institutions	11/25	10/25	14/25	7/25	12/25	8/25	10/25	15/25	17/25	17/25
Percentile	56th	60th	44th	72nd	52nd	68th	60th	40th	32nd	32nd
Biomedical Engineering	Percentage URG, All Domestic Graduate Students									
University of Delaware	25%	25%	27%	18%	14%	14%	12%	11%	10%	9%
Average of all schools	11%	12%	13%	13%	14%	16%	16%	16%	18%	18%
UD Rank / # of Institutions	12/124	22/128	13/125	34/129	74/134	71/137	94/141	99/131	90/126	96/134
Percentile	90th	83rd	90th	74th	45th	48th	33rd	26th	20th	28th
Average of comparators	10%	11%	12%	13%	14%	15%	15%	16%	16%	17%
UD Rank / # of Institutions	1/21	1/21	1/21	4/21	14/21	14/21	17/23	21/23	19/23	21/23
Percentile	95th	95th	95th	81st	36th	36th	26th	9th	17th	9th
Chemical Engineering	Percentage URG, All Domestic Graduate Students									
University of Delaware	6%	10%	11%	10%	9%	9%	8%	8%	7%	9%
Average of all schools	12%	13%	13%	13%	14%	14%	14%	15%	16%	17%
UD Rank / # of Institutions	93/144	66/143	73/140	80/138	88/136	96/138	93/133	96/132	100/123	83/132
Percentile	35th	54th	48th	42nd	35th	30th	30th	27th	19th	37th
Average of comparators	9%	11%	11%	12%	11%	12%	12%	15%	16%	17%
UD Rank / # of Institutions	13/22	9/22	10/22	11/22	12/23	14/23	16/23	16/22	18/22	18/22
Percentile	41st	59th	55th	50th	48th	39th	30th	27th	18th	18th
Civil & Environmental Engineering	Percentage URG, All Domestic Graduate Students									
University of Delaware	9%	17%	15%	21%	18%	15%	14%	11%	13%	15%
Average of all schools	17%	17%	17%	17%	17%	19%	20%	21%	22%	23%
UD Rank / # of Institutions	117/200	65/199	75/197	53/194	62/192	84/189	104/187	134/189	114/174	96/182
Percentile	42nd	67th	62nd	73rd	68th	56th	44th	29th	34th	47th
Average of comparators	11%	13%	13%	14%	14%	14%	15%	16%	15%	17%
UD Rank / # of Institutions	11/23	4/23	8/23	4/23	5/24	10/24	12/24	18/24	14/24	16/24
Percentile	52nd	83rd	65th	83rd	79th	58th	50th	25th	42nd	33rd
Computer Science	Percentage URG, All Domestic Graduate Students									
University of Delaware	8%	3%	4%	18%	18%	20%	27%	22%	17%	16%
Average of all schools	12%	14%	15%	14%	15%	14%	16%	15%	15%	16%
UD Rank / # of Institutions	95/184	143/182	144/175	38/184	46/175	49/174	24/175	48/184	45/174	72/186
Percentile	48th	21st	18th	79th	74th	72nd	86th	74th	74th	61st
Average of comparators	8%	9%	12%	13%	13%	10%	12%	10%	11%	10%
UD Rank / # of Institutions	8/22	18/21	18/22	3/21	4/21	3/21	1/22	1/23	3/23	4/22
Percentile	64th	14th	18th	86th	81st	86th	95th	96th	87th	82nd
Electrical & Computer Engineering	Percentage URG, All Domestic Graduate Students									
University of Delaware	10%	6%	10%	12%	10%	17%	19%	17%	17%	17%
Average of all schools	15%	15%	16%	16%	16%	16%	16%	17%	17%	19%
UD Rank / # of Institutions	141/232	182/232	146/227	129/229	131/219	75/215	66/214	78/216	67/191	77/211
Percentile	39th	22nd	36th	44th	40th	65th	69th	64th	65th	64th
Average of comparators	12%	13%	10%	13%	13%	15%	14%	16%	16%	17%
UD Rank / # of Institutions	12/24	21/24	17/24	11/24	14/24	10/24	6/25	8/25	9/25	8/25
Percentile	50th	13th	29th	54th	42nd	58th	76th	68th	64th	68th
Materials Science Engineering	Percentage URG, All Domestic Graduate Students									
University of Delaware	17%	12%	13%	14%	14%	15%	13%	13%	15%	8%
Average of all schools	12%	11%	12%	12%	13%	14%	15%	16%	-	17%
UD Rank / # of Institutions	18/94	36/96	35/98	38/95	40/96	40/96	52/98	43/82	-	49/70
Percentile	81st	63rd	64th	60th	58th	58th	47th	48th	-	30th
Average of comparators	10%	9%	10%	11%	12%	12%	14%	15%	-	16%
UD Rank / # of Institutions	2/20	6/22	4/22	7/23	8/23	8/23	11/23	12/22	-	13/16
Percentile	90th	73rd	82nd	70th	65th	65th	52nd	45th	-	19th
Mechanical Engineering	Percentage URG, All Domestic Graduate Students									
University of Delaware	13%	12%	7%	3%	8%	4%	7%	8%	4%	13%
Average of all schools	13%	13%	13%	14%	14%	15%	15%	16%	17%	18%
UD Rank / # of Institutions	87/221	98/222	151/217	184/219	140/210	183/209	163/209	156/204	176/189	117/204
Percentile	61st	56th	30th	16th	33rd	12th	22nd	24th	7th	43rd
Average of comparators	9%	9%	10%	11%	11%	11%	12%	13%	13%	15%
UD Rank / # of Institutions	6/24	6/24	16/24	23/24	17/24	23/24	20/25	21/25	25/25	17/25
Percentile	75th	75th	33rd	4th	29th	4th	20th	16th	0	32nd

5. Undergraduate Student Data

5.1 Overview

Notes on undergraduate student data
- URG = all non-White, Non-Asian students + ½ of students indicating two or more races; determined from IPEDS Ethnicity
- % URG = Num. URG / All students
- Data for student was computed for each engineering program, not department: biomedical engineering, chemical engineering, civil engineering, computer science, computer engineering, construction management, cybersecurity, electrical engineering, environmental engineering, material sciences, mechanical engineering, and engineering undeclared (see relationship between departments and programs in Appendix A).
- In using ASEE data for other universities for comparison,
  - For Computer Science, all BA and BS programs were aggregated.
  - For college-level data over time, for each school, we sum only students in the same departments/programs we have in UD COE.
  - Comparative metrics are not available for engineering undeclared programs. Figures are not shown for construction management, cybersecurity and materials science programs owing to small numbers of students in these recently added UD COE offerings.

Figure 22 presents the number of women, URG and total Undergraduate students at the College of Engineering over the last 10 years.

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Women	510	546	586	576	606	644	635	683	723	704
URG	278	297	298	269	301	309	325	364	373	412
All	2,348	2,423	2,443	2,339	2,384	2,405	2,410	2,467	2,520	2,508
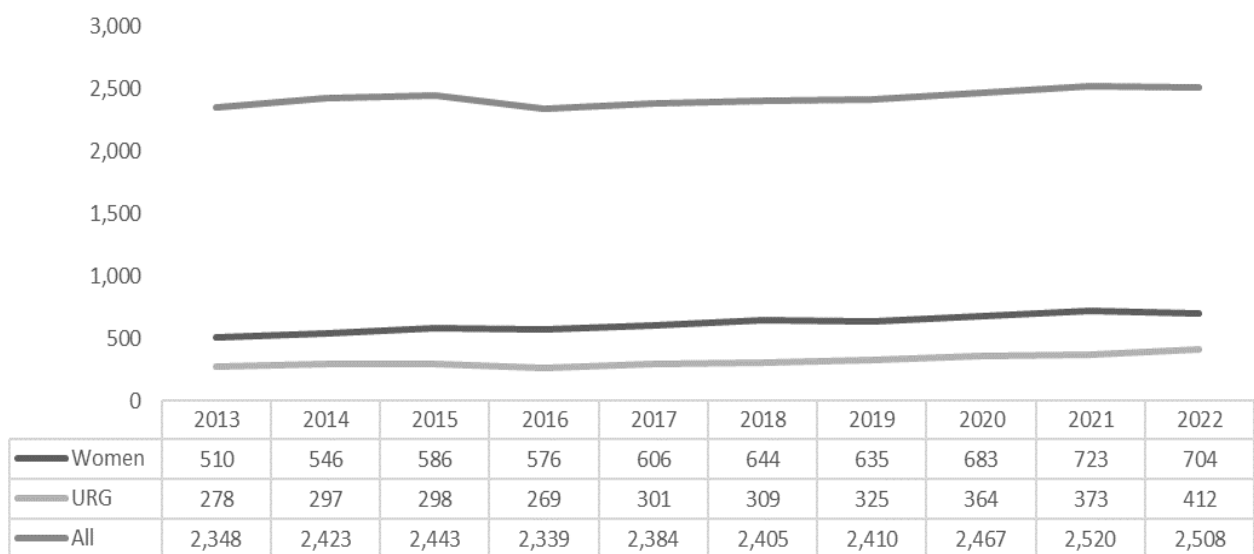
Figure 22. No. of Women, URG and All Undergraduate Students, COE, prior 10 years (2013-2022)

Figure 23 presents the % of women, URG and total Undergraduate students at the College of Engineering over the last 10 years.

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
% Women	22%	23%	24%	25%	25%	27%	26%	28%	29%	28%
% URG	12%	12%	12%	12%	13%	13%	13%	15%	15%	16%
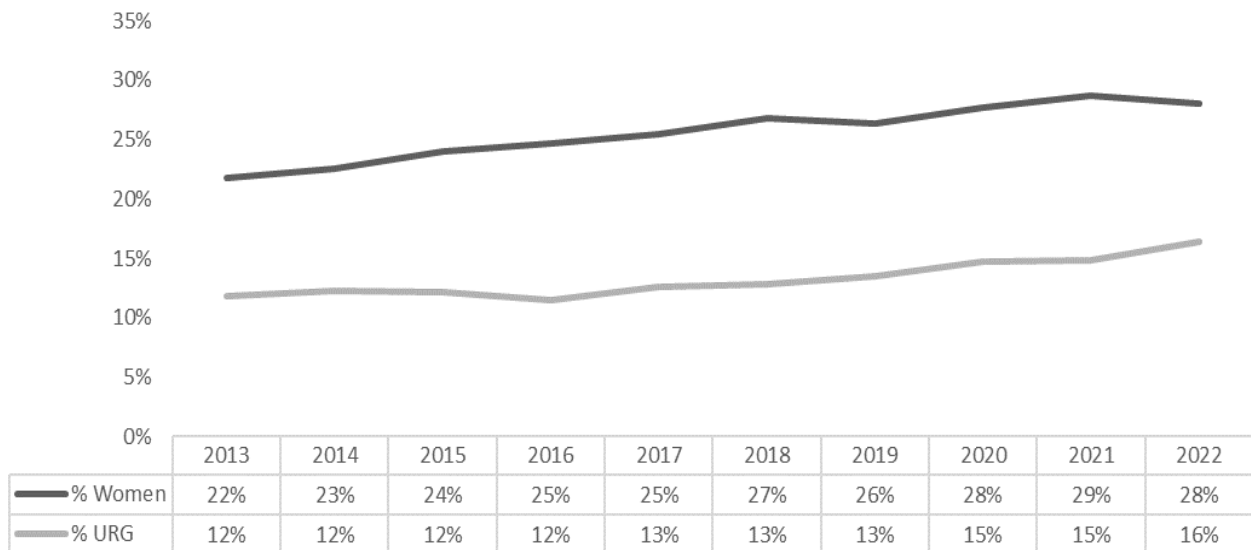
Figure 23. %. of Women, and URG Undergraduate Students, COE, prior 10 years (2013-2022)

5.2 Gender

Figure 24 summarizes the percentage of women among all Undergraduate students and all incoming Undergraduate students as of Fall 2022 at the program level for the College of Engineering, and the % of graduating Women Undergraduate students for Academic Year 2021-22. Figure 25 shows the same data in absolute numbers. **Note** – Students cannot graduate from engineering undeclared program; cybersecurity and materials science programs are less than 4 years old.

	Biomed	Chem	Civil	Comp Eng	Comp Sci	Constr Mgmt	Cyber	Elec	Env	Mat Sci	Mech	Undec	COE
All	65%	36%	24%	10%	23%	17%	0%	12%	64%	46%	20%	27%	28%
New	72%	39%	22%	10%	19%	13%	0%	13%	52%	25%	17%	26%	26%
Graduated	65%	23%	38%	18%	26%	11%		13%	59%		18%		29%
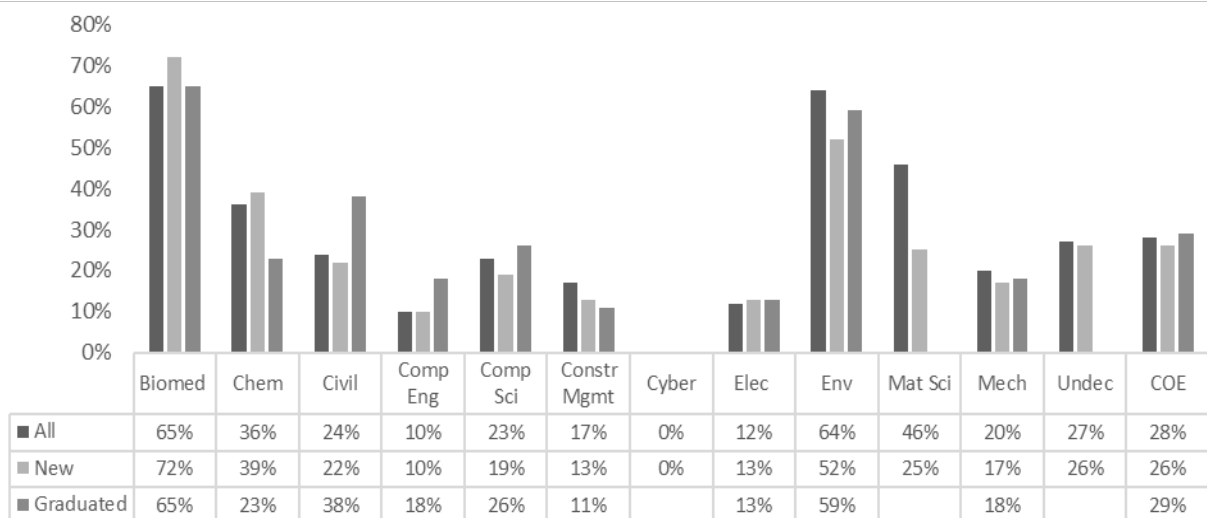
Figure 24. % of Women Undergraduate Students, All and New, by COE program, Fall 2022 and % of graduating Women Undergraduate Students by program, Academic Year 21-22

	Biomed	Chem	Civil	Comp Eng	Comp Sci	Constr Mgmt	Cyber	Elec	Env	Mat Sci	Mech	Undec	COE
■ All	139	124	52	13	135	14	0	15	50	23	111	28	704
■ New	31	35	10	4	31	2	0	4	11	1	22	25	176
■ Graduated	47	22	20	4	40	2		4	10		26		175
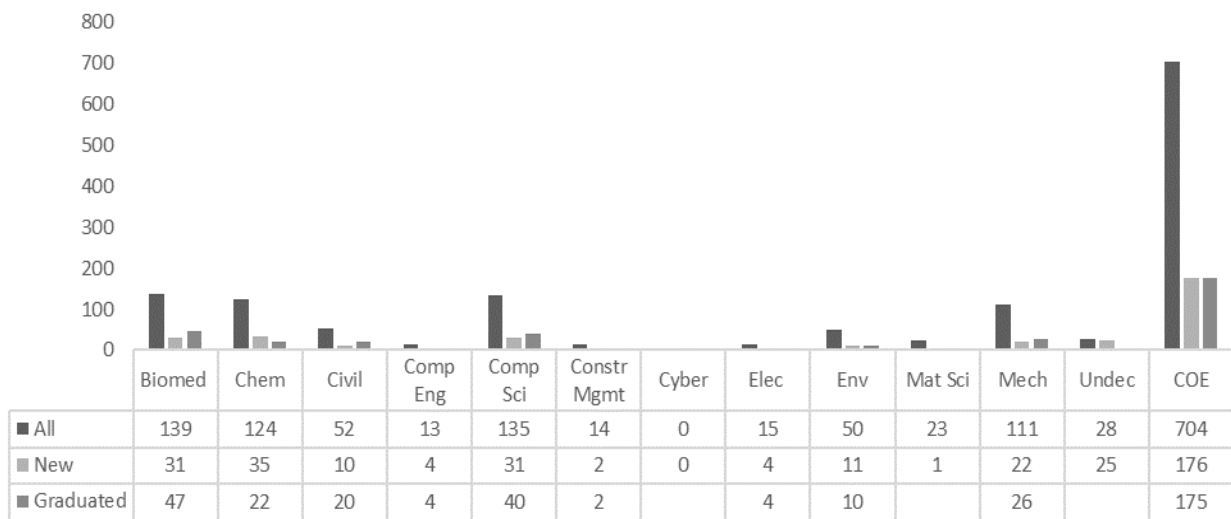
Figure 25. No. of Women Undergraduate Students, All and New, by COE program, Fall 2022 and No. of graduating Women Undergraduate Students by program, Academic Year 21-22

Figure 26 illustrates the change by program in the number of Women Undergraduate students at the College of Engineering over the last 10 years.

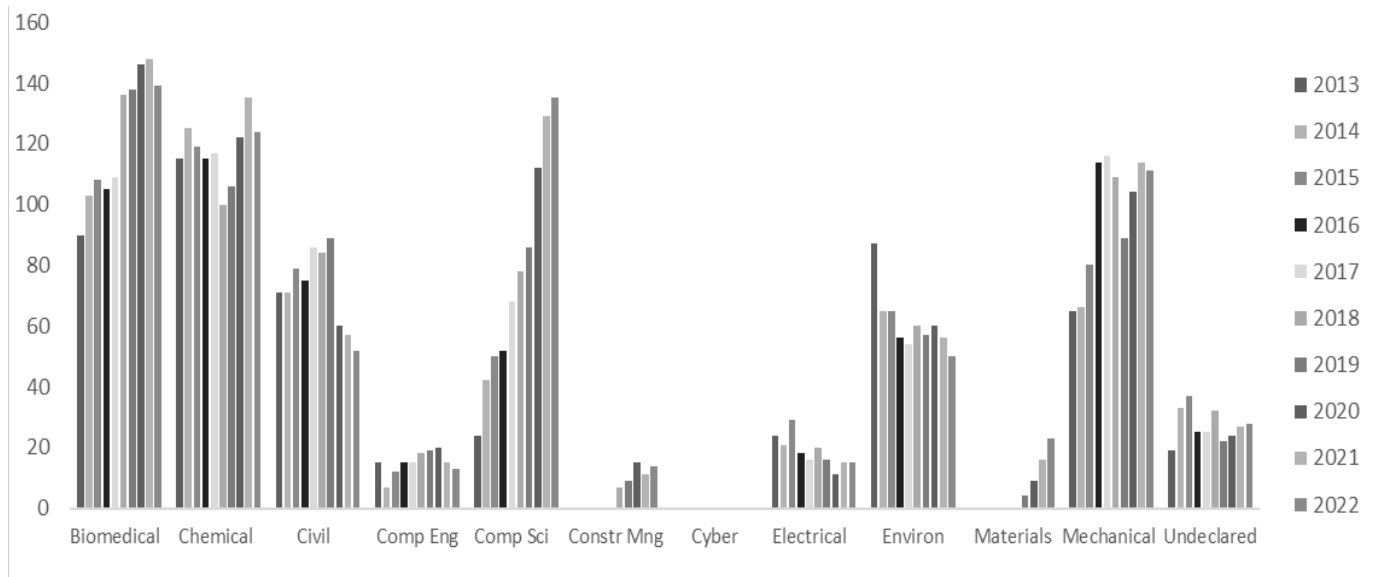Figure 26. No. of Women Undergraduate students, by COE program, prior 10 years (2013-2022)

Comparative data for Women Undergraduate students over the last 10 years for the COE and other ASEE-tracked institutions can be found in Table 5.

Table 5. % Women Undergraduate Students for the COE, by program, last 10 years (2012-2021)

	Year									
	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
College of Engineering	Percentage Female, all UGRAD Students									
University of Delaware	21%	22%	22%	24%	24%	25%	27%	26%	28%	29%
Average of all schools	18%	18%	19%	20%	21%	21%	22%	23%	23%	23%
UD Rank / # of Institutions	80/315	83/318	79/316	81/318	79/309	67/287	58/284	70/281	59/287	56/287
Percentile	75th	74th	75th	75th	74th	77th	80th	75th	79th	80th
Average of comparators	19%	20%	20%	21%	22%	23%	24%	24%	24%	24%
UD Rank / # of Institutions	7/24	9/24	8/24	7/24	7/24	7/24	5/23	7/24	7/25	6/25
Percentile	71st	63rd	67th	71st	71st	71st	80th	71st	72nd	76th
Biomedical Engineering	Percentage Female, all UGRAD Students									
University of Delaware	43%	44%	49%	49%	53%	53%	57%	58%	60%	61%
Average of all schools	40%	41%	43%	44%	47%	48%	50%	51%	52%	53%
UD Rank / # of Institutions	33/118	41/115	23/120	31/125	26/130	33/132	18/135	21/135	16/142	20/142
Percentile	72nd	64th	81st	75th	80th	75th	87th	84th	89th	86th
Average of comparators	40%	42%	43%	45%	47%	49%	50%	50%	52%	54%
UD Rank / # of Institutions	9/19	9/19	3/20	4/20	2/20	3/20	1/21	5/22	2/22	3/22
Percentile	53rd	53rd	85th	80th	90th	85th	95th	77th	91st	86th
Chemical Engineering	Percentage Female, all UGRAD Students									
University of Delaware	25%	26%	27%	28%	28%	27%	25%	28%	30%	34%
Average of all schools	32%	33%	33%	34%	35%	36%	37%	38%	40%	41%
UD Rank / # of Institutions	137/161	139/161	133/161	130/157	132/157	141/157	143/152	137/149	137/152	121/151
Percentile	15th	14th	17th	17th	16th	10th	6th	8th	10th	20th
Average of comparators	30%	31%	31%	32%	33%	35%	36%	36%	39%	40%
UD Rank / # of Institutions	18/23	20/23	19/23	18/23	21/23	23/23	23/23	21/22	20/22	20/22
Percentile	22nd	13th	17th	22nd	9th	0	0	5th	9th	9th
Civil Engineering	Percentage Female, all UGRAD Students									
University of Delaware	19%	18%	19%	21%	24%	30%	31%	32%	26%	23%
Average of all schools	21%	22%	23%	24%	25%	25%	26%	26%	27%	27%
UD Rank / # of Institutions	125/223	157/224	161/224	117/212	106/206	62/201	53/197	53/201	98/199	136/192
Percentile	44th	30th	28th	45th	49th	69th	73rd	74th	51st	29th
Average of comparators	21%	23%	24%	25%	26%	27%	27%	27%	28%	28%
UD Rank / # of Institutions	14/21	17/22	18/22	14/22	12/22	8/22	5/22	6/22	14/21	19/21
Percentile	33rd	23rd	18th	36th	45th	64th	77th	73rd	33rd	10th
Computer Engineering	Percentage Female, all UGRAD Students									
University of Delaware	9%	12%	6%	9%	9%	8%	10%	10%	12%	12%
Average of all schools	11%	11%	12%	12%	13%	14%	14%	15%	15%	14%
UD Rank / # of Institutions	110/183	73/188	160/183	137/187	130/181	158/184	133/186	129/175	98/175	108/169
Percentile	40th	61st	13th	27th	28th	14th	28th	26th	44th	36th
Average of comparators	9%	10%	10%	12%	11%	12%	14%	16%	15%	14%
UD Rank / # of Institutions	11/20	8/21	19/19	14/19	13/20	18/20	19/21	19/19	14/18	16/21
Percentile	45th	62nd	0	26th	35th	10th	10th	0	22nd	24th
Computer Science	Percentage Female, all UGRAD Students									
University of Delaware	11%	10%	15%	18%	19%	22%	22%	20%	23%	24%
Average of all schools	14%	14%	15%	16%	17%	18%	19%	20%	20%	21%
UD Rank / # of Institutions	140/221	169/222	73/219	62/224	66/224	53/218	53/216	62/203	49/218	46/210
Percentile	37th	24th	67th	72nd	71st	76th	75th	69th	78th	78th
Average of comparators	12%	13%	14%	16%	17%	18%	19%	20%	21%	21%
UD Rank / # of Institutions	14/22	21/22	9/23	6/22	5/23	5/23	5/24	6/22	6/24	5/23
Percentile	36th	5th	61st	73rd	78th	78th	79th	73rd	75th	78th

24

Table 5. % Women Undergraduate Students for the COE, by program, last 10 years (2012-2021) (cont.)

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Electrical Engineering	Percentage Female, all UGRAD Students									
University of Delaware	14%	14%	10%	13%	8%	8%	12%	11%	9%	12%
Average of all schools	12%	12%	12%	13%	14%	14%	14%	14%	15%	15%
UD Rank / # of Institutions	67/261	74/262	158/257	102/247	224/243	215/234	164/233	187/236	197/235	150/209
Percentile	74th	72nd	39th	59th	8th	8th	30th	21st	16th	28th
Average of comparators	12%	13%	13%	14%	14%	15%	16%	16%	15%	15%
UD Rank / # of Institutions	5/22	9/22	18/22	13/21	21/21	20/21	18/22	18/20	20/20	17/21
Percentile	77th	59th	18th	38th	0	5th	18th	10th	0	19th
Environmental Engineering	Percentage Female, all UGRAD Students									
University of Delaware	46%	46%	46%	50%	47%	50%	56%	59%	63%	66%
Average of all schools	43%	44%	47%	47%	49%	51%	53%	55%	55%	55%
UD Rank / # of Institutions	24/65	33/65	35/64	33/68	43/74	48/76	33/77	28/69	16/72	14/74
Percentile	63rd	49th	45th	51st	42nd	37th	57th	59th	78th	81st
Average of comparators	45%	48%	49%	52%	47%	50%	52%	58%	56%	59%
UD Rank / # of Institutions	2/7	5/8	5/8	5/9	7/12	7/12	5/12	3/10	4/10	2/11
Percentile	71st	38th	38th	44th	43rd	42nd	58th	70th	60th	82nd
Materials Science & Engineering	Percentage Female, all UGRAD Students									
University of Delaware	-	-	-	-	-	-	-	36%	45%	46%
Average of all schools	27%	27%	28%	29%	30%	31%	32%	32%	31%	32%
UD Rank / # of Institutions	-	-	-	-	-	-	-	20/61	8/65	6/58
Percentile	-	-	-	-	-	-	-	67th	88th	90th
Average of comparators	25%	26%	25%	27%	27%	28%	29%	30%	29%	32%
UD Rank / # of Institutions	-	-	-	-	-	-	-	7/20	2/18	1/16
Percentile	-	-	-	-	-	-	-	65th	89th	94th
Mechanical Engineering	Percentage Female, all UGRAD Students									
University of Delaware	13%	15%	15%	15%	21%	21%	20%	17%	18%	20%
Average of all schools	12%	13%	13%	14%	14%	15%	16%	16%	17%	17%
UD Rank / # of Institutions	100/285	93/288	96/290	95/286	48/276	44/269	63/266	110/259	91/262	70/257
Percentile	65th	68th	67th	67th	83rd	80th	76th	58th	65th	73rd
Average of comparators	13%	13%	14%	15%	16%	17%	17%	18%	17%	17%
UD Rank / # of Institutions	13/24	8/24	7/24	11/24	6/24	5/24	7/25	15/23	11/25	7/25
Percentile	46th	67th	71st	54th	75th	79th	72nd	35th	56th	72nd

5.3 Underrepresented Status

Figure 27 summarizes the percentage of URG students among all Undergraduate students and all incoming Undergraduate students as of Fall 2022 at the program level for the College of Engineering, and the % of graduating URG Undergraduate students for Academic Year 2021-22. Figure 28 shows the same data in absolute numbers. **Note** – Students cannot graduate from engineering undeclared program; cybersecurity and materials science programs are less than 4 years old.

	Biomed	Chem	Civil	Comp Eng	Comp Sci	Constr Mgmt	Cyber	Elec	Env	Mat Sci	Mech	Undec	COE
■ All	11%	10%	20%	27%	19%	14%	20%	22%	9%	18%	16%	17%	16%
■ New	19%	10%	26%	23%	21%	13%	25%	16%	10%	25%	17%	18%	18%
■ Graduated	15%	9%	11%	14%	11%	0%		13%	12%		10%		11%
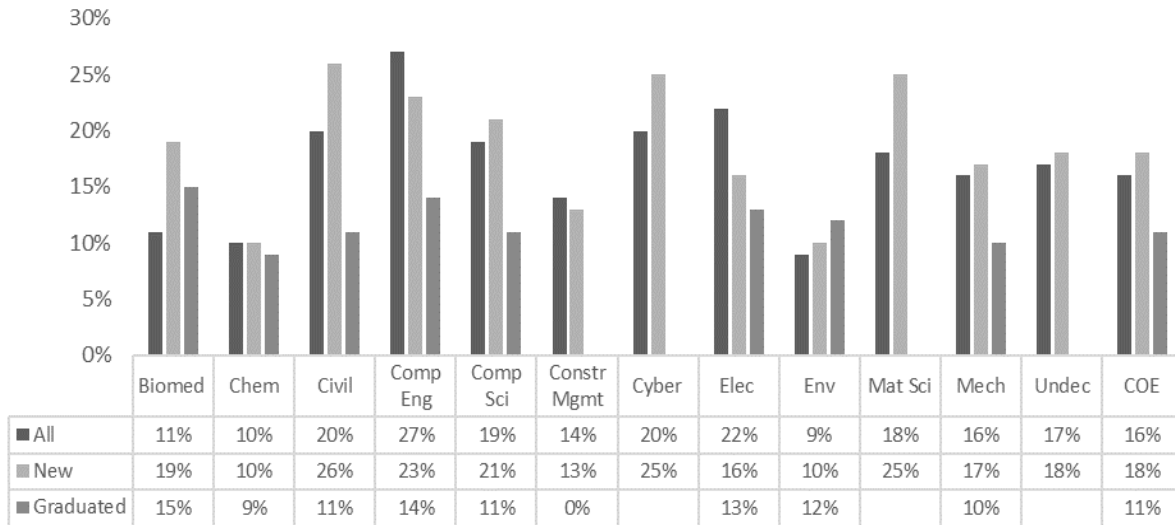
Figure 27. % of URG Undergraduate Students, All and New, by COE program, Fall 2022 and % of graduating URG Undergraduate Students by program, Academic Year 21-22

	Biomed	Chem	Civil	Comp Eng	Comp Sci	Constr Mgmt	Cyber	Elec	Env	Mat Sci	Mech	Undec	COE
■ All	24	34	44	36	110	12	1	28	7	9	89	18	412
■ New	8	9	12	9	35	2	1	5	2	1	22	17	123
■ Graduated	11	8	6	3	16	0		4	2		14		64
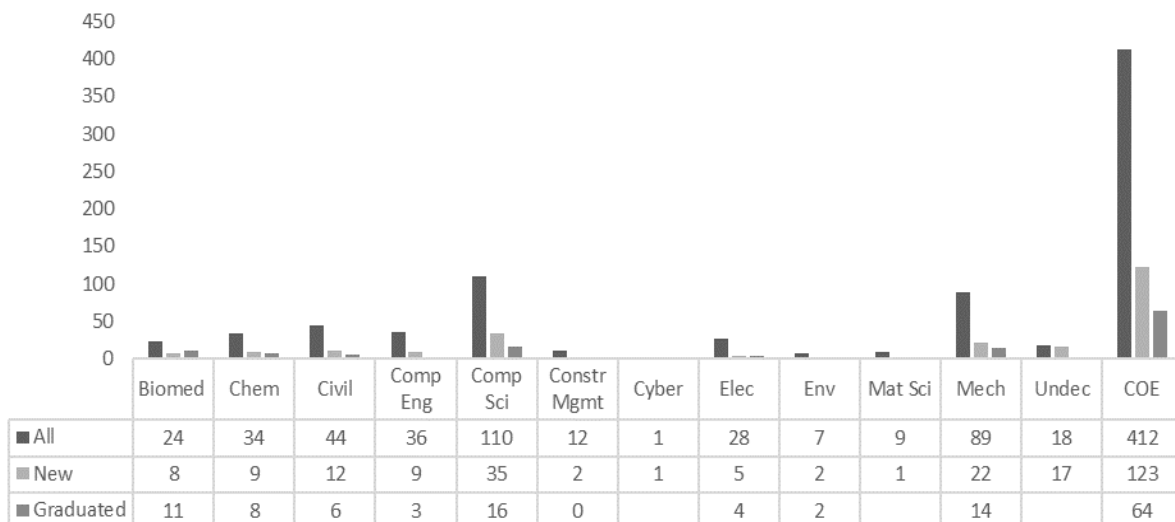
Figure 28. No. of URG Undergraduate Students, All and New, by COE program, Fall 2022 and No. of graduating URG Undergraduate Students by program, Academic Year 21-22

26

Figure 29 illustrates the change by program in the number of URG Undergraduate students at the College of Engineering over the last 10 years.

Figure 29. No. of URG Undergraduate students, by COE program, prior 10 years (2013-2022)

Comparative data for URG Undergraduate students over the last 10 years for the COE and other ASEE-tracked institutions can be found in Table 6.

Table 6. % URG Undergraduate Students for the COE, by program, last 10 years (2012-2021)

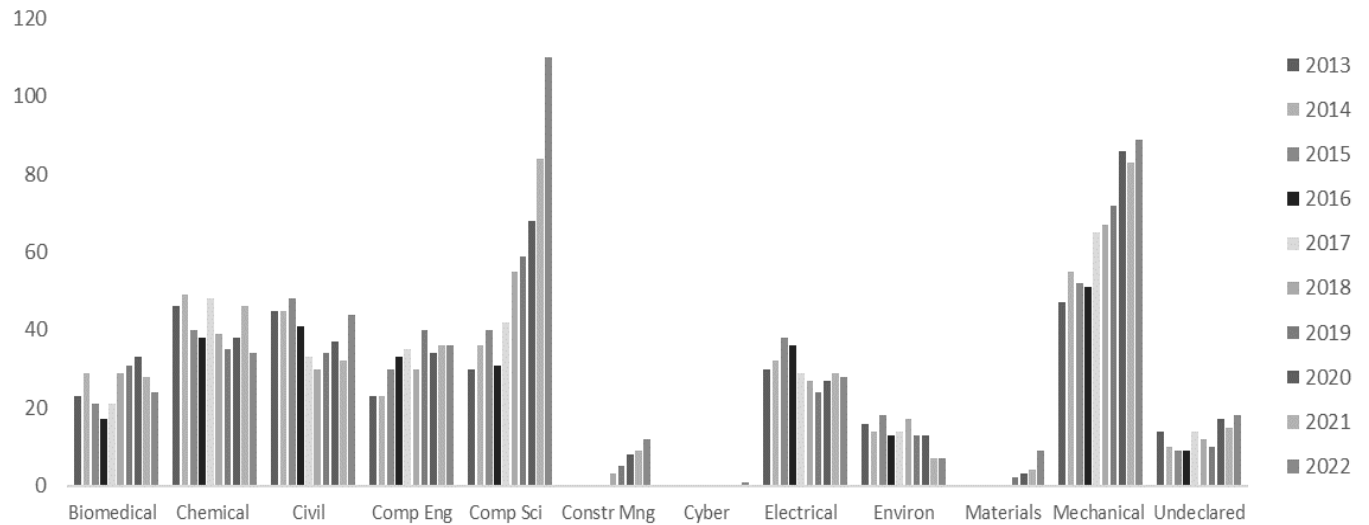|	Year									
	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
College of Engineering	Percentage URG, all UGRAD Students									
University of Delaware	10%	11%	12%	12%	11%	12%	12%	13%	14%	15%
Average of all schools	18%	18%	19%	19%	19%	20%	20%	21%	22%	23%
UD Rank / # of Institutions	187/315	176/318	169/316	178/318	192/309	179/287	180/284	176/281	173/287	188/287
Percentile	41st	45th	47th	44th	38th	38th	37th	37th	40th	34th
Average of comparators	10%	11%	11%	11%	12%	12%	12%	13%	14%	15%
UD Rank / # of Institutions	9/24	9/24	7/24	9/24	11/24	11/24	11/25	10/24	11/25	11/25
Percentile	63rd	63rd	71st	63rd	54th	54th	56th	58th	56th	56th
Biomedical Engineering	Percentage URG, all UGRAD Students									
University of Delaware	9%	9%	13%	9%	8%	9%	10%	11%	12%	10%
Average of all schools	14%	15%	15%	16%	17%	18%	18%	20%	20%	20%
UD Rank / # of Institutions	80/116	87/115	62/120	103/126	113/130	109/132	111/139	107/135	102/142	118/142
Percentile	31st	24th	48th	18th	13th	17th	20th	21st	28th	17th
Average of comparators	10%	11%	11%	11%	12%	12%	13%	15%	16%	16%
UD Rank / # of Institutions	11/20	11/20	7/20	15/20	19/20	15/20	15/21	16/22	13/22	18/22
Percentile	45th	45th	65th	25th	5th	25th	29th	27th	41st	18th
Chemical Engineering	Percentage URG, all UGRAD Students									
University of Delaware	10%	10%	10%	9%	9%	11%	10%	9%	10%	12%
Average of all schools	15%	15%	16%	15%	16%	17%	17%	18%	19%	20%
UD Rank / # of Institutions	89/161	87/161	92/160	107/157	107/157	97/157	111/152	120/149	116/152	98/151
Percentile	45th	46th	43rd	32nd	32nd	38th	27th	19th	24th	35th
Average of comparators	10%	10%	10%	10%	11%	12%	12%	14%	15%	15%
UD Rank / # of Institutions	6/23	7/23	10/23	13/23	13/23	11/23	14/23	17/22	17/22	11/22
Percentile	74th	70th	57th	43rd	43rd	52nd	39th	23rd	23rd	50th
Civil Engineering	Percentage URG, all UGRAD Students									
University of Delaware	11%	11%	12%	12%	13%	11%	11%	13%	16%	14%
Average of all schools	21%	22%	23%	22%	23%	24%	25%	27%	29%	30%
UD Rank / # of Institutions	135/223	137/224	133/224	133/212	125/206	143/201	144/197	135/201	117/199	135/192
Percentile	39th	38th	41st	37th	39th	29th	27th	33rd	41st	30th
Average of comparators	11%	12%	13%	13%	14%	14%	15%	16%	17%	18%
UD Rank / # of Institutions	6/21	9/22	9/22	10/22	12/22	14/22	16/22	11/22	9/21	14/21
Percentile	71st	59th	59th	55th	45th	36th	27th	50th	57th	33rd
Computer Engineering	Percentage URG, all UGRAD Students									
University of Delaware	16%	16%	18%	22%	22%	19%	16%	20%	20%	27%
Average of all schools	26%	23%	23%	22%	22%	22%	22%	23%	24%	25%
UD Rank / # of Institutions	92/183	88/188	74/183	63/187	56/181	71/184	99/186	75/175	80/175	47/169
Percentile	50th	53rd	60th	66th	69th	61st	47th	57th	54th	72nd
Average of comparators	11%	10%	11%	11%	11%	11%	12%	12%	13%	14%
UD Rank / # of Institutions	6/20	4/21	3/19	1/19	2/20	4/20	7/21	2/19	4/18	3/21
Percentile	70th	81st	84th	95th	90th	80th	67th	89th	78th	86th
Computer Science	Percentage URG, all UGRAD Students									
University of Delaware	12%	12%	14%	14%	12%	13%	14%	13%	13%	15%
Average of all schools	18%	18%	18%	19%	18%	19%	19%	20%	20%	21%
UD Rank / # of Institutions	113/221	116/222	96/219	108/224	129/224	111/218	112/216	127/207	139/218	129/210
Percentile	49th	48th	56th	52nd	42nd	49th	48th	39th	36th	39th
Average of comparators	10%	10%	11%	11%	11%	11%	11%	11%	11%	12%
UD Rank / # of Institutions	4/22	6/22	4/23	5/22	9/23	5/23	6/24	8/22	8/24	6/23
Percentile	82nd	73rd	83rd	77th	61st	78th	75th	64th	67th	74th

Table 6. % URG Undergraduate Students for the COE, by program, last 10 years (2012-2021) (cont.)

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Electrical Engineering	Percentage URG, all UGRAD Students									
University of Delaware	13%	17%	14%	16%	15%	14%	15%	15%	19%	24%
Average of all schools	22%	22%	22%	22%	22%	22%	23%	24%	25%	26%
UD Rank / # of Institutions	130/261	109/262	132/257	112/247	123/243	125/234	129/233	142/236	105/235	78/227
Percentile	50th	58th	49th	55th	49th	47th	45th	40th	55th	66th
Average of comparators	12%	12%	12%	12%	13%	12%	14%	15%	16%	17%
UD Rank / # of Institutions	6/22	4/22	8/22	7/21	6/21	7/21	8/22	9/20	6/20	2/21
Percentile	73rd	82nd	64th	67th	71st	67th	64th	55th	70th	90th
Environmental Engineering	Percentage URG, all UGRAD Students									
University of Delaware	8%	10%	9%	12%	12%	12%	15%	13%	13%	8%
Average of all schools	18%	18%	18%	18%	21%	21%	19%	21%	22%	22%
UD Rank / # of Institutions	43/65	41/65	46/64	40/68	45/74	50/76	41/77	45/69	52/72	56/74
Percentile	34th	37th	28th	41st	39th	34th	47th	35th	28th	24th
Average of comparators	8%	10%	10%	11%	10%	12%	12%	15%	16%	16%
UD Rank / # of Institutions	3/7	5/8	6/8	4/9	6/12	6/12	5/12	6/10	9/10	10/11
Percentile	57th	38th	25th	56th	50th	50th	58th	40th	10th	9th
Materials Science & Engineering	Percentage URG, all UGRAD Students									
University of Delaware	-	-	-	-	-	-	-	23%	15%	13%
Average of all schools	11%	12%	12%	14%	14%	15%	15%	16%	17%	17%
UD Rank / # of Institutions	-	-	-	-	-	-	-	14/61	31/65	37/58
Percentile	-	-	-	-	-	-	-	77th	52nd	36th
Average of comparators	9%	9%	10%	10%	10%	11%	12%	13%	14%	14%
UD Rank / # of Institutions	-	-	-	-	-	-	-	3/20	5/18	10/16
Percentile	-	-	-	-	-	-	-	85th	72nd	38th
Mechanical Engineering	Percentage URG, all UGRAD Students									
University of Delaware	8%	10%	11%	9%	9%	11%	12%	13%	15%	14%
Average of all schools	17%	17%	18%	18%	18%	19%	20%	21%	22%	23%
UD Rank / # of Institutions	195/285	176/288	171/290	194/286	198/276	171/269	170/266	155/259	149/262	151/257
Percentile	32nd	39th	41st	32nd	28th	36th	36th	40th	43rd	41st
Average of comparators	9%	10%	10%	10%	11%	12%	12%	13%	14%	15%
UD Rank / # of Institutions	12/24	9/24	8/24	11/24	15/24	10/24	12/25	10/23	11/25	12/25
Percentile	50th	63rd	67th	54th	38th	58th	52nd	57th	56th	52nd

5.4 Retention

Figure 30 summarizes the 6-year graduation rates for Undergraduate students by program for majority, minority, and female populations in the Fall 2016 cohort. Graduation rates shown are for students who graduate in their original COE program.

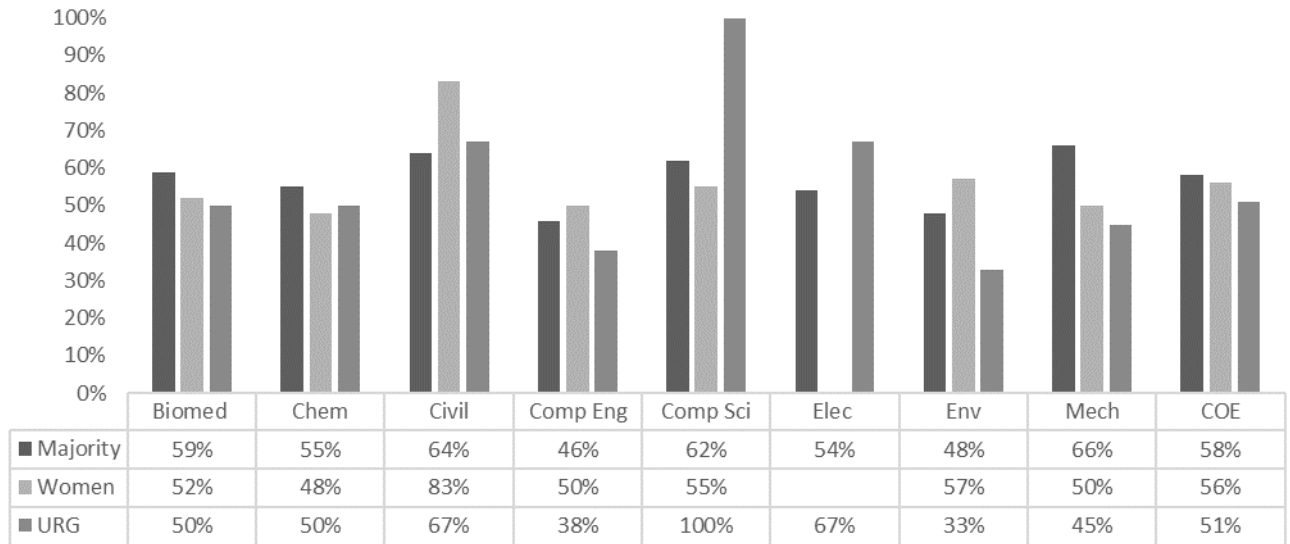|	Biomed	Chem	Civil	Comp Eng	Comp Sci	Elec	Env	Mech	COE
■ Majority	59%	55%	64%	46%	62%	54%	48%	66%	58%
■ Women	52%	48%	83%	50%	55%		57%	50%	56%
■ URG	50%	50%	67%	38%	100%	67%	33%	45%	51%

Figure 30. Retention rates, Fall 2016 cohort, quantified by 6-year graduation rates, for all COE undergraduate programs

Appendix A - Definitions

University of Delaware Comparator Institutions (as of September 2016)

1. Boston University
2. Case Western Reserve University
3. Georgia Institute of Technology – Main Campus
4. Indiana University – Bloomington
5. Iowa State University
6. Michigan State University
7. North Carolina State University at Raleigh
8. Ohio State University – Main Campus
9. Pennsylvania State University – Main Campus
10. Purdue University – Main Campus
11. Rutgers University – New Brunswick
12. Stony Brook University
13. Texas A&M University – College Station
14. University of Arizona
15. University of Connecticut
16. University of Illinois at Urbana-Champaign
17. University of Maryland – College Park
18. University of Massachusetts – Amherst
19. University of Michigan – Ann Arbor
20. University of Minnesota – Twin Cities
21. University of North Carolina at Chapel Hill
22. University of Pittsburgh
23. University of Utah
24. University of Virginia – Main Campus
25. Virginia Polytechnic Institute and State University

Departments and undergraduate programs

COE = College of Engineering

	Department	Undergraduate program(s)
BMEG	Biomedical engineering	Biomedical engineering
CHEG	Chemical and biomolecular engineering	Chemical engineering
CIEG	Civil and environmental engineering	Civil engineering Construction engineering and management Environmental engineering
CISC	Computer science	Computer science Information systems
ELEG	Electrical and computer engineering	Computer engineering Cybersecurity engineering Electrical engineering
MSEG	Materials science and engineering	Materials science and engineering
MEEG	Mechanical engineering	Mechanical engineering

Figures for all undergraduate computer science programs (BA and BS) have been combined into one due to low numbers of students in two of the three programs.

Staff Job Types

Table A1. Job titles included in each job type

Job type	Jobs included
Administrative support	Human resources staff, department support staff (administrative assistants, academic advisors, business administrators), sponsored research and procurement staff, outreach, Dean's support staff, financial services, academic affairs, communications
Technical support	Facilities, lab coordinators, core facilities (machine shops, electronics), information technology
Research staff	Lab and center researchers (Engineers), limited-term researchers

Appendix B – Raw Data, Fall 2022, for Faculty, Staff & Students

Table B1. Fall 2022 Faculty by department, type/rank, and gender

Dept	Continuing Track		TT/T Assistant Professor		TT/T Associate Professor		TT/T Full Professor		Total		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
BMEG	1	2	1	1	6	1	0	2	8	6	14
CHEG	2	0	3	2	1	1	14	3	20	6	26
CIEG	4	3	2	1	1	3	14	1	21	8	29
CISC	4	3	5	1	7	2	5	3	21	9	30
ELEG	4	0	2	3	4	1	14	1	24	5	29
MSEG	3	1	2	2	2	1	9	2	16	6	22
MEEG	2	2	4	1	8	0	8	2	22	5	27
Total	20	11	19	11	29	9	64	14	132	45	177

Table B2. Fall 2022 Faculty by department, type/rank, and race

Dept	Continuing Track				TT/T Assistant Professor				TT/T Associate Professor				TT/T Full Professor				Total				
	White	Asian	Other	URG	White	Asian	Other	URG	White	Asian	Other	URG	White	Asian	Other	URG	White	Asian	Other	URG	Total
BMEG	1	0	2	0	1	0	1	0	7	0	0	0	2	0	0	0	11	0	3	0	14
CHEG	2	0	0	0	3	1	0	1	1	0	1	0	9	6	0	2	15	7	1	3	26
CIEG	4	1	2	0	2	0	1	0	3	0	0	1	9	6	0	0	18	7	3	1	29
CISC	6	1	0	0	3	2	1	0	6	3	0	0	2	6	0	0	17	12	1	0	30
ELEG	4	0	0	0	1	3	1	0	2	3	0	0	9	4	0	2	16	10	1	2	29
MSEG	2	1	0	1	1	2	1	0	2	0	0	1	8	2	0	1	13	5	1	3	22
MEEG	4	0	0	0	1	2	1	1	6	2	0	0	6	4	0	0	17	8	1	1	27
Total	23	3	4	1	12	10	6	2	27	8	1	2	45	28	0	5	107	49	11	10	177

Table B3. Fall 2022 COE Staff by job type, gender, and race

		Asian	Black/African American	Hispanic/ Latino	Multi Ethnic	Int'l	Not Specified	White	Grand Total
Admin Support	Total	3	10	1	1	0	1	71	87
	Female	2	9	1	1	0	1	61	75
	Male	1	1	0	0	0	0	10	12
Tech Support	Total	4	1	1	1	0	0	21	28
	Female	1	0	0	1	0	0	2	4
	Male	3	1	1	0	0	0	19	24
Research	Total	18	2	1	1	4	0	31	57
	Female	6	0	0	0	0	0	8	14
	Male	12	2	1	1	4	0	23	43
	Grand Total	25	13	3	3	4	1	123	172

Table B4. Fall 2022 COE administrative and technical staff (no research staff) by managerial role, gender, and race

		Asian	Black/African American	Hispanic/ Latino	Multi Ethnic	Int'l	Not Specified	White	Grand Total
Managerial	Total	3	2	1	0	0	0	20	26
	Female	0	1	1	0	0	0	14	16
	Male	3	1	0	0	0	0	6	10
Non managerial	Total	4	9	1	2	0	1	72	89
	Female	3	8	0	2	0	1	49	63
	Male	1	1	1	0	0	0	23	26
	Grand Total	7	11	2	2	0	1	92	115

Table B5. All Fall 2022 COE Graduate Students by department, gender, and race

		Amer Ind/ Pacif Island	Asian	Black/African American	Hispanic/ Latino	Multi Ethnic	Int'l	Not Specified	White	Grand Total
BMEG	Total	0	4	0	2	3	23	1	32	65
	Female	0	4	0	1	1	13	1	19	39
	Male	0	0	0	1	2	10	0	13	26
	Unknown	0	0	0	0	0	0	0	0	0
CEEP	Total	0	0	0	0	0	1	0	0	1
	Female	0	0	0	0	0	1	0	0	1
	Male	0	0	0	0	0	0	0	0	0
	Unknown	0	0	0	0	0	0	0	0	0
CHEG	Total	1	30	2	8	6	73	1	91	212
	Female	0	12	1	2	2	24	0	30	71
	Male	1	18	1	6	4	49	1	61	141
	Unknown	0	0	0	0	0	0	0	0	0
CIEG	Total	0	2	2	6	2	64	0	33	109
	Female	0	0	0	5	1	18	0	14	38
	Male	0	2	2	1	1	46	0	19	71
	Unknown	0	0	0	0	0	0	0	0	0
CISC	Total	1	7	3	2	1	114	1	30	159
	Female	1	5	0	0	1	36	1	7	51
	Male	0	2	3	2	0	78	0	23	108
	Unknown	0	0	0	0	0	0	0	0	0
EG	Total	0	0	0	0	0	0	1	2	3
	Female	0	0	0	0	0	0	0	1	1
	Male	0	0	0	0	0	0	1	1	2
	Unknown	0	0	0	0	0	0	0	0	0
ELEG	Total	0	18	10	7	4	108	8	76	231
	Female	0	6	1	0	2	24	0	5	38
	Male	0	12	9	7	2	84	8	70	192
	Unknown	0	0	0	0	0	0	0	1	1
MEEG	Total	0	6	1	4	2	86	3	46	148
	Female	0	1	1	1	0	16	0	8	27
	Male	0	5	0	3	2	70	3	38	121
	Unknown	0	0	0	0	0	0	0	0	0
MSEG	Total	0	4	1	2	2	60	2	27	98
	Female	0	1	0	0	1	24	1	12	39
	Male	0	3	1	2	1	36	1	15	59
	Unknown	0	0	0	0	0	0	0	0	0
	Grand Total	2	71	19	31	20	529	17	337	1,026

Table B6. New Fall 2022 COE Graduate Students by department, gender, and race

		Amer Ind/ Pacif Island	Asian	Black/African American	Hispanic/ Latino	Multi Ethnic	Int'l	Not Specified	White	Grand Total
BMEG	Total	0	2	0	0	0	9	0	2	13
	Female	0	2	0	0	0	4	0	2	8
	Male	0	0	0	0	0	5	0	0	5
	Unknown	0	0	0	0	0	0	0	0	0
CEEP	Total	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Unknown	0	0	0	0	0	0	0	0	0
CHEG	Total	0	9	1	3	2	19	0	23	57
	Female	0	6	1	1	0	5	0	7	20
	Male	0	3	0	2	2	14	0	16	37
	Unknown	0	0	0	0	0	0	0	0	0
CIEG	Total	0	0	0	1	0	10	0	5	16
	Female	0	0	0	1	0	1	0	0	2
	Male	0	0	0	0	0	9	0	5	14
	Unknown	0	0	0	0	0	0	0	0	0
CISC	Total	0	1	0	1	0	40	0	8	50
	Female	0	1	0	0	0	14	0	2	17
	Male	0	0	0	1	0	26	0	6	33
	Unknown	0	0	0	0	0	0	0	0	0
ELEG	Total	0	3	6	1	1	18	0	9	38
	Female	0	1	1	0	0	4	0	0	6
	Male	0	2	5	1	1	14	0	9	32
	Unknown	0	0	0	0	0	0	0	0	0
MEEG	Total	0	1	1	0	0	28	1	5	36
	Female	0	1	1	0	0	2	0	0	4
	Male	0	0	0	0	0	26	1	5	32
	Unknown	0	0	0	0	0	0	0	0	0
MSEG	Total	0	0	0	1	0	11	0	6	18
	Female	0	0	0	0	0	7	0	2	9
	Male	0	0	0	1	0	4	0	4	9
	Unknown	0	0	0	0	0	0	0	0	0
	Grand Total	0	16	8	7	3	135	1	58	228

Table B7. AY 21-22 graduating COE Graduate Students by department, gender, and race

		Amer Ind/ Pacif Island	Asian	Black/African American	Hispanic/ Latino	Multi Ethnic	Int'l	Not Specified	White	Grand Total
BMEG	Total	0	0	0	1	0	2	0	7	10
	Female	0	0	0	1	0	1	0	2	4
	Male	0	0	0	0	0	1	0	5	6
	Unknown	0	0	0	0	0	0	0	0	0
CEEP	Total	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Unknown	0	0	0	0	0	0	0	0	0
CHEG	Total	0	4	0	0	0	11	0	9	24
	Female	0	1	0	0	0	2	0	3	6
	Male	0	3	0	0	0	9	0	6	18
	Unknown	0	0	0	0	0	0	0	0	0
CIEG	Total	0	3	1	3	0	13	0	17	37
	Female	0	0	1	1	0	3	0	4	9
	Male	0	3	0	2	0	10	0	13	28
	Unknown	0	0	0	0	0	0	0	0	0
CISC	Total	0	2	1	2	0	27	1	11	44
	Female	0	1	1	0	0	9	1	2	14
	Male	0	1	0	2	0	18	0	9	30
	Unknown	0	0	0	0	0	0	0	0	0
ELEG	Total	0	18	5	5	1	32	2	37	100
	Female	0	2	0	0	0	7	0	8	17
	Male	0	16	5	5	1	25	2	29	83
	Unknown	0	0	0	0	0	0	0	0	0
MEEG	Total	0	1	2	2	0	25	1	12	43
	Female	0	0	2	1	0	2	0	2	7
	Male	0	1	0	1	0	23	1	10	36
	Unknown	0	0	0	0	0	0	0	0	0
MSEG	Total	0	0	1	0	0	6	1	5	13
	Female	0	0	0	0	0	2	0	1	3
	Male	0	0	1	0	0	4	1	4	10
	Unknown	0	0	0	0	0	0	0	0	0
	Grand Total	0	28	10	13	1	116	5	98	271

Table B8. All Fall 2022 COE Undergraduate Students by program, gender, and race

		Amer Ind/ Pacif Island	Asian	Black/African American	Hispanic/ Latino	Multi Ethnic	Int'l	Not Specified	White	Grand Total
Biomedical	Total	0	18	11	8	10	4	8	154	213
	Female	0	14	8	7	5	0	5	100	139
	Male	0	4	3	1	5	4	3	54	74
	Unknown	0	0	0	0	0	0	0	0	0
Chemical	Total	0	55	9	19	15	35	9	202	344
	Female	0	23	4	5	3	12	3	74	124
	Male	0	32	5	14	12	23	6	128	220
	Unknown	0	0	0	0	0	0	0	0	0
Civil	Total	0	10	16	18	13	10	5	149	221
	Female	0	3	5	5	3	2	0	34	52
	Male	0	7	11	13	10	8	5	115	169
	Unknown	0	0	0	0	0	0	0	0	0
Computer Engineering	Total	0	15	16	17	7	4	3	69	131
	Female	0	1	2	0	2	2	2	4	13
	Male	0	14	14	17	5	2	1	65	118
	Unknown	0	0	0	0	0	0	0	0	0
Computer Science	Total	1	129	41	53	20	47	20	271	582
	Female	0	34	9	16	3	10	6	57	135
	Male	1	95	32	37	17	37	14	214	447
	Unknown	0	0	0	0	0	0	0	0	0
Construction Mgmt	Total	0	0	1	10	1	1	5	66	84
	Female	0	0	1	3	0	0	0	10	14
	Male	0	0	0	7	1	1	5	56	70
	Unknown	0	0	0	0	0	0	0	0	0
Cybersecurity	Total	0	0	0	1	0	0	0	4	5
	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	1	0	0	0	4	5
	Unknown	0	0	0	0	0	0	0	0	0
Electrical	Total	1	10	9	16	7	8	4	74	129
	Female	0	2	2	2	0	2	2	5	15
	Male	1	8	7	14	7	6	2	69	114
	Unknown	0	0	0	0	0	0	0	0	0
Engineering Undeclared	Total	0	3	8	9	2	4	4	73	103
	Female	0	2	4	3	1	2	1	15	28
	Male	0	1	4	6	1	2	3	58	75
	Unknown	0	0	0	0	0	0	0	0	0
Environmental	Total	0	5	1	5	1	3	0	63	78
	Female	0	3	1	3	0	3	0	40	50
	Male	0	2	0	2	1	0	0	23	28
	Unknown	0	0	0	0	0	0	0	0	0
Materials	Total	0	3	3	5	3	7	3	26	50
	Female	0	1	2	3	3	0	0	14	23
	Male	0	2	1	2	0	7	3	12	27
	Unknown	0	0	0	0	0	0	0	0	0
Mechanical	Total	0	34	21	57	16	13	18	409	568
	Female	0	11	5	17	4	5	3	66	111
	Male	0	23	16	40	12	8	15	343	457
	Unknown	0	0	0	0	0	0	0	0	0
	Grand Total	2	282	136	218	95	136	79	1,560	2,508

Table B9. New Fall 2022 COE Undergraduate Students by program, gender, and race

		Amer Ind/ Pacif Island	Asian	Black/African American	Hispanic/ Latino	Multi Ethnic	Int'l	Not Specified	White	Grand Total
Biomedical	Total	0	2	4	4	0	1	4	28	43
	Female	0	2	2	3	0	0	3	21	31
	Male	0	0	2	1	0	1	1	7	12
	Unknown	0	0	0	0	0	0	0	0	0
Chemical	Total	0	11	2	4	2	8	5	57	89
	Female	0	9	0	1	0	2	3	20	35
	Male	0	2	2	3	2	6	2	37	54
	Unknown	0	0	0	0	0	0	0	0	0
Civil	Total	0	3	4	6	3	0	0	30	46
	Female	0	0	1	2	1	0	0	6	10
	Male	0	3	3	4	2	0	0	24	36
	Unknown	0	0	0	0	0	0	0	0	0
Computer Engineering	Total	0	7	4	4	3	1	0	20	39
	Female	0	1	1	0	0	0	0	2	4
	Male	0	6	3	4	3	1	0	18	35
	Unknown	0	0	0	0	0	0	0	0	0
Computer Science	Total	1	44	13	16	6	11	6	67	164
	Female	0	8	4	3	0	4	1	11	31
	Male	1	36	9	13	6	7	5	56	133
	Unknown	0	0	0	0	0	0	0	0	0
Construction Mgmt	Total	0	0	0	2	0	0	1	12	15
	Female	0	0	0	0	0	0	0	2	2
	Male	0	0	0	2	0	0	1	10	13
	Unknown	0	0	0	0	0	0	0	0	0
Cybersecurity	Total	0	0	0	1	0	0	0	3	4
	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	1	0	0	0	3	4
	Unknown	0	0	0	0	0	0	0	0	0
Electrical	Total	0	4	1	3	3	0	2	19	32
	Female	0	1	0	0	0	0	1	2	4
	Male	0	3	1	3	3	0	1	17	28
	Unknown	0	0	0	0	0	0	0	0	0
Engineering Undeclared	Total	0	3	8	8	2	1	4	71	97
	Female	0	2	4	2	1	0	1	15	25
	Male	0	1	4	6	1	1	3	56	72
	Unknown	0	0	0	0	0	0	0	0	0
Environmental	Total	0	3	0	1	1	1	0	15	21
	Female	0	1	0	1	0	1	0	8	11
	Male	0	2	0	0	1	0	0	7	10
	Unknown	0	0	0	0	0	0	0	0	0
Materials	Total	0	0	1	0	0	0	1	2	4
	Female	0	0	1	0	0	0	0	0	1
	Male	0	0	0	0	0	0	1	2	3
	Unknown	0	0	0	0	0	0	0	0	0
Mechanical	Total	0	5	4	15	1	2	2	102	131
	Female	0	2	1	7	0	1	0	11	22
	Male	0	3	3	8	1	1	2	91	109
	Unknown	0	0	0	0	0	0	0	0	0
	Grand Total	1	82	41	64	21	25	25	426	685

Table B10. AY 21-22 graduating COE Undergraduate Students by program, gender, and race

		Amer Ind/ Pacif Island	Asian	Black/African American	Hispanic/ Latino	Multi Ethnic	Int'l	Not Specified	White	Grand Total
Biomedical	Total	1	7	5	2	1	5	2	49	72
	Female	1	2	4	2	0	5	1	32	47
	Male	0	5	1	0	1	0	1	17	25
	Unknown	0	0	0	0	0	0	0	0	0
Chemical	Total	0	12	1	5	4	18	4	50	94
	Female	0	4	0	1	2	5	0	10	22
	Male	0	8	1	4	2	13	4	40	72
	Unknown	0	0	0	0	0	0	0	0	0
Civil	Total	0	1	1	4	2	2	1	42	53
	Female	0	1	0	1	0	0	0	18	20
	Male	0	0	1	3	2	2	1	24	33
	Unknown	0	0	0	0	0	0	0	0	0
Comp Eng	Total	0	4	1	0	3	1	1	12	22
	Female	0	2	0	0	1	0	0	1	4
	Male	0	2	1	0	2	1	1	11	18
	Unknown	0	0	0	0	0	0	0	0	0
Comp Sci	Total	0	22	6	8	2	25	2	86	151
	Female	0	8	3	2	0	5	0	22	40
	Male	0	14	3	6	2	20	2	64	111
	Unknown	0	0	0	0	0	0	0	0	0
Constr Mgmt	Total	0	0	0	0	0	0	0	18	18
	Female	0	0	0	0	0	0	0	2	2
	Male	0	0	0	0	0	0	0	16	16
	Unknown	0	0	0	0	0	0	0	0	0
Electrical	Total	0	2	1	2	2	2	1	22	32
	Female	0	0	1	0	0	0	0	3	4
	Male	0	2	0	2	2	2	1	19	28
	Unknown	0	0	0	0	0	0	0	0	0
Environmental	Total	0	0	0	2	0	4	1	10	17
	Female	0	0	0	2	0	1	1	6	10
	Male	0	0	0	0	0	3	0	4	7
	Unknown	0	0	0	0	0	0	0	0	0
Materials	Total	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Unknown	0	0	0	0	0	0	0	0	0
Mechanical	Total	0	8	3	9	6	4	6	106	142
	Female	0	1	1	3	2	0	0	19	26
	Male	0	7	2	6	4	4	6	87	116
	Unknown	0	0	0	0	0	0	0	0	0
	Grand Total	1	56	18	32	20	61	18	395	601

Appendix C – Raw Data, Historical, for Faculty, Staff & Students

Table C1. 10 Year (2013-2022) COE Undergraduate Students by program, gender and URG status

		2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
COE	Women	510	549	586	576	606	644	635	683	723	704
	Men	1,838	1,877	1,855	1,763	1,778	1,761	1,774	1,784	1,797	1,804
	URG	278	297	298	269	301	309	325	364	373	412
	Total	2,348	2,434	2,443	2,339	2,384	2,405	2,410	2,467	2,520	2,508
Biomedical	Women	90	102	108	105	109	136	138	146	148	139
	Men	116	106	112	94	98	104	101	98	95	74
	URG	23	29	21	17	21	29	31	33	28	24
	Total	206	208	220	199	207	240	239	244	243	213
Chemical	Women	115	125	119	115	117	100	106	122	135	124
	Men	330	340	307	298	312	303	279	279	262	220
	URG	46	49	40	38	48	39	35	38	46	34
	Total	445	463	426	413	429	403	385	401	397	344
Civil	Women	71	71	79	75	86	84	89	60	57	52
	Men	333	312	290	237	200	179	162	151	153	169
	URG	45	45	48	41	33	30	34	37	32	44
	Total	404	383	370	312	286	263	251	211	210	221
Computer Engineering	Women	15	7	12	15	15	18	19	20	15	13
	Men	115	119	129	143	173	154	164	142	114	118
	URG	23	23	30	33	35	30	40	34	36	36
	Total	130	126	141	158	188	172	183	162	129	131
Computer Science	Women	24	40	50	52	68	78	86	112	129	135
	Men	227	229	226	221	245	280	337	366	413	447
	URG	30	36	40	31	42	55	59	68	84	110
	Total	251	279	276	273	313	358	423	478	542	582
Construction Mgmt	Women	0	0	0	0	0	7	9	15	11	14
	Men	0	0	0	0	0	25	47	58	70	70
	URG	0	0	0	0	0	3	5	8	9	12
	Total	0	0	0	0	0	32	56	73	81	84
Cybersecurity	Women	0	0	0	0	0	0	0	0	0	0
	Men	0	0	0	0	0	0	0	0	0	5
	URG	0	0	0	0	0	0	0	0	0	1
	Total	0	0	0	0	0	0	0	0	0	5
Electrical	Women	24	21	29	18	16	20	16	11	15	15
	Men	150	184	189	215	182	152	132	115	112	114
	URG	30	32	38	36	29	27	24	27	29	28
	Total	174	205	219	233	198	172	148	126	127	129
Energy & Env Policy	Women	17	15	6	1	0	0	0	0	0	0
	Men	19	18	9	4	0	0	0	0	0	0
	URG	3	4	1	0	0	0	0	0	0	0
	Total	36	33	15	5	0	0	0	0	0	0
Engineering Undeclared	Women	19	33	37	25	25	32	22	24	27	28
	Men	81	103	86	58	72	84	65	59	64	75
	URG	14	10	9	9	14	12	10	17	15	18
	Total	100	136	123	83	97	116	87	83	91	103
Environmental Eng	Women	66	63	65	56	54	60	57	60	56	50
	Men	79	76	66	63	55	47	40	36	29	28
	URG	16	14	18	13	14	17	13	13	7	7
	Total	145	139	131	119	109	107	97	96	85	78
Environmental Science	Women	4	6	1	0	0	0	0	0	0	0
	Men	6	6	2	1	0	0	0	0	0	0
	URG	1	0	1	0	0	0	0	0	0	0
	Total	10	12	3	1	0	0	0	0	0	0
Materials Science	Women	0	0	0	0	0	0	4	9	16	23
	Men	0	0	0	0	0	0	7	11	19	27
	URG	0	0	0	0	0	0	2	3	4	9
	Total	0	0	0	0	0	0	11	20	35	50
Mechanical	Women	65	66	80	114	116	109	89	104	114	111
	Men	382	384	439	429	441	433	440	469	466	457
	URG	47	55	52	51	65	67	72	86	83	89
	Total	447	450	519	543	557	542	530	573	580	568

Table C2. 10 Year (2013-2022) COE Graduate Students by department, gender and URG status

		2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
COE	Women	232	221	233	237	245	251	248	258	290	305
	Men	649	640	644	690	718	672	670	635	709	720
	Other	0	0	0	0	0	0	0	1	1	1
	URG	75	78	79	83	101	94	100	92	114	117
	International	455	453	493	492	499	478	477	446	476	529
	Total	887	867	881	931	966	925	920	894	1,000	1,026
Biomedical	Women	5	7	10	15	18	21	24	31	39	39
	Men	10	11	17	23	26	24	28	30	25	26
	Other	0	0	0	0	0	0	0	0	0	0
	URG	3	4	4	4	5	6	6	7	7	7
	International	3	3	5	5	6	6	8	11	14	23
	Total	15	18	27	38	44	45	52	61	64	65
Chemical	Women	55	52	59	55	49	53	57	52	57	71
	Men	92	102	101	87	98	100	105	112	134	141
	Other	0	0	0	0	0	0	0	0	0	0
	URG	15	15	17	17	15	12	12	10	13	15
	International	37	39	39	34	45	51	65	62	67	73
	Total	147	154	160	142	147	153	162	164	191	212
Civil & Environ.	Women	36	31	40	30	31	41	37	43	42	38
	Men	81	73	79	81	71	68	73	70	84	71
	Other	0	0	0	0	0	0	0	0	0	0
	URG	13	13	14	11	10	12	17	19	22	27
	International	64	63	70	70	63	63	67	60	62	64
	Total	117	104	119	111	102	109	110	113	126	109
Computer Science	Women	32	39	43	43	51	48	31	37	44	51
	Men	112	114	108	105	112	107	105	95	99	108
	Other	0	0	0	0	0	0	0	0	0	0
	URG	3	3	10	14	12	12	13	10	9	8
	International	109	120	118	110	122	114	95	87	96	114
	Total	144	153	151	148	163	155	136	132	143	159
Electrical & Computer	Women	35	32	34	44	49	38	37	33	45	38
	Men	134	142	183	235	247	205	191	178	207	192
	Other	0	0	0	0	0	0	0	0	0	1
	URG	19	21	21	24	44	39	36	31	45	38
	International	101	101	151	164	146	118	104	96	108	108
	Total	169	174	217	279	297	243	229	211	252	231
Energy & Env. Policy	Women	25	17	8	4	3	2	2	1	1	1
	Men	34	30	16	10	7	5	3	0	1	0
	Other	0	0	0	0	0	0	0	0	0	0
	URG	9	7	4	2	3	1	1	0	1	0
	International	34	28	17	9	6	3	2	1	1	1
	Total	60	47	24	14	10	7	5	1	2	1
Materials Science	Women	21	27	26	28	28	30	35	36	36	39
	Men	57	52	44	55	58	72	70	59	61	59
	Other	0	0	0	0	0	0	0	1	1	0
	URG	5	6	6	7	8	8	8	9	7	9
	International	49	47	42	41	41	52	62	55	58	60
	Total	78	79	71	84	87	103	106	96	98	98
Mechanical	Women	17	9	9	12	16	18	25	24	25	27
	Men	77	73	68	72	87	91	95	90	96	121
	Other	0	0	0	0	0	0	0	0	0	0
	URG	4	4	1	2	2	4	7	6	10	13
	International	54	48	49	56	69	70	74	74	70	86
	Total	94	83	77	84	103	109	120	114	121	148
Office of the Dean	Women	6	7	4	6	0	0	0	1	1	1
	Men	52	43	28	22	12	0	0	1	2	2
	Other	0	0	0	0	0	0	0	0	0	0
	URG	4	5	2	2	2	0	0	0	0	0
	International	4	4	2	3	1	1	0	0	0	0
	Total	63	55	35	31	13	1	0	2	3	3

Table C3. 10 Year (2013-2022) COE Faculty by department, type, gender and URG status

			2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
COE	CT	Women		3	4	6	8	8	7	10	9	11
		Men		5	6	8	10	15	21	19	19	20
		URG		0	0	0	0	1	1	1	1	1
		Total		8	10	14	18	23	28	29	28	31
	T/TT	Women	21	21	24	26	28	29	34	33	34	34
		Men	107	106	103	101	104	113	117	114	114	112
		URG	8	7	8	8	8	11	11	10	11	9
		Total	128	127	127	127	132	142	151	147	148	146
	CT & T/TT	Women	21	24	28	32	36	37	41	43	43	45
		Men	107	111	109	109	114	128	138	133	133	132
		URG	8	7	8	8	8	12	12	11	12	10
		Total	128	135	137	141	150	165	179	176	176	177
Biomedical	CT	Women		1	2	2	2	1	2	2	2	2
		Men		0	0	0	0	0	1	1	1	1
		URG		0	0	0	0	0	0	0	0	0
		Total		1	2	2	2	1	3	3	3	3
	T/TT	Women	2	2	2	3	3	3	4	3	4	4
		Men	1	4	5	6	6	6	6	7	7	7
		URG	1	0	0	0	0	0	0	0	0	0
		Total	3	6	7	9	9	9	10	10	11	11
	CT & T/TT	Women	2	3	4	5	5	4	6	5	6	6
		Men	1	4	5	6	6	6	7	8	8	8
		URG	1	0	0	0	0	0	0	0	0	0
		Total	3	7	9	11	11	10	13	13	14	14
Chemical	CT	Women		0	0	1	1	1	1	1	0	0
		Men		0	1	1	1	1	1	1	1	2
		URG		0	0	0	0	0	0	0	0	0
		Total		0	1	2	2	2	2	2	1	2
	T/TT	Women	2	3	3	3	4	4	5	5	5	6
		Men	21	21	19	19	18	19	21	17	19	18
		URG	2	2	2	2	2	2	3	3	4	3
		Total	23	24	22	22	22	23	26	22	24	24
	CT & T/TT	Women	2	3	3	4	5	5	6	6	5	6
		Men	21	21	20	20	19	20	22	18	20	20
		URG	2	2	2	2	2	2	3	3	4	3
		Total	23	24	23	24	24	25	28	24	25	26
Civil & Environ.	CT	Women		0	0	0	1	2	2	3	3	3
		Men		1	1	2	3	4	5	5	5	4
		URG		0	0	0	0	0	0	0	0	0
		Total		1	1	2	4	6	7	8	8	7
	T/TT	Women	4	4	4	4	5	6	6	5	5	5
		Men	21	19	17	16	18	19	18	18	18	17
		URG	2	2	2	2	2	3	3	2	2	1
		Total	25	23	21	20	23	25	24	23	23	22
	CT & T/TT	Women	4	4	4	4	6	8	8	8	8	8
		Men	21	20	18	18	21	23	23	23	23	21
		URG	2	2	2	2	2	3	3	2	2	1
		Total	25	24	22	22	27	31	31	31	31	29
Computer Science	CT	Women		0	0	0	1	2	2	2	2	3
		Men		2	2	2	2	4	4	4	4	4
		URG		0	0	0	0	0	0	0	0	0
		Total		2	2	2	3	6	6	6	6	7
	T/TT	Women	6	6	8	7	7	6	7	7	7	6
		Men	17	16	15	15	14	15	14	16	18	17
		URG	1	1	1	1	1	1	0	0	0	0
		Total	23	22	23	22	21	21	21	23	25	23
	CT & T/TT	Women	6	6	8	7	8	8	9	9	9	9
		Men	17	18	17	17	16	19	18	20	22	21
		URG	1	1	1	1	1	1	0	0	0	0
		Total	23	24	25	24	24	27	27	29	31	30

Data are not available for shaded cells

Table C3. 10 Year (2013-2022) COE Faculty by department, type, gender and URG status (cont.)

			2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Electrical & Computer	**CT**	**Women**		0	0	0	0	0	0	0	0	0
		Men		1	1	2	3	3	4	4	4	4
		URG		0	0	0	0	0	0	0	0	0
		Total		1	1	2	3	3	4	4	4	4
	T/TT	**Women**	2	2	2	4	4	4	4	5	5	5
		Men	19	18	18	16	16	19	21	20	19	20
		URG	2	2	2	2	2	2	2	2	2	2
		Total	21	20	20	20	20	23	25	25	24	25
	CT & T/TT	**Women**	2	2	2	4	4	4	4	5	5	5
		Men	19	19	19	18	19	22	25	24	23	24
		URG	2	2	2	2	2	2	2	2	2	2
		Total	21	21	21	22	23	26	29	29	28	29
Materials Science	**CT**	**Women**		0	0	0	0	0	0	0	0	1
		Men		1	1	1	1	2	3	3	3	3
		URG		0	0	0	0	1	1	1	1	1
		Total		1	1	1	1	2	3	3	3	4
	T/TT	**Women**	2	2	3	3	3	4	5	5	5	5
		Men	11	11	11	11	12	13	13	13	13	13
		URG	0	0	1	1	1	2	2	2	2	2
		Total	13	13	14	14	15	17	18	18	18	18
	CT & T/TT	**Women**	2	2	3	3	3	4	5	5	5	6
		Men	11	12	12	12	13	15	16	16	16	16
		URG	0	0	1	1	1	3	3	3	3	3
		Total	13	14	15	15	16	19	21	21	21	22
Mechanical	**CT**	**Women**		2	2	3	3	2	0	2	2	2
		Men		0	0	0	0	1	3	1	1	2
		URG		0	0	0	0	0	0	0	0	0
		Total		2	2	3	3	3	3	3	3	4
	T/TT	**Women**	3	2	2	2	2	2	3	3	3	3
		Men	17	17	18	18	20	22	24	23	20	20
		URG	0	0	0	0	0	1	1	1	1	1
		Total	20	19	20	20	22	24	27	26	23	23
	CT & T/TT	**Women**	3	4	4	5	5	4	3	5	5	5
		Men	17	17	18	18	20	23	27	24	21	22
		URG	0	0	0	0	0	1	1	1	1	1
		Total	20	21	22	23	25	27	30	29	26	27

Data are not available for shaded cells

Table C4. 5 Year (2018-2022) COE Staff by job type, managerial role, gender and URG status

		2018	2019	2020	2021	2022
COE	Women	99	91	93	92	93
	Men	81	83	76	83	79
	URG	18	17	18	16	16
	Total	180	174	169	175	172
Admin support	Women	84	78	79	73	75
	Men	10	10	9	10	12
	URG	13	10	11	10	11
	Total	94	88	88	83	87
Tech support	Women	4	3	3	5	4
	Men	29	29	26	23	24
	URG	4	3	3	3	2
	Total	33	32	29	28	28
Research	Women	11	10	11	14	14
	Men	42	44	41	50	43
	URG	1	4	4	3	3
	Total	53	54	52	64	57
Managerial (Admin & Tech only)	Women	21	19	18	17	16
	Men	17	14	13	12	10
	URG	4	3	4	4	3
	Total	38	33	31	29	26
Non-managerial (Admin & Tech only)	Women	67	62	64	61	63
	Men	22	25	22	21	26
	URG	13	10	10	9	10
	Total	89	87	86	82	89

ATTACHMENT B

College of Engineering

Diversity, Equity, and Inclusion Strategic Plan Update 2023

October 2023

The College of Engineering continues to work to create and maintain a diverse, equitable, and inclusive community in which all members can thrive. This report represents the latest in a series of strategic plans aimed at improving diversity, equity, and inclusion (DEI) within the College:

2016   The College began a systematic, active initiative to improve diversity and inclusion.
2017   COE Diversity and Inclusion Strategic Plan developed (posted online)
2019   COE Diversity and Inclusion Strategic Plan Two-year Update developed (posted online)
2020   COE Whole Community Engagement Plan developed (posted online)
2023   COE Diversity, Equity, and Inclusion Strategic Plan Update (this report)

The following provides an **update of the status of the tasks described in the 2020 plan**. It includes activities for the College Administration and for Departments/Department Chairs.

Task status levels

Discontinued	Decided not to pursue
Not started yet	Still plan to pursue but not started yet
Partially implemented	Began to implement but not complete
Implemented	Implemented one-time activity or as a regularly occurring activity
[Added]	Task was added after the original 2020 Community Engagement Plan was published

WHAT THE COLLEGE ADMINISTRATION WILL DO

General

Task	Status
Continue to collect and disseminate demographic data and survey-based climate information to track changes over time, identify new and on-going problems, and evaluate the success of interventions.	**Partially implemented**. Demographic data has been compiled and summarized in consistent format annually since 2017. Graduate student climate survey has been implemented annually. Undergraduate student climate survey has not been implemented since 2019. Annual or bi-annual deployment of the undergraduate survey will be restarted.
Create a link to the Office of Equity and Inclusion's electronic *Discrimination/Harassment Incident Reporting Form* from the College homepage.	**Implemented** in Summer 2020.
Recognize College community members who demonstrate sustained and impactful commitments to diversity and inclusion through the College Diversity and Inclusion Award.	**Implemented** annual award since 2021.
[Added] Adopt fundamentals to clarify and promulgate COE values.	**Implemented.** Weekly emails share a fundamental each week, they're posted on the COE website, and many include the weekly fundamental in their email signature.

For undergraduates

Task	Status
Recruit a new, full-time Director for the Resources to Inspire Successful Engineers (RISE) program, a key retention effort for students from underrepresented groups, to update and expand the program.	**Implemented**. New full-time Director began Sept. 2023.
Increase scholarships through a development campaign.	**Implemented**. The funds available for RISE scholarships was increased from $350,000 to $425,000. Available funds could be increased further.
Develop a two-week summer program for incoming students from underrepresented groups.	**Implemented**. Rise Summer Academy launched Summer of 2022. 5-week, residential, summer acclimation program. Running every summer now.
Collaborate more actively and directly with admissions to recruit a more diverse student body.	**Implemented**. Working to identify and remove barriers to diversifying admissions. For example, implemented conditional admission for engineering to overcome math deficit.

Continue the on-going effort to develop new articulation agreements with local technical colleges and associate degree programs.	**Partially implemented**. Two agreements for joint UD-Delaware State University programs have been finalized (DSU Engineering Physics Bachelors to UD ECE Master's and DSU Engineering Physics Bachelors to UD MSE Master's). Two more are under development and additional are planned after that.
Provide additional financial support for diversity-focused student organizations and incentivize interactions with other student organizations by expanding the COE Student Group Funding program.	**Implemented**. Available and advertised through COE DEI website.
Maximize the frequency of offerings of freshmen and sophomore undergraduate classes (e.g., Statics), including summers, to enhance flexibility.	**Not started**.

For graduate students and postdocs

Task	Status
Expand current outreach efforts for graduate student recruiting (e.g., GEM, Bridge to the Doctorate, ENGINE, McNair Scholars Program).	**Implemented**. The ADGPE's office has undertaken multiple efforts to expand and diversify recruitment, including participating in multiple nameshare databases (including ENGINE and GEM), allocating block funding to department that yields best diversity recruitment, applying for fee waivers for eligible applicants, advertising COE programs to applicants from internal REU programs. Still would like to eliminate application fees.
Increase scholarships through a development campaign.	**Partially implemented**. Have increased scholarships. Still would like to provide first year fellowships; 5-year diversity fellowships; and/or bridge/transition funding.
Collaborate with departments to support overlap of recruitment opportunities with conference attendance and professional development (e.g., at SACNAS, NSBE, SWE, and SHPE conferences).	**Implemented**. The ADGPE's office coordinates attendance at GEM, SACNAS, and NSBE events.
Clarify policies related to graduate student progress and grievances.	**Implemented**. Continuing to add
Plan events to facilitate conversations about diversity and inclusion.	**Partially implemented**. Incorporated into professional development efforts.

Provide additional financial support for diversity-focused student organizations and incentivize interactions with other student organizations by expanding [COE Student Group Funding program](#) to include graduate student organizations.	**Implemented** as a program parallel to a similar undergraduate student organization program.
Meet with each department to review program data on surveys, enrollments, time to degree, and other indicators to best inform where targeted interventions are warranted.	**Implemented**. Annual graduate student survey institutionalized, including providing feedback and follow up.
[Added] Work with departments to implement holistic admissions processes	**Implemented.** Provided evidence to support decision to eliminate use of GRE in admissions. Promoting other aspects of holistic admissions.
[Added] Develop mechanism to provide on-going graduate student input to College administration.	**Implemented**. Formed Engineering Graduate Student Association (EGSA).
[Added] Promote best practices in graduate student mentorship	**Implemented**. Promote within departments, including use of Individualized Development Plans (IDPs) and mental health resources.
[Added] Implement COE URM cohort model	**Not started yet**.

For faculty

Task	Status
Encourage the addition of questions on diversity, equity, and inclusion into end-of-semester student course feedback forms.	**Implemented**. Questions added and follow up information sent each semester to congratulate high scores and notify Department Chairs if there are any concerns.
Develop and disseminate College expected behaviors list and code of conduct to enhance visibility of expected behaviors and support an improved culture.	**Implemented**. Posted code of conduct on COE website and began following it Nov. 2020.
Expand faculty mentoring seminars, networking, and other opportunities, especially for faculty from underrepresented groups and women faculty.	
Continue to host opportunities for honest, open discussions about race and inequity as started this summer.	**Implemented 2020. Discontinued Fall 2022**. Hosted discussions approximately monthly, facilitated by OEI.
Evaluate pay equity for faculty and staff, and request adjustments if needed.	**Implemented**. Conducted analyses to determine if there were any inequities based on gender or race. Developed system for determining off-cycle faculty raises to request.
[Added] Support Continuing Track (CT) faculty to help ensure their success.	**Implemented**. Revised College promotion guidelines to clarify expectations for promotion for CT faculty. Instituted

Task	Status
	standard startup package and annual discretionary fund allocation for CT faculty to support their professional development.
[Added] Develop mechanism to help faculty manage unexpected challenges.	**Implemented** faculty mini-grant program to provide funds to manage unforeseen or difficult circumstances.

For staff

Task	Status
Analyze data on staff hiring to identify opportunities to broaden participation, including possibly implementing workshops to teach best practices for staff hiring similar to those for faculty hiring.	**Implemented**. Asked University to post ads in trade journals and other places in addition to UDjobs. That is being done now. Staff search committee training is implemented through ConnectingU.
Develop a staff mentoring program.	**Not started yet**. Plan to do.
Expand training opportunities for staff professional development.	**Partially implemented** LinkedIn Learning and Academic Impressions are available for free, on-demand university-wide. Would like to add opportunities for staff to go to conferences.
Encourage positive faculty-staff interactions by introducing faculty-staff partnership awards.	**Implemented** as an annual award, starting in 2021. Same process, amount, importance as other COE faculty and staff awards.
[Added] Implement annual staff survey	**Implemented**.
[Added] Improve retention through measures to make COE welcoming and by encouraging the University to ensure salaries are competitive.	**Implemented**. Improved on-boarding/welcome by, for example, taking each new staff to lunch, providing a welcome swag bag, implementing lunch scrambles. Continuing to advocate for competitive salaries at the University level.

WHAT THE DEPARTMENTS/DEPARTMENT CHAIRS WILL DO

Task	Status
Develop a department diversity and inclusion committee that includes the representatives of the four College working groups. Each department committee should facilitate communication between the College and the department, as well as taking on any department-specific efforts.	**Partially implemented**. Departments have done so to different degrees.
Support the student ambassador program in your department (e.g., MESS, ACES). Start one if one does not exist.	**Partially implemented**.
Support COE-EmPOWER, the graduate student peer mentoring program.	**Implemented**. COE-EmPOWER is established and has been functioning well for a few years.
Link to the COE Diversity and Inclusion website from your department website.	**Implemented**. The website of every department links back to the COE DEI website.
Support faculty, staff, and student attendance at professional development events, such as SWE, NSBE, SHPE, and field-specific conferences.	**Partially implemented.**
Work with COE Communications to publish stories of accomplishments of faculty, staff, and trainees who are part of groups that are traditionally marginalized in academia/STEM.	**Implemented**.
Schedule departmental faculty meetings and events during traditional workday hours to minimize conflict for individuals who have other obligations.	**Implemented**.
Review graduate student recruitment policies, such as the GRE requirement, and ensure a holistic review takes place.	**Partially implemented.**
Coach faculty if negative interactions occur or are chronic; treat as an opportunity to improve the dept/lab/office culture and climate for all who are under your purview.	**Partially implemented.**
In annual appraisals, Department Chairs should ask faculty and staff what they are doing to support diversity and inclusion and to ensure high quality, effective mentoring of junior faculty.	**Partially implemented.**
Department Chairs continue to invite the Chief Diversity Advocate and College diversity working groups to present at a department faculty meeting once per semester.	**Partially implemented.** This was done for a few years but has stopped in the last year. With COE DEI organization changing, working groups are disbanding, but CDA will continue to visit each department once/year.

ATTACHMENT C

University of Delaware College of Engineering Diversity and Inclusion
Whole Community Engagement Plan
Fall 2023

WHAT THE COLLEGE ADMINISTRATION WILL DO

Building on the many tasks undertaken in the last few years, as summarized in the COE DEI Strategic Plan Update 2023, the College commits to the following actions:

- Continue to collect and disseminate demographic data and survey-based climate information to track changes over time, identify new and on-going problems, and evaluate the success of interventions.
- Continue to maintain the COE Diversity and Inclusion website to make the commitment and efforts externally visible.
- Continue to recognize College community members who demonstrate sustained and impactful commitments to diversity and inclusion through the College Diversity and Inclusion Award.

For undergraduates
- Expand College outreach efforts to increase undergraduate applications and yield.
- Collaborate more actively and directly with admissions to identify and remove barriers to diversifying the student body (e.g., through conditional admissions).
- Continue to update and expand the Resources to Inspire Successful Engineers (RISE) program, a key retention effort for students from underrepresented groups.
- Engage Departments and faculty more extensively and more meaningfully in RISE activities.
- Continue to improve and expand the recently revived RISE summer academy for incoming students from underrepresented groups.
- Increase scholarships through a development campaign, and develop ways to ensure the funds are used as effectively as possible to improve recruitment and retention.
- Continue to implement the newly developed joint degree programs with Delaware State University and to develop additional joint programs.
- Maximize the frequency of offerings of freshmen and sophomore undergraduate classes (e.g., Statics), including summers, to enhance flexibility.
- Partner with research centers and Research Experiences for Undergraduates (REU) programs on recruitment and outreach efforts. Encourage new REU and possibly Research Experiences for Teachers (RET) programs.

For graduate students
- Continue to capitalize on expanded outreach efforts for graduate student recruiting (e.g., GEM, Bridge to the Doctorate, ENGINE, McNair Scholars Program).
- Identify and eliminate barriers to admission, including minimizing or eliminating use of GRE and application fees.
- Continue to help departments adopt holistic admissions procedures.

- Continue to collaborate with departments to support overlap of recruitment opportunities with conference attendance and professional development (e.g., at SACNAS, NSBE, SWE, and SHPE conferences).
- Increase scholarships to enable development of first-year fellowships, five-year diversity fellowships, and/or bridge/transition funding.
- Continue to promote best practices for graduate student mentoring, including use of Individualized Development Plans (IDPs).
- Continue to clarify and promulgate policies related to graduate student progress and grievances.
- Continue to include events that facilitate conversations about diversity and inclusion within professional development initiatives.
- Meet with each department to review program data on surveys, enrollments, time to degree, and other indicators to best inform where targeted interventions are warranted.

For faculty and staff
- Continue use of questions on diversity, equity, and inclusion into end-of-semester student course feedback forms as mechanism for assessment and feedback.
- Expand faculty development opportunities through collaboration with the new Associate Provost for Faculty Development.
- Strengthen faculty mentoring programs.
- Facilitate engagement of faculty in College DEI efforts through grant broader impacts requirements.
- Help develop a pipeline of faculty recruits by supporting the invitation of promising senior PhD students and postdocs from other universities to give seminars in the College.
- Encourage participation in University DEI initiatives, such as the committees of the University of Delaware Anti-Racism Initiative (UDARI).
- Continue to evaluate pay equity for faculty and staff through a fair, replicable process, and request adjustments if needed.
- Continue to support positive informal interactions among faculty and staff through initiatives such as lunch scrambles.
- Continue use of College code of conduct as a mechanism to address concerns about faculty and staff behavior.
- Continue to encourage positive faculty-staff interactions through faculty-staff partnership awards.
- Continue to broaden advertising for staff positions and encourage use of best practices for staff hiring to avoid unintentional bias.
- Develop a staff mentoring program.

SEE WHAT YOU CAN DO

Everyone

The following are suggested actions each of us can take.

- Educate yourself about racism, sexism, diversity, equity, inclusion, and related topics. [see readings on UDARI website]

- Share your diversity/inclusion concerns and/or ideas with the appropriate Departmental DEI representative and/or Chief Diversity Advocate.
- If you experience or witness microagressions, discrimination, or any behavior that is inconsistent with the College values of inclusive excellence, say something, or report it to the Chief Diversity Advocate. or the Office of Institutional Equity (OIE).
- Attend one of the many diversity and inclusion events hosted by the College, Office of Institutional Equity (OIE), Center for the Study of Diversity, UD ADVANCE, or other groups.
- Become a Leveraging Equity and Diversity (LEAD) Ally.

Departments/Department Chairs

The following are suggested actions Departments and Department Chairs can take.

- Develop a department diversity, equity, and inclusion plan.
- Collaborate with College outreach efforts to increase undergraduate applications and yield.
- Support the student ambassador program in your department (e.g., MESS, ACES). Start one if one does not exist.
- Support COE-EmPOWER, the graduate student peer mentoring program.
- Implement holistic graduate admissions processes and a Department graduate student mentoring plan that encourages best practices, such as use of Individualized Development Plans (IDPs).
- Support faculty, staff, and student attendance at professional development events, such as SWE, NSBE, SHPE, and field-specific conferences.
- Work with COE Communications to publish stories of accomplishments of faculty, staff, and trainees who are part of groups that are traditionally marginalized in academia/STEM.
- Schedule departmental faculty meetings and events during traditional workday hours to minimize conflict for individuals who have other obligations.
- Review graduate student recruitment policies, such as the GRE requirement, and ensure a holistic review takes place.
- Coach faculty if negative interactions occur or are chronic; treat as an opportunity to improve the dept/lab/office culture and climate for all who are under your purview.
- In annual appraisals, Department Chairs should ask faculty and staff what they are doing to support diversity and inclusion and to ensure high quality, effective mentoring of junior faculty.
- Department Chairs continue to present DEI topics at department faculty meetings, by inviting the Departmental DEI representative, the College Chief Diversity Advocate, or another relevant guest.
- Develop student lounges and other community spaces for informal interactions among College community members.
- Highlight cultural backgrounds of current students through displays around the department.
- Develop an undergraduate peer mentoring program that pairs incoming students with more senior students.

Faculty members

The following are suggested actions all faculty members can take.

- Watch the [inclusive teaching modules](#) and incorporate inclusive teaching tips in your classes, such as eliminating weed-out culture, mitigating bias in evaluating student work, and promoting positive student teamwork.
- Select teaching assistants deliberately to achieve diverse representation, and help them receive appropriate training.
- Embed topics of diversity, equity, and inclusion in your courses where appropriate.
- Develop a diversity, equity, and inclusion statement to include on your course syllabi and [research group expectations](#) document.
- Adopt the [graduate student advising tools](#) to best support your graduate research assistants.
- Invite senior graduate students and post-doctoral researchers from underrepresented groups to give seminars to support pre-recruitment of a more diverse faculty.
- Implement best practices in faculty search committees, holistic graduate admissions practices and post-doctoral researcher recruitment, as well as promotion and tenure committees to minimize the negative effects of implicit bias ([Faculty recruitment guidelines](#) and [UD ADVANCE resources](#)).
- When developing broader impacts for proposals to the National Science Foundation, collaborate with your Departmental DEI representative and/or the College Chief Diversity Advocate.
- Keep in mind the importance of diversity when nominating colleagues for awards, identifying speakers for conference presentations, and planning seminar series.
- Participate in lunch scrambles, add the weekly fundamental to your email signature, and other efforts to encourage a positive climate within the College.
- Take one or more ConnectingU "Management Essentials" courses, especially if you supervise staff members.

Staff members

The following are suggested actions all staff can take.

- Implement best practices in staff search committees to minimize the negative effects of implicit bias ([UD ADVANCE resources](#)).
- Help develop and participate in staff mentoring program.
- Participate in lunch scrambles and other efforts to welcome new staff and encourage a positive climate within the College.
- Participate in workshops and training opportunities when presented in order to continue demonstrating your commitment toward maintaining, and growing, COE standards for culture and climate.
- Participate in free [training opportunities](#) offered by the Office of Institutional Equity (OIE)

Graduate students

The following are suggested actions all graduate students can take.

- Ask your advisor to adopt the [graduate student advising tools](#).

- Watch the [inclusive teaching modules](#) and incorporate inclusive teaching tips in classes in which you are a teaching assistant.
- Look at your study groups and consider expanding your network to include people whose racial or gender identity is different from yours.
- Write a team norms document at the start of each team project (even when it's not required) to establish protocols for communication, division of labor, and establishing an inclusive environment; periodically review and revise this document as the project progresses.
- Join a diversity-focused student group (e.g., [SWE](#), [NSBE](#), [SHPE](#)) or organize joint events with one and [apply for funding](#) through the College of Engineering.

Undergraduate students

The following are suggested actions all undergraduates can take.

- Bring #Hengineer materials back to your high school to help recruit a diverse group of new students to UD.
- Look at your study groups and consider expanding your network to include people whose racial or gender identity is different from yours.
- Write a team norms document at the start of each team project (even when it's not required) to establish protocols for communication, division of labor, and establishing an inclusive environment; periodically review and revise this document as the project progresses.
- Join a diversity-focused student group (e.g., [SWE](#), [NSBE](#), [SHPE](#)) or organize joint events with one and apply for [funding through the College of Engineering](#) (scroll to COE Student Group Funding).
- Join the student ambassador program ambassador program in your department (e.g., [MESS](#), [ACES](#)). Help start one if one does not exist.
- Ask your department DEI representative how you can get involved in department initiatives.

ATTACHMENT D
Organization of COE DEI efforts
Fall 2023

In the *2019 COE Strategic Plan Diversity and Inclusion Two-year Update*, an organizational structure for College of Engineering Diversity activities was established as shown in Figure. 1. In the intervening years, the context has changed dramatically, necessitating a rethinking of this organizational structure. In particular,

- Associate Deans took over a number of activities previously conducted by the working groups
- Departments began launching new DEI initiatives
- DEI efforts in the university administration were reorganized
- New initiatives at the University-level emerged in the form of the University of Delaware Anti-Racism Initiative (UDARI).

These are all positive developments as they indicate DEI-related engagement becoming increasingly institutionalized and widespread.
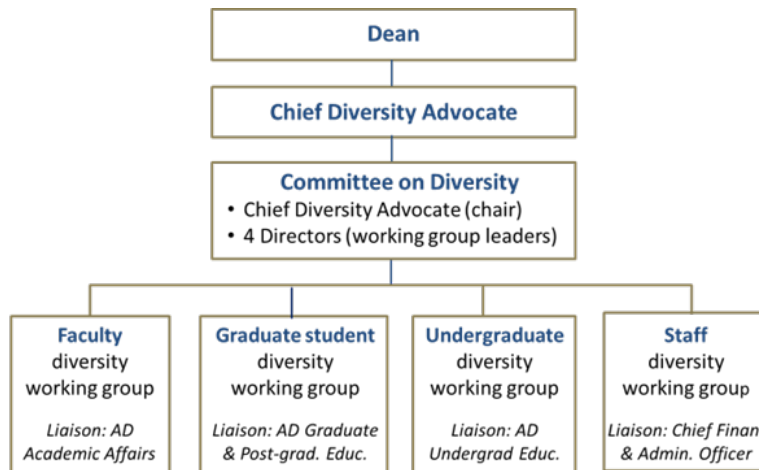

Figure 1. Organizational structure for COE DEI activities

Given these changes, College DEI work will now be led by a **College Committee on Diversity** comprised of: (1) a Chief Diversity Advocate, (2) DEI representative(s) for each department, and (3) Associate Deans/Chief Financial and Administrative Officer (CFAO) (or their designees). Their roles are described here:

Chief Diversity Advocate
- Serves as liaison to University DEI efforts
- Coordinates College and departmental DEI efforts by periodically convening meetings of the Committee on Diversity
- Oversees externally-facing communication about College DEI efforts, especially by maintaining the COE DEI website (https://www.engr.udel.edu/initiatives/diversity-inclusion/)
- Oversees DEI efforts that do not fall within the purview of an Associate Dean/CFAO or Department (e.g., maintaining demographic data)
- Supports DEI efforts led by departments and Associate Deans/CFAO

Departmental DEI Representatives
- Identifies DEI-related needs, and plans and implements DEI-related activities within their department
- Coordinates and shares best practices with other Departmental DEI representatives and Associate Deans

Associate Deans and Chief Financial and Administrative Officer (CFAO) (or their designees)
- Identifies DEI-related needs, and plans and implements DEI-related activities within their area of responsibility.
- Coordinates and shares best practices with other Departmental DEI representatives and Associate Deans