

INCLUSIVE EXCELLENCE: An Action Plan for Diversity at UD

“The University of Delaware’s future success is firmly predicated on our steadfast commitment to diversity, equity, and inclusion...This culture is crucial from the perspective of equity and justice, and it is essential for educating global citizens, improving learning outcomes, developing knowledge and enhancing societal impacts”
—Delaware Will Shine Strategic Plan

“The diversity idea [is] central to an institution’s mission to develop an educated and informed citizenry...noted from this vantage point diversity is no longer simply an end in itself, but a means to fundamentally reconfigure the mission of higher education.”
—Damon A. Williams, *Strategic Diversity Leadership*

Preamble

Diversity at the University of Delaware has been a complex enterprise since its origins in 1743. Like most colleges in the nation in the 18th century, the University of Delaware was founded as an all-white, all male college. The University of Delaware, while establishing a Women’s College in 1915, did not fully endorse coeducation until 1945, and it was not legally desegregated until 1950, following the Parker v. University of Delaware and the 1954 Brown v. Board of Education judicial rulings. Student protests and dissatisfaction with faculty diversity, academic offerings and the cultural climate on campus moved the university to rethink its curriculum in the 1960s and consider faculty and student experiences.

In 1968, then President Dr. Edward A. Trabant created an “Advisory Committee on Policies, Programs and Services Affecting Blacks and Other Minority Group Students.” This group, chaired by Frank R. Scarpitti, was to develop a list of recommendations that would assist the university in attracting and serving minority students. In 1969, this committee presented its findings to the President (known as the Scarpitti Report), and developments were made in recruitment and admissions, tutoring, counseling, and advising to students from historically underrepresented and underserved groups. In recent years, the shifting legal landscape of education has complicated the ways in which we use race and ethnicity in diversity work on college campuses across the nation. These interconnected histories have left their imprint on the institutional structure of UD in complex and intricate ways. In many respects, we are a reflection of a state that has worked hard to define itself as the First State in industry and business, but has struggled in the ways of diversity, equity, and inclusion.

The tide is shifting...slowly but surely. The last three years has seen the most diverse entering undergraduate class in the institution’s history with 25% of the entering class coming from historically underrepresented and underserved communities. The 2007 *Path to Prominence* and the 2015 *Delaware Will Shine* strategic plans made diversity a guiding principle and central to the university’s educational mission. There are more conversations about diversity—in classrooms, hallways, boardrooms, lunchrooms and in various media forums—difficult conversations about bias, hatred, equity and inclusion that are often awkward and uncomfortable—but necessary conversations in order for our institution to be a model of excellence it seeks to be.

Glimpses of a steady movement of transformation were seen in the past four decades with the creation of the Center for Black Culture, the Department of Black American Studies, The Department of Women and Gender Studies, the multicultural educational requirement, the diversity caucuses through the Office of Equity and Inclusion, and the birth of many registered student organizations who are committed to creating safe spaces for students, faculty, and staff to feel welcome—to find kinship amongst people who affirm their cultural values and shared experiences. In 2014, the President’s Diversity Initiative became the University’s Diversity Initiative in the Office of the Provost, and the Provost created the Vice Provost for Diversity position to guide the implementation of a diversity action plan that would foster inclusive excellence at all levels of academic life.

These recent developments make significant strides in building institutional microclimates that will sustain diversity initiatives as we work to develop a more inclusive, welcoming and supportive learning environment at the University of Delaware. As the evaluation team in 2011 Middle States Report states in direct terms, “UD is not diverse in either absolute or relative terms. With few exceptions, we believe that the university trails its peers in every measure of diversity in every constituency of the institution.” While we have made some progress in diversifying our undergraduate student population since 2011, we are measurably far from where we need to be in the critical areas of graduate, faculty, and staff diversity.

Thus we need to reaffirm what diversity really means at UD—both as a guiding principle and a practice. We must demonstrate the ways diversity is important to all students in what we teach, how we teach, what we learn and how we learn. As a pre-eminent learner-centered research university, we must consider what it means for each of us to live and embody the values of acceptance, respect, and common good as members of a thriving, dynamic and diverse campus community. Research shows that campus communities with meaningful diversity practices significantly increase the quality and value of education for all students. These transformative learning experiences enhance critical thinking, promote civic responsibility, enrich formal and informal exchanges amongst students from various backgrounds, and prepare our students to navigate in an increasingly diverse and global world. In reflecting on the ways each of us lends our gifts and talents to building this community, we must consider our successes and missteps as an opportunity to re-engineer and enhance our educational practices. In our efforts to continue to make progress in this regard, we must continue to assess our diversity performance as an institution, as faculty, staff and administrators, and to develop and measure the cultural competencies of our students at both the undergraduate and graduate levels. This will ensure that we are creating transformative learning experiences for our students who are prepared to generate new knowledge, embrace diversity in its many forms, and contribute to the common good of our global society.

Our Progress

“To move forward, we must continue to embrace this university’s commitment to a diverse campus that reflects the cultures, views, experiences, hopes and dreams of our society as a whole. Each of us—with our unique talents and perspectives—is an essential part of what makes this University so vital and vibrant.”

--Domenico Grasso, Provost, University of Delaware

In 2009, a Diversity Task Force, appointed by then President Patrick Harker, conducted a systematic review of diversity that assessed the intellectual, cultural, and curricular practices of diversity, and how well UD was or was not executing these practices. This report also set forth an extensive list of

recommendations, a small number of which have been adopted, but in the crucial areas of recruitment and retention of faculty, graduate and undergraduate students, there is still much work to be done.

According to James Jones, Director of the Center for the Study of Diversity, the University of Delaware has actively engaged in developing a “diversity value proposition-- diversity is fundamental to this university, society and the world, and we provide our students with the confidence, competence, sensitivity and capacity for leadership as they enter this world.” This proposition underscores the belief that diversity is an integral part of inclusive excellence. Through the creation of administrative structures, academic and research units, and the efforts to engage in extensive data collection and analysis to track, enhance and provide support for the expanding diversity of our community, UD has charted a path forward to make diversity organic to the educational experiences at UD. But sustaining the efforts of diversifying our student body, faculty and staff requires more thoughtful and intentional efforts. The “Delaware Will Shine” Strategic Plan ensures that diversity is critical to our pursuit of excellence, key to us bridging the opportunity divide, and integral to ensuring that all members of our community have the opportunity to participate fully and realize their whole potential irrespective of their identity, background, physical ability or institutional position. Building a more equitable and inclusive academic community means we must be intentional in the ways we make diversity inclusive.

Common Ground Values for Diversity and Inclusion

In order to accomplish the very important and necessary work of inclusive excellence, we provide the following diversity statement and six principled action items to guide us towards achieving our diversity goals:

“Diversity is a core value and guiding principle for the University of Delaware’s educational mission to prepare students to live in an increasingly interconnected and diverse world. Diversity at UD means both the recognition and appreciation of all human differences, based upon, but not limited to, age, race, ethnicity, national origin, sex, class, gender identity, disability, sexual orientation, culture, ideology, politics, religion, citizenship, marital status, job classification, veteran status, and income and socioeconomic status. We are committed to building an inclusive educational community, one whose excellence is based not only on stellar disciplinary achievement, but also on understanding people from different backgrounds and circumstances, with different needs, perspectives and ways of thinking. We want to make all people who are part of the University feel welcome and valued in campus life.”

Guiding Principles for Action:

1. Recruit, develop, retain and promote a diverse faculty and staff: Diverse students will come if they see themselves reflected in the faculty who teach them and the staff who provide student services for them. Furthermore, diversity in faculty and staff benefits all students as their exposure to individuals distinct from themselves provides a wonderful opportunity for engaged learning. Part of making excellence inclusive is to have our campus mirror the world in which we all live. We will utilize best practices for recruiting, hiring, mentoring, and promoting the success of diverse faculty in all disciplinary fields in an effort to prepare our students to live and work in an increasing global world. We will also provide space for the discovery of knowledge that capitalizes on various administrative styles, and multiple teaching, learning, and research practices. Diversity in scholarship, instruction and learning outcomes stems from having the most exceptional, creative, and diverse faculty and staff committed to excellence, and poised to lead innovation in their respective fields.

2. *Continue to create a diverse student body:* Major efforts have been made in this area to recruit and admit a more diverse student body. *But we must move from diversity to inclusion* and be prepared to cultivate a campus climate that ensures student success. We will re-engineer and strengthen the infrastructure for student mentoring, tutoring, advising, and career planning beyond matriculation; help to rebuild and strengthen ladders of access (pre-college); and cultivate learning interventions that affirm students holistically and encourages them to thrive in their respective disciplines. We will examine and refortify our retention practices, and strengthen our relationship with external communities invested in building stronger academic pipelines.

3. *Curricular and Co-Curricular Transformation:* In order to create transformative learning experiences for our students that affirms our mission to develop critical thinkers who are innovative, creative, and responsible ethical leaders and problem solvers, diversity must be fundamental to the educational experiences here at UD. Thus we will put curricular goals and measures in place that create common ground values that foster an appreciation and respect for all forms of human difference, and value the cultural traditions and customs of our local and global world communities. We will make these interactions an integral part of our daily educational practices. In this way, we not only affirm the importance of diversity as a central part of UD's educational mission, but we also sustain our inherent belief in the diverse ways of learning and communicating human value across a wide spectrum of disciplines and cultures.

4. *Educational/Professional Development and Training:* If we want diversity to be a central component of our educational mission, we must create opportunities for professional training and development at every level of the institution that focus on effective ways to leverage diversity as a core competency that has educational and societal value. In these ways we can work towards ensuring a more inclusive, diverse, and equitable learning environment.

5. *Building Community and Improving Campus Climate within UD:* We will continue to support and strengthen multicultural programming and activities that enhance the learning experiences of all students, and encourage honest and open campus wide dialogue about the complexities of human differences, ideological thought, and unique learning abilities. These activities enrich and sustain our collective mission of valuing and respecting diverse people and cultures as we work to make our campus more equitable, diverse, and inclusive. We will also put educational provisions and governing practices in place that allow us to vigorously uphold our principles of an academic community with a zero tolerance for bigotry, harassment, and hatred, empowered to challenge issues of social injustice and inequities in a spirit of unity, support, and respect.

6. *Community Outreach and Engagement:* We will strengthen collaborative efforts and partnerships with other universities and colleges, external agencies, educational groups, and community organizations invested in building and sustaining the academic pipeline for students, from historically underrepresented and underserved groups. Such efforts enrich the learning possibilities of all students, transform the educational experiences of the underserved and their communities, and position the university as a strong advocate in affirming our commitment to student success, access, and affordability.

Achieving Inclusive Excellence at UD

The Diversity Blueprint has a number of goals that incorporate our major areas of focus into strategic initiatives with actionable steps. Some goals are short-term, such as developing diversity training for search committees, staff and faculty, while other strategies involve a longer-range vision such as developing diversity blueprints for each college. This central blueprint is a living document that will accommodate—adapt—to prevailing concerns that rise to the forefront of our strategic diversity objectives. All of these initiatives require the work and efforts of the entire University community in order to advance our educational mission of inclusive excellence. All priorities have been developed to aid the campus community, academic and administrative units, and leadership at all institutional levels in creating or re-engineering diversity objectives that align with the diversity action plan and the Delaware Will Shine Strategic Plan.¹

I. Diversifying UD’s Academic Campus

“Diversity—of ethnicity, race, socioeconomic background, gender, experience, and other factors—substantially increases the quality and value of education for all students, as well as the contributions that higher education can make to the nation and the world. As we seek to prepare students for the opportunities and challenges of life, citizenship, and leadership in the 21st century, the educational value of students of all backgrounds learning together and from each other is more important, not less. “

—Hunter Rawlings, President, AAU

Diversifying the campus of the University of Delaware takes a strategic and coordinated effort on behalf of all individuals who are connected to the University of Delaware. To achieve excellence as a learning, teaching, and scholarly institution, our faculty, student body, staff and administration, must represent the world we inhabit in an effort to prepare our students to live and work in an increasing diverse world. Diversity is a guiding principle that we value, and a central part of UD’s educational mission.

Goal 1: *We will utilize best practices for recruiting and hiring diverse faculty in all disciplinary fields. Most importantly, we will increase the representation of historically underrepresented and underserved groups, first generation, low-income, and other diverse groups and women at all faculty ranks.*

Accountability Partners: Provost, Vice Provost for Diversity, Vice Provost for Faculty Affairs, Deans, Deputy Deans, and Department Chairs, Department Faculty and Staff.

Directed Areas of Improvement:

- a. Set goals for colleges and departments to achieve diversity goals using data from Institutional Research (UD), national organizations, federal and state data warehouses when applicable to set goal objectives;
- b. Re-engineer the search committee process to ensure that every search committee is trained in the best practices for recruiting faculty from historically underrepresented and underserved groups at the outset.

- c. Create Opportunity Fund in Provost Office (Vice Provost for Diversity) to strengthen offer packages for talented faculty; initiative should be led by Deans with help from the Provost Office;
- d. Develop a Visiting Faculty Scholars Program to help recruit talented faculty from historically underrepresented and underserved groups, first generation, low-income, and other diverse groups;
- e. Strengthen mentoring programs for all faculty ranks at institutional, college, and department level (in collaboration with the Provost, the Vice Provost for Faculty Affairs, ADVANCE-IT, Faculty Senate, Deans and Chairs).
- f. Improve retention of faculty of color, women, and scholars of various nationalities once hired.
- g. Encourage Chief Diversity Advocates for each college to develop a recruitment diversity blueprint for faculty from historically underrepresented and underserved groups, first generation, low-income, and other diverse groups using industry's best practices.

Goal 2: *to enhance the learning experience of all students at the undergraduate and graduate level—to endow our students with valuable competency skills that make them distinguished scholars and global citizens with a broad set of experiences—our student body must reflect the world we inhabit in an effort to prepare our students to live and work in an increasing diverse world. To do anything less is a disservice to the learning experience.*

Accountability Partners: Provost, Deputy Provost for Academic Affairs, Faculty Senate, Center for Teaching and Assessment of Learning, Vice President of Enrollment Management, Senior Deputy Vice Provost of Graduate Education, Deans, Assistant Deans, Director of Diversity Graduate Initiatives, Chairs, Associate Chairs, and Faculty.

Directed Areas of Improvement:

- a. Encourage and create diverse transformative learning experiences that affirm our mission to develop critical thinkers, responsible ethical leaders, and problem solvers.
- b. Evaluate, assess, and strengthen pre-college programs, summer enrichment programs (i.e. Upward Bound, FAME-UD, Christina Readiness Summer Institute) in collaboration with executive director of TRIO & McNair and the Vice President of Enrollment Management to improve the pipeline for recruitment of students from historically underrepresented and underserved groups, first generation, low-income, and other diverse students;
- c. Evaluate, assess and strengthen the ladders of access of historically underrepresented and underserved groups, low-income, and first generation students from the Associate Arts Program to UD's main campus in order to create a more seamless undergraduate experience.
- d. Evaluate, strengthen and re-engineer tutoring, advising, mentoring, academic development across departments, colleges, and our institution to improve student success for students from historically underrepresented and underserved groups, first generation, low-income and other diverse students.
- e. Improve graduation rates for students from historically underrepresented and underserved groups, first generation, low-income, international and other diverse students.

Goal 3: *In order to create a more diverse faculty pool globally, we will be intentional in our attempts to recruit, retain, mentor, and professionally develop graduate students from historically underrepresented*

and underserved groups, first generation, and low-income students who are essential to building the pool of candidates in the academic pipeline.

Accountability Partners: Provost, Senior Deputy Vice Provost of Graduate Education, Deans, Assistant Deans, Director of Diversity Graduate Initiatives, Graduate Directors, and all Chairs, Associate Chairs, and Faculty.

Directed Areas of Improvement:

- a. Encourage departments to develop a plan for diversifying the graduate student populations in their units that attracts students from historically underrepresented and underserved groups, low-income, and first generation students. Set benchmark goals in their developing action plans for improving recruitment, retention, mentoring and professional development processes of their units. These plans should align with their college's diversity blueprint, the Delaware Will Shine Strategic Plan, and the diversity initiatives of the diversity action plan.
- b. Provide collaborative monies as incentive for strengthening graduate student offers to talented students from historically underrepresented and underserved groups, first generation, low-income, and other diverse groups (i.e. including summer research opportunities).
- c. Improve graduate rates (and time of completion to MA and PHD) for historically underrepresented and underserved groups, first generation, low-income, and other diverse groups in collaboration with the Director of Graduate Diversity Initiatives, deans, and graduate directors in academic units.

Goal 4: *In order to create a more inclusive and engaged campus community, our professional and salaried staff should reflect the diverse world in which we live. A more diverse professional and salaried staff fosters new ways of thinking and problem solving. Such viewpoints increase workplace adaptability, employee innovation and motivation, broaden the range of services we are able to provide for faculty and students, and a diverse workforce means we will be more effective in meeting the diverse needs of our academic community.*

Accountability Partners: President, Provost, Executive Vice President, and all Vice Presidents, Vice Provosts, Managers, Directors, Deans, Assistant Deans, and Chairs.

Directed Areas of Improvement:

- a. Recruit and retain a diverse workforce by ensuring all searches involve a competitive and open process.
- b. Educate those responsible for hiring about the impact of intentional and unintentional biases that compromise an equitable and inclusive search.
- c. Hold unit managers, directors, and vice presidents accountable for increasing diversity among professional and salaried staff in their respective units.
- d. Create an opportunity to develop an optional 360-evaluation process to assess diversity practices and managerial efforts to create a welcoming and inclusive work environment.
- e. Encourage senior leadership in administrative areas to include staff and managerial efforts that foster a more diverse and inclusive campus climate as part of the performance evaluation process.

- f. Develop a professional mentoring program to help enhance career development opportunities and create clear and achievable pathways for growth and promotion.

II. Educate the Academic Community about Institutional Diversity Goals and Objectives.

“Education is the most powerful weapon which you can use to change the world.”
--Nelson Mandela

“Tell me I forget. Teach me and I remember. Involve me and I learn.”
--Benjamin Franklin

Developing common ground values and clear objectives for achieving diversity in all areas of operation at UD makes benchmarking, accountability, goal setting, and the allocation of resources achievable. When our academic community comes together around these common ground values, we can more clearly ascertain the importance of diversity and its value here at UD. We will continue to make diversity an integral and ongoing part of campus life.

Goal 5: *Through campus-wide conversations about diversity, equity, and inclusion, with the purpose of engaging students, faculty, and staff in dialogues about the necessity of valuing and respecting human differences in all of its forms, the University of Delaware community reaffirms that diversity is a cornerstone of institutional and academic excellence. Diversity is critical to preparing our students to live and work in an increasingly diverse and global world. But we must also make the principles of diversity, equity, and inclusion organic to the educational experience through tangible ways in curricular and co-curricular activities. In this way we create a transformative experience for all our students, and visibly recognize the importance of diversity research and scholarship, and its ability to impact our academic community in creative and innovative ways.*

Accountability Partners: President, Provost, Executive Vice President, and all Vice Presidents, Vice Provosts, Managers, Directors, Deans, Assistant Deans, and Chairs, faculty and staff.

Directed Areas of Improvement:

- a. Mandate diversity training for individuals working in every area of the university community.
- b. Develop accountability measures that assess the effectiveness of diversity training within classrooms, departments, colleges, academic and professional units that interact with the campus community and its constituency groups.
- c. Strengthen, re-engineer, and/or re-imagine the multicultural requirement as both a domestic and international/global competency.
- d. Continue to think of the opportunities the Common Reader and FYE/FYS offer for instilling principles/practices of diversity, equity, inclusion, civility, civic responsibility, and mutual respect as an intellectual enterprise. Because every student has to participate in FYE/FYS and the Common Reader program, this is a prime opportunity to fold these principles into our general education objectives.
- e. The Passport System offers a way to track student participation across an array of socially and intellectual experiences. It provides value for co-curricular activities and programming, and further develops the critical skills our students need for success in the global community. If

students have a tangible representation of their diverse experiences at UD (one we can see and know), those practices/principles are more likely to be impactful and long lasting.

- f. Make diversity goals, initiatives, actions and their results transparent to the academic community through action steps that lead to success in achieving diversity goals at all levels of the institution.
- g. Encourage colleges to develop diversity blueprints and action plans that align with our educational goals and the university’s strategic plan.
- h. Communicate those diversity objectives to the larger academic community through focus groups and community forums that allow discussion of goals and objectives.
- i. Inform the academic community of the diversity structure (i.e. OEI, CSD, VPD) and the role each unit plays in creating a more diverse, welcoming, and inclusive community.

III. Improving Campus Climate within UD

“We must strive to be a more open, inclusive community that encourages and supports diversity as a cornerstone of excellence, that harbors a safe and welcoming environment, and that reflects the hopes and dreams of society as a whole.”—Delaware Will Shine Strategic Plan Preamble

“It’s too much to expect in an academic setting that we should all agree, but it is not too much to expect discipline and unvarying civility.”—John Howard

No other area of the diversity action plan deserves our persistent and diligent attention than this area—and it is the most difficult to change—but it is possible. Improving our campus climate means that we must take meaningful and honest inventory of errant and improper practices—eliminate them—and strengthen, re-engineer, and create alternative ways of interacting, learning, and engaging that allows all members of our academic community to feel valued, respected, and appreciated for the unique gifts and talents that they share with our community. When these principles of respect and civility are violated, we must act as a community “to ensure that our campus is physically accessible and safe, with zero tolerance for bigotry and harassment.”

Goal 6: We will work to create a more welcoming and inclusive campus community that respects and appreciates all human difference. We will accomplish this goal through education and awareness, policy development, advocacy relationships with the diversity caucuses, faculty, staff and student groups while maintaining transparency in our processes.

Accountability Partners: President, Provost, Executive Vice President, and all Vice Presidents, Vice Provosts, Managers, Directors, Deans, Assistant Deans, Chairs, faculty, students, and staff.

Directed Areas of Improvement:

- a. Create substructures of accountability that monitor, report, and provide recommendations to remedy acts of bigotry, harassment, bullying, and other forms of uncivil and disrespectful behavior that are counter to fostering an equitable and inclusive academic environment.
- b. Create opportunities on campus to permanently or temporarily erect visible symbols and images in university offices, residence halls, and other public spaces on campus that represent the diversity of our world.

- c. Work with facilities to place bilingual signs in strategic places on campus as a gesture of a welcoming and inclusive community.
- d. Utilize the Office of Equity and Inclusion, Residence Life, the Center for Black Culture, and other academic units that support students from historically underrepresented and underserved groups, first generation, low-income, and other diverse groups to educate the campus community on ways to create safe and welcoming spaces that enrich academic achievement, foster a sense of belonging, celebrate diversity, and nurture positive relationships among students, faculty, and staff.
- e. Encourage curricular and co-curricular opportunities for all students to engage in interracial and intercultural peer-to-peer conversations that promote the common ground values of respect and civility, social justice and equity, and the cultural and social understanding of human difference in all its forms as foundational to building a diverse and just society.

IV. Develop an Accountability System for Achieving Institutional Diversity Goals

“Despite...long-standing and robust investments in diversity, institutional efforts are often stymied by disconnected and disjointed offices and programs...if we can give this loosely connected organizational structure a stronger conceptual tethering, we will see...the potential to link together in new and powerful ways despite our different administrative offices”—Damon Williams, Strategic Diversity Leadership

Building out a successful, connected, and communicative diversity network is key to achieving success in reaching our diversity goals. It helps strengthen alliances, better utilizes resources, and minimizes redundancy and ineffectiveness of initiatives. Such alliances also help to build accountability and shared responsibility amongst key stakeholders of diversity efforts. Transparency of diversity efforts and initiatives—our purpose for such developments, the processes to implement and sustain these efforts, and an ability to measure the success or failure of these efforts with an eye towards re-engineering, strengthen or creating more effective measures for meaningful diversity engagement—is crucial to fully actualizing our diversity goals.

Goal 7: Create accountability processes that challenge leadership and campus community at large to achieve diversity goals and objectives for their academic units and/or offices.

Accountability Partners: President, Provost, Executive Vice President, and all Vice Presidents, Vice Provosts, Managers, Directors, Deans, Assistant Deans, and Chairs, Associate Chairs, and all others in leadership positions.

Directed Areas of Improvement:

- a. Strengthen diversity leadership and governance that builds distinct yet shared collaboration at every level of the institution.
- b. Set institutional strategic priorities for the recruitment, support and success of faculty members, students and staff members of color, as well as other underrepresented and underserved groups.
- c. Incentivize collaboration of central diversity initiatives.
- d. Ensure accountability measures for Vice Provosts, Vice Presidents, Deans, chairs, managerial and all other administrative leadership for achieving diversity goals.
- e. Develop unit plans and diversity measures that are consistent with the university action plan.

- f. Develop and create metrics that allow us to assess, evaluate, and analyze progress towards reaching diversity goals at every level of the institution.

V. Develop and Expand Public Engagement Partnerships with External Community

Authentic community partnerships emerge from a sense of purpose that is grounded in an understanding of mission on both sides that ultimately results in mutual benefit. For higher education, practical opportunities that intentionally integrate all aspects of our missions and simultaneously support interdisciplinary teaching and learning ultimately have a positive impact on the reputation of the university in the local community — and regardless of national stature, we all have reputations in our local communities.

--Laurie Worrall, "A Vision of Community Engagement for Higher Education"

In order to build alliances with partners who share a common purpose of creating access to education, particularly at institutions of higher education, we must make it our mission to affirm our values and principles through action. We will develop stronger bonds with our surrounding communities that bridge opportunity divides, sustains our commitment to solve the inequities that challenge people locally and around the globe, leverage our scholarship in ways that enrich the collective knowledge of our communal collaborations, and foster working relationships with external partners that better integrates diversity as a foundation of excellence.

Goal 8: Build stronger alliances and collaborative partnerships with external community groups and local and regional civil, social and educational institutions to demonstrate UD's commitment to diversity.

Accountability Partners: President, Provost, Executive Vice President, and all Vice Presidents, Vice Provosts, Managers, Directors, Deans, Assistant Deans, and Chairs, Associate Chairs, faculty, staff, and all others in leadership positions, as well as alumni groups, external community advocates and community groups.

Directed Areas of Improvement:

- a. Vice President of Enrollment Management, Vice Provost for Diversity and other key stakeholders of diversity at UD will meet with community leaders to develop an advisory board to help strengthen community outreach in local and regional middle and high schools.
- b. Clarify and strengthen UD's role with Statewide Diversity Coalition and other statewide diversity initiatives.
- c. Develop stronger relationships with external constituencies and community groups that fortify pipeline initiatives for students from historically underrepresented and underserved communities and other diverse groups.
- d. Build stronger ties with alumni who want to assist with diversity initiatives.
- e. Strengthen ties with senior leadership teams at regional universities and colleges to share best practices in fostering a more diverse and inclusive campus community.

WE ARE IN THIS TOGETHER

Inclusive Excellence: An Action Plan for Diversity at UD is a shared goal for the University of Delaware community. We are all significant participants in advancing the educational mission of transformative learning experiences that prepare our students to live in an increasingly diverse and global world. Our commitment to institutional excellence builds on this guiding principle that diversity is essential for educating global citizens who will create knowledge that has societal impact. Our exceptional position as a world leader in research, scholarship, and engagement means that we are uniquely equipped for the task. In advancing cultural understanding and creative expression, bridging opportunity divides, and fostering educational opportunities that allow our students to connect their knowledge and skills to addressing the grand challenges and great debates of our time, we strengthen the University of Delaware's commitment to provide a rich educational experience that impacts diverse communities and humanity globally.

¹ A longer version of this strategic plan will be made available. It contains a more comprehensive list of suggested action items, appendices, and a fuller explanation of the diversity infrastructure at UD and the roles each entity plays in advancing the diversity agenda. This action plan is indebted to the previous work of the Commission to Promote Racial and Cultural Diversity, the 2009 Diversity Task Force, the 2011 Evaluation Team representing the Middle States Commission on Higher Education, the 2011 Diversity and Equity Commission, ADVANCE-IT, the Diversity Caucuses, and the 2014 Delaware Will Shine Advisory Committee, whose campus wide discussions and consistent efforts on diversity, equity, and inclusion help to shape the list of action steps.