

# INCLUSIVE EXCELLENCE

A Plan for Diversity at UD



Office of  
the Provost

Status Report > May 2016–May 2017



UNIVERSITY OF  
DELAWARE

# Making Progress: Inclusive Excellence



## CULTURE & CLIMATE

**Engage the campus with activities and programs to foster an inclusive environment**

- New Director of Student Diversity and Inclusion, Student Life
- September 2017 public forum on the faculty climate survey (ADVANCE)
- May 2017 Diverse Learning Environment Campus Climate Survey with HERI
- Identifying a location for a multicultural resource center
- University of Delaware Partnership for Public Education
- Community Engagement Initiative
- Near-peer Program serving area high school students



## GRADUATE STUDENTS

**Support underrepresented students in their pursuit of graduate degrees**

- Bridge to Doctorate program
- NEH Next Generation PhD implementation grant



## UNDERGRADUATE STUDENTS

**Expand efforts to recruit underrepresented students and assure their success at the University**

- Improving pre-college preparation
- Attracting underrepresented minority students to UD
- Improving success and persistence to graduation



## ACADEMIC PROGRAMMING

**Evaluate diversity content in the curriculum**

- First-year student diversity module now in place
- Recertification of multicultural course requirement completed
- Title IX training for all members of the campus
- Talks, forums, workshops and classroom discussions on the principles of diversity and inclusion



## FACULTY

**Increase the number of faculty from underrepresented groups**

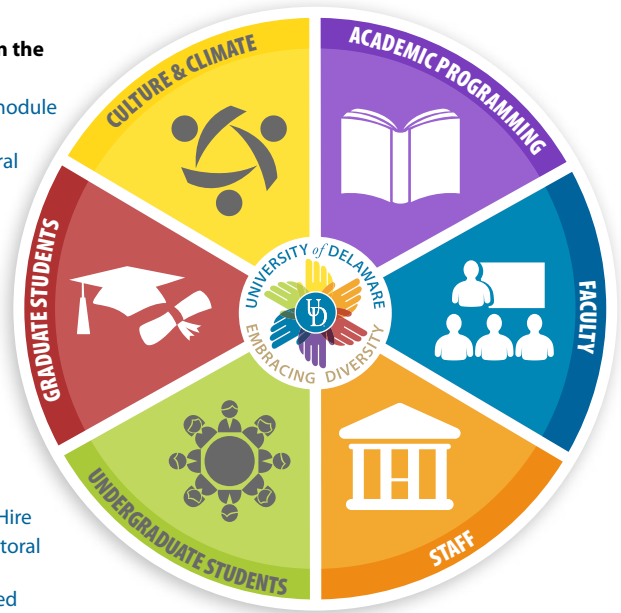
- Inclusive Excellence Cluster Hire
- Inclusive Excellence Postdoctoral Fellow
- Affirmative Action Plan shared at the start of each job search



## STAFF

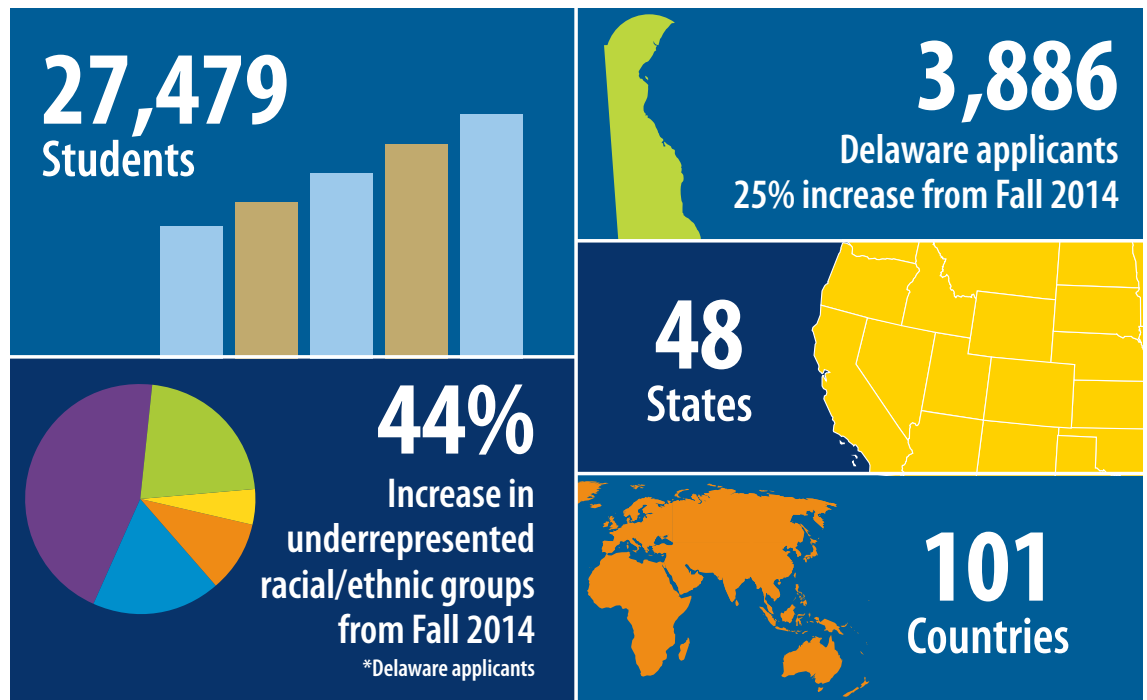
**Provide training on diversity topics**

- Required "Valuing Differences" workshop
- Search committee training required for all staff



## Record Number of Applicants

Prospective freshmen, 2017–2018 academic year



University of Delaware applications have set an all-time record.

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**O**ne of the hallmarks of a great institution is its ability to harness the extraordinary gifts and talents of its diverse citizenry to do extraordinary things in our communities that change the world. Inclusive Excellence, as a practice, ensures that we as an institution continue to cultivate an environment at UD that promotes student success and the holistic development of faculty and staff. Diversity is a core value and guiding principle for the University of Delaware's educational mission as we work to prepare students to live in an increasingly interconnected and diverse world. 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 work hard to make all people who are part of the University feel welcomed and valued in campus life.

To help guide our work in diversity, our campus developed and formalized a diversity action plan titled [\*Inclusive Excellence: An Action Plan for Diversity at UD \(May 2016\)\*](#). In this plan, we identified six guiding principles to help shape our actions towards diversity, equity and inclusion:

- › continuing our efforts to recruit, develop, retain and promote a diverse faculty and staff;
- › strengthening our commitment to developing and retaining a diverse undergraduate and graduate student body;
- › ensuring that our curricular and co-curricular activities affirm our educational mission to develop critical thinkers who are innovative, creative and responsible ethical leaders and problem solvers;
- › operationalizing professional development and educational opportunities that leverage diversity as a core competency that has educational, professional and societal value;
- › continuing our efforts to improve campus climate within UD; and
- › strengthening our community engagement and outreach activities in an effort to transform the educational experiences of the underserved and their communities.

In the fall of 2016, President Assanis presented his vision for the University. He outlined five central priorities, one of which is inclusive excellence. This status report provides a summary of the work related to inclusive excellence through 2017, keeping in view President Assanis's central aims for strengthening our efforts in this area:

- Faculty and Staff
  - Student Success
  - Academic Programming
  - Climate and Culture
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## Faculty & Staff

### **Goal: Recruit, develop, retain and promote a diverse faculty and staff**

The University of Delaware's commitment to Inclusive Excellence requires that our campus reflect the nation and world in which we all live. Inclusive Excellence stems from having exceptional, creative and diverse faculty and staff committed to excellence and poised to lead innovation in their respective fields.

This year, we strengthened recruitment protocols and enhanced professional development and educational opportunities for faculty and staff in an effort to improve search committee processes and the ways we diversify our candidate pools.

**FACULTY HIRING PROTOCOL** A working group has finalized a clear hiring protocol that all will follow, supplemented by resources to facilitate their work and promote best practices. This includes:

- ▶ Training for all search committee members (focusing on implicit bias)
- ▶ Use of a rubric/rating sheet for evaluating candidates
- ▶ Reporting of the affirmative steps the committee has taken to create a diverse candidate pool
- ▶ Post-search assessment

**AFFIRMATIVE ACTION PLAN AND GOAL SETTING** The Office of Equity and Inclusion and the Office of Human Resources, in collaboration with the Provost Office, began piloting a process this year to share data in the yearly Affirmative Action report with colleges, academic and non-academic units to utilize as a benchmarking tool for advance planning in future hires at both the staff and faculty level. Noted goal areas will be monitored through quarterly reporting, and OEI and HR will provide resources to assist in improving outcomes for those noted goal areas.

**TENURE TRACK COMMISSION** The Tenure Track Commission is finalizing a report for 2017 that will address the important role of tenure-track faculty in fulfilling the University's mission. Special attention

will be given to issues of clarity and equity in our Promotion and Tenure Process, along with a revision of evaluative criteria to promote public engagement and research and teaching excellence.

**INCLUSIVE EXCELLENCE CLUSTER HIRES 2021 INITIATIVE** In April 2016, resources were set aside in the Provost office to strengthen and expand our diversity profile among faculty and staff. These funds, which provide bridge support (50% salary and benefits), were joined with resources from the Vice Provost for Diversity and select deans from each of the seven colleges to form the Inclusive Excellence Cluster Hire Initiative 2021. The goal of this initiative is multi-fold: to create a critical mass of faculty in a knowledge content area not available in traditional departmental configurations; build a cohort of scholars who can support each other and build a scholar community to thrive across disciplines; alter campus climate; mitigate the isolation for faculty of color who are the only faculty of color in their department or college; and to provide graduate students with the added benefit of engaging with the synergistic intellectual energy of those scholars.

In the past year, four of the five faculty slots have been filled, and a fifth position has been allocated for a FY18 search. Additionally, partnerships with the Vice Provost for Diversity and various deans have resulted in bridge funding (50% salary and benefits) for two additional faculty hires in the College of Arts and Sciences; one post-doc in the College of Earth, Ocean, and the Environment; and one staff position each in Lerner College of Business & Economics and Admissions. Plans are in place to expand this initiative as more bridge funding becomes available.

**FACULTY MENTORING** Faculty success depends upon a culture committed to mentoring. To that end, the Vice Provost for Faculty Affairs is establishing an advisory council that will meet periodically each year to promote informal and formal mentoring. The goal is to establish a culture of mutual responsibility, focusing on both junior and mid-career faculty.

UD ADVANCE, a program funded by the National Science Foundation, continues its work toward diver-

sifying the faculty through enhanced recruitment and retention activities. These activities include work on the dual career protocols (which improves recruitment of talented and diverse faculty); the UD Faculty Climate Survey, which brought to light climate issues that are relevant to all faculty, but particularly to faculty of color and to women faculty; and the operationalization of ADVANCE Fellows, who serve as emissaries to support professional development of faculty regarding faculty recruitment. ADVANCE, in partnership with a number of University offices on campus, held the national conference “Women of Color in the Academy: What’s Next” April 29 - May 1, 2016. Over 175 scholars from 50 institutions in 20 states participated in the conference.

#### THE UNIVERSITY’S EMPLOYEE ASSISTANCE

**PROGRAM REBOOT** STAR Health at the University of Delaware began offering new counseling services—including mediation, conflict resolution and mental health—to employees and the general public. The Rev. Cecily Sawyer Harmon, a licensed clinical social worker who previously worked with UD’s Employee Assistance Program (EAP), is co-located with the Nurse Managed Primary Care Center at the STAR Campus Health Sciences Complex. At STAR, Harmon will work in concert with clinicians at the Nurse Managed Primary Care Center. Harmon will also work closely with the UD Employee Health and Wellbeing team with a primary goal “to provide employees resources to bring their best selves to work each day.”

## Student Success

### **Goal: Continue to create and retain a diverse student body**

The University resolves to move from diversity to inclusion and be prepared to cultivate a campus climate that promotes student success by improving persistence to graduation for undergraduate students, and time to degree for graduate students.

## Undergraduate

**TEST OPTIONAL ADMISSION (SAT/ACT)** In 2016, The University of Delaware Faculty Senate approved implementation of a four-year pilot program (beginning with the class considered for fall 2017) in which Delaware students are able to choose whether or not to submit their SAT or ACT test scores for first-year admission to the University. The University’s commitment to equity and inclusion, and to providing access to those students from diverse backgrounds and learning experiences, precipitated this change. The University of Delaware joins a growing list of about 850 U.S. colleges and universities—including close to 200 schools designated “top tier” by *U.S. News and World Report*—that no longer require applicants to submit results from the SAT or ACT, as reported by the National Center for Fair and Open Testing (FairTest).

**BLUE HEN SUCCESS GRANTS** In fall 2016 the University of Delaware piloted a program focused on providing financial support to undergraduate students nearing their expected graduation date. The program provides small grants (up to \$3,000) to eligible students in an effort to lessen financial hardships to help them graduate in a timely manner. Carla Lord-Powalski has been named coordinator of the program, charged with not only implementing it across campus, but also proactively directing students to these resources along their path to graduation.

**BLUE HEN SUCCESS COLLABORATIVE** In fall 2016, the University of Delaware launched the Blue Hen Success Collaborative (BHSC) which will help increase retention and graduation rates for all students, but particularly those who are from underrepresented and underserved populations. Although UD’s four-year graduation rate is well above the national average (70%), the University wants to do better. UD’s goal is to improve not only the overall graduation rates, but also the four-year graduation rate for underrepresented and underserved students, e.g., low-income and first generation students, which lag behind the rates for the University as a whole. The BHSC integrates technology, best practice research and predictive analytics to assist advisors, faculty and academic leadership in

leveraging data, managing advising and creating a coordinated care network for student success.

## Graduate

**BRIDGE TO DOCTORATE PROGRAM** UD was awarded a \$1 million NSF grant to enhance its efforts to diversify its graduate student population. The Bridge to Doctorate Program is a highly competitive program that provides tuition, fees, annual stipends, individual mentoring, conferences and other enhanced services, and support for eligible students pursuing master's or doctoral degrees in STEM (science, technology, engineering, mathematics) fields. Participants must have completed undergraduate study at an institution that is part of the national Louis Stokes Alliance for Minority Participation (LSAMP) network. The University of Delaware has been part of that network for more than 25 years.

**NEH NEXT GENERATION PH.D. IMPLEMENTATION GRANT (NATIONAL ENDOWMENT FOR THE HUMANITIES)** The University of Delaware received a \$350,000 grant designed to support interdisciplinary African American public humanities training at the doctorate level and prepare students for a broad range of careers in and beyond the academy. Additionally, this program received a Henry Luce Foundation grant in the amount of \$300,000, bringing the total to \$650,000 to support this initiative.

**GRADUATE STUDENT DIVERSITY INITIATIVES** With support from the Office of Graduate and Professional Education, the UD McNair Scholars Program hosted a summer 2016 Visiting Scholars pilot project for historically underrepresented, first-generation and low-income undergraduates interested in pursuing graduate study. The effort yielded three fall 2017 graduate admits (nine students from six institutions participated, including three rising high school juniors).

Professional and Continuing Studies certificate programs in FY17 reflected strong participation from underrepresented and underserved populations: 19 percent of those served were African American and

13 percent were Asian. Osher Statewide programming increased the age diversity of the University by reaching nearly 4,000 adult learners age 50 and above. Two members of the Office of Graduate and Professional Education's staff served on the University international enrollment taskforce. Also, a new grad-focused international recruitment brochure was created for use by ELI and Undergraduate Admissions travel teams.

## Academic Programming

### *Goal: Curricular and co-curricular transformation*

Prioritizing diversity in curricular and co-curricular activities at the University of Delaware creates transformative learning experiences for students that affirm the University's mission to develop critical thinkers who are innovative, creative and responsible ethical leaders and problem solvers.

**MULTICULTURAL REQUIREMENT/RECERTIFICATION** In 2016, current multicultural academic course offerings are undergoing an audit process to meet the diversity competencies template (DC-6) designed by University of Delaware Professor James Jones of the Center for the Study of Diversity. The DC-6 encourages the development of the following competencies: diversity self-awareness and perspective taking; cultural intelligence and communication; personal and social responsibility; understanding global systems; and knowledge application. Under the Faculty Senate guidelines, courses must meet three of the four competencies. Of the existing courses, 174 were submitted to the Faculty Senate Diversity and Inclusion Committee: 128 were approved; 35 provisionally approved; and 11 rejected. Additionally, 42 new courses are being considered for multicultural requirement designation. All students must meet the multicultural requirement before they graduate.

**FIRST YEAR EXPERIENCE/FIRST YEAR SEMINAR** In 2016, the Faculty Senate Diversity and Inclusion committee piloted a diversity module to be included in the FYE/FYS experience for all freshmen.



The module was taught, assessed and improved based on feedback. In fall 2017, all first-year seminar/first-year experience courses must have a diversity module included in the course offerings.

The Dive In: Diversity Institute is a series established in 2016 designed to introduce students to various aspects of diversity, including topics such as racism and micro-aggression, sexual identity and gender, defining culture, and ability status as a component of identity. Multiple University units sponsor the institute workshops, and Jessica Cornwell, 2016 Louis L. Redding Diversity Award winner and complex coordinator, heads the program for Residence Life and Housing.

## Climate & Culture

### Goals:

- › *Educational/professional development and training*
- › *Building community and improving campus climate*
- › *Community engagement and outreach*

The University of Delaware's collective mission of valuing and respecting diverse people and cultures means we must be intentional in our work to make our campus more equitable, diverse and inclusive at every level of the institution. Our efforts and activities enrich the learning 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.

Most importantly, we want to continue to cultivate a more welcoming campus community where faculty, staff and students can thrive, and all are valued and appreciated. We are strengthening our educational and governing practices that uphold our principles of having zero tolerance for bigotry, harassment, and hatred, empowered to challenge issues of social injustices and inequities in a spirit of unity, support and respect.

## Educational/Professional Development and Training

**VALUING DIVERSITY AND DIFFERENCES** A collaboration between Human Resources and The Office for Equity and Inclusion yielded a successful training and development course implemented in September 2016. The course demonstrates the University's commitment to providing staff members with professional development opportunities as well as improving workplace intercultural communication. Human Resources reported that by the end of the 2016-17 academic year, 2,551 exempt and non-exempt staff have completed this course; 403 are currently scheduled to complete the course, which means over 90 percent of the staff will have completed this session. Also, 83 faculty completed the session.

**SEARCH COMMITTEE TRAINING FOR STAFF HIRING** A training module was implemented in August 2016 in order to encourage search committee members to engage in best practices for staff searches. The training specifically covers implicit bias and is required for all University staff searches. Trainees totaled, as of this year, 522 (faculty 53/staff 469); Management Essentials: Hiring for Success 62 (faculty 1/staff 61).

**FACULTY SEARCH COMMITTEE TRAINING** The ADVANCE Faculty Fellows, in collaboration with the NSF ADVANCE IT leadership team, the Provost Office, and several deans, provided 10 faculty search committee training workshops during fall 2016. These interactive, two-hour workshops present best practices for searching for inclusive excellence, and include a unit on implicit bias. 181 faculty in five colleges participated.

**DIVERSITY AND INCLUSION** The Office of Equity and Inclusion serves as an ally and thought leader in developing a more diverse, accountable, educated and inclusive University of Delaware community. OEI works to institutionalize diversity as a fundamental transformative force that fosters personal and professional growth and academic excellence. OEI does year-round training on various diversity and inclusion topics. Those topics include the ABCs of Diversity; Intercultural Communication; Dialogues on Diversity;



and Allying & Advocating for Others. Over 1,000 people were trained in these various areas for 2016-2017.

## Building Community and Improving Campus Climate

**LGBTQ+ COMMUNITY** LGBTQ+ Racial Justice Activism LLC is a Living Learning Community initiated in 2016-2017 in the Louis L. Redding Residential Hall. Responding to the growing socio-political awareness and activism of today's college students, this living learning community focuses on LGBTQIA+ issues as they relate to racial and social justice issues. It is based on the premise of an interdependent world in which we must be accountable to each other. This learning community increases exposure to contemporary models of social justice organizing and action, as it provides supportive space to connect struggles across dis/ability, ethnicity, religion, class status, nationality and more.

**RESPECT AND CIVILITY COMMITTEE REPORT** The Respect and Civility Working Group issued its report in May 2017, detailing a list of recommendations to incorporate meaningful culture change throughout the University of Delaware. These recommendations encompass the entire campus community in regards to how we work, learn, teach and interact with one another on a regular basis regardless of affiliation on campus, whether faculty, staff or student. The implementation of these recommendations will begin fall 2017.

**SENIOR ASSOCIATE DIRECTOR OF EQUITY AND INCLUSION** In January 2017, a position was created in the Office of Equity and Inclusion to manage and oversee the institution's affirmative action plan compliance to include the statistical analysis and reporting. This director will also serve as senior investigator and manage the day-to-day responsibilities associated with complaints of unlawful discrimination and harassment.

### 2017 DIVERSE LEARNING ENVIRONMENTS

**CLIMATE SURVEY** The Diverse Learning Environment survey, developed by the Higher Education Research Institute, was distributed to all 17,575 undergraduate students registered on the Newark campus in spring 2016. Of those, 3,696 students responded.

About 70 percent of those who responded were white, 20 percent were underrepresented minorities and 10 percent were Asian. The survey results are provided in a five-page executive summary. The recommendations in the report will add depth to the University's ongoing, holistic efforts related to inclusive excellence and will help us to make educated, intentional interventions for student success. On May 9, 2017, a public forum was held at UD to discuss the report and its recommendations. An article on the forum can be found at [www.udel.edu/udaily/2017/may/forum-diverse-learning-environments-climate-survey](http://www.udel.edu/udaily/2017/may/forum-diverse-learning-environments-climate-survey).

**FACULTY CLIMATE SURVEY** The faculty climate survey, developed by the NSF ADVANCE IT leadership team in partnership with the Office of Institutional Research and Effectiveness, assesses the climate for faculty and identifies critical issues for UD to address. The survey was distributed in spring 2016 to all full-time tenured, tenure-track and continuing-track faculty (a total of 1,049 faculty). Of those, 393 completed the survey. A full report on the survey results, as well as an executive summary, are available online. A public forum to discuss the results and actions related to the results will be held in September 2017.

**DIRECTOR FOR UD ADVANCE** Shawna Vican became director of the UD ADVANCE Institute in August 2016. Dr. Vican, a sociologist, helps lead the NSF-funded efforts to improve climate for faculty and to recruit, retain and advance faculty who are underrepresented in their fields.

**DIRECTOR OF STUDENT DIVERSITY AND INCLUSION, DIVISION OF STUDENT LIFE** Stephanie Chang joined the University of Delaware in April 2017 to assume this position. Chang will provide dedicated strategic leadership for the diversity, equity and inclusion initiatives and priorities related to the student experience at the University of Delaware. Chang will also work with other campus units, especially and including the Vice Provost for Diversity, the Office of Equity and Inclusion, and the Diversity Network to advance Student Life and University goals for creating a diverse, welcoming, and engaging environment for students.



**DIRECTOR FOR PRE-COLLEGE PROGRAMS** Nakia Mack joined UD in May 2017 to help coordinate and provide vision for our pre-college programs. She will also strengthen alliances with our community-based organizations that partner with UD on pipeline initiatives that benefit pre-college programming.

**STUDENT VETERANS** In December 2016, Brooks Raup assumed the position of Student Veterans Coordinator to support the admissions and success of undergraduate and graduate students who are veterans of the US Armed Forces. The University was named to the list of 2017 Military Friendly Schools and was recognized as a Top 10 Gold Military Friendly School.

**SENIOR INSTITUTIONAL RESEARCH ANALYST - DIVERSITY** Ursula Anderson joined the University of Delaware in January 2017 in this pivotal position. Reporting to the Director of Institutional Research, Anderson is responsible for data collection, analysis, reporting and dissemination of information regarding diversity at the University of Delaware. This position is key in helping us to measure our progress towards achieving key diversity goals in faculty, staff and student populations. The SIRA will also develop and implement best practices across all aspects of the University diversity data and assessment efforts.

## Community Outreach and Engagement

**COMMUNITY ENGAGEMENT INITIATIVE** This dedicated initiative helps strengthen civic and community engagement in ways that enrich the scholarship and learning of UD faculty and students. It also helps address challenges facing the communities that UD serves at all levels, local to global.

**UNIVERSITY OF DELAWARE PARTNERSHIP FOR PUBLIC EDUCATION** This partnership mobilizes the University's current research, education and public service efforts to complement the work of the Wilmington Education Improvement Commission to improve educational opportunities for students at Delaware schools with high concentrations of low-income and at-risk students.

**INSTITUTIONAL MEMBERSHIPS** The University has institutional memberships at several organizations that provide access to professional development resources, mentoring, tools and other support. Those organizations are described below.

**The National Center for Faculty Development and Diversity** NCFDD assists graduate students, post-docs and faculty in making a successful transition from graduate student to full professor. Members receive the monthly newsletter along with access to the Resources and Referral Network and other training resources.



Other benefits include:

- » The Monday Motivator
- » Training Tele-Workshops
- » Audio Access, Slides and Transcripts for all Tele-Workshops
- » Private Online Networking Forum
- » Monthly Writing Buddies
- » Monthly Moderated Writing Challenges

Its signature program, the Faculty Success Program, is designed for tenure-track and tenured faculty and is about learning the secrets to increasing productivity and getting control of your time while living a full and healthy life beyond campus. To date, 88 faculty have successfully completed the program.

Individual registration is available at [www.FacultyDiversity.org/Delaware](http://www.FacultyDiversity.org/Delaware).

**The Hispanic Association of Colleges and Universities** HACU serves to:

- » Promote the development of member colleges and universities
- » Improve access to and the quality of post-secondary education opportunities for Hispanic students



- › Meet the needs of business, industry and government through the development and sharing of resources, information and expertise

### The American Association of University Women

AAUW's mission is to promote equity and education for women and girls.



### Black Doctoral Network

“The wise person has an obligation”

The Black Doctoral Network is an organization that provides opportunities for networking, support, and collaboration for individuals of African descent who are scholars engaged in the pursuit of undergraduate and advanced degrees from accredited institutions of higher learning worldwide. BDN also serves as a channel bringing together talented scholars, researchers and practitioners of diversity and inclusion.



## Next Steps

In addition to continued expansion of programs already launched, new initiatives for 2017 will include the following.

### QUALITY REVIEW ASSESSMENTS/STRATEGIC

**PLANS:** In an effort to strategically and purposefully engage the practice of diversity at every level of academic life, we are asking each college and select academic units for a quality review assessment of their diversity initiatives, activities and academic programming. This assessment will detail each college's diversity blueprint or goals over the past five years as it relates to faculty, staff/professional, and students at the undergraduate and graduate levels. Current efforts will be measured both qualitatively and quantitatively, and strategies will be developed in the next cycle to improve upon this work, linking all activities to the University's education mission and the principles adopted in the

Inclusive Excellence Diversity Action Plan.

**DIVERSITY SUPPLIER STRATEGIC PLAN:** The Office of Procurement, along with other unit partners across campus, will begin the process of strengthening its diversity supplier initiative. Building relationships with small, minority-owned, veteran-owned, women-owned, disable-owned and other disadvantaged businesses is essential if we are to provide opportunities to a supplier base that is as diverse as the communities we serve. Strengthening this initiative adds value to the University while, at the same time, contributes to the development of diverse businesses across the region through workshops and consultations with the University's Procurement Services Department and Small Business Development Center.

### MULTICULTURAL CENTER WORKING GROUP RE-

**PORT:** In late fall 2016, President Assanis and Provost Grasso charged a working group with developing a report with recommendations to present to senior leadership concerning the proposed multicultural center(s). The working group met in spring 2017 to determine a timeline for the self-study and the external audit of our pre-existing infrastructure (which will be this fall) that supports and serves historically underrepresented and underserved students. A report with recommendations will be presented to the President and Provost in early spring 2018.

**SEED PROJECT:** The Student Engagement & Experience around Diversity and Success (SEED) Project, a partnership between the Division of Student Life and the Center for the Study of Diversity, is a longitudinal study that explores students' self-reported knowledge around diversity, college experiences and self-concept. The results of the survey can inform programming, services, students' growth along diversity competency, and overall student engagement during college.

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**TELL IT LIKE IT IS: THE UD COMMUNITY STORYTELLING PROJECT:** “Tell it like it is” is a storytelling project that uses qualitative narrative interviewing to document students’ experiences on UD’s campus related to their socially significant categories (e.g., college generational status, race/ethnicity, international status, gender/sexual orientation, religion, etc.). The project currently focuses on students’ experiences of micro-aggressions and microaffirmations. The storytelling project aims to create an archive of stories that illuminate how diverse individuals perceive and navigate the campus community and the ways their experiences affect UD’s campus climate.

The long-term objective of the project is to inform efforts to create a campus climate that fosters inclusiveness, equity and success for all students. In the summer of 2016, we gathered stories with students from racially underrepresented groups. In the summer and fall of 2017, we are expanding the project to include stories from both undergraduate and graduate students with disabilities, international or immigrant students and Asian American students.

**HOW US AND UD VISA POLICIES AFFECT INTERNATIONAL STUDENTS AND THEIR FAMILIES:** In discussing campus diversity, the narrative should not exclude the experiences of international students/scholars (F-1 and J-1 visa holders) and their families who come to the US on F-2 and J-2 visas. This work aims to explore the domestic and social relations of students and their dependents within the UD community and how these relationships are shaped by the combination of the US and UD visa policies. Two international graduate students are the principal researchers, and will draw upon the assistance of both the Center for the Study of Diversity and Office for International Students and Scholars. The outcomes from this study will shed light on the experiences and challenges of a population that is necessary to campus diversity.

**EQUITY SCORE CARD:** In order to measure our institutional progress towards achieving our diversity goals and to develop clear metrics that will allow us to assess, evaluate and analyze our processes for achieving these goals at every level of the institution, an equity score will be developed and shared with the broader campus community in 2018. Areas to be reviewed are access, retention and operational excellence.

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## Leaders

### Office of the Provost

Carol E. Henderson, Ph.D., Vice Provost for Diversity

LaNita Campbell, Ph.D., Post-Doctoral Fellow

Dana L. Perry, Administrative Assistant

### Diversity Network

Center for Teaching & Learning

Center for the Study of Diversity

Disability Support Services

Office of Equity and Inclusion

Faculty Senate's Diversity and Inclusion Committee

Institutional Research and Effectiveness

NSF ADVANCE IT

### Executive Council for Diversity

Jack Baroudi, Lerner College of Business and Economics

Pam Cook, Mathematical Sciences

Stephanie Chang, Student Life

John Ernest, English

Jennifer Joe, Business & Economics, Accounting and MIS

James Jones, Center for the Study of Diversity

J.P. Laurenceau, Psychological & Brain Sciences

Keeley Powell, College of Earth, Ocean, and Environment

Talia Sykes, Graduate and Professional Education

David Wilson, College of Arts & Sciences

Doug Zander, Admissions

## Chief Diversity Advocates

Karl Booksh, Chemistry and Bio-Chemistry

Julie Brewer, Library Human Resources and Administrative Services

Soma Chakrabarti, Professional and Continuing Studies

Rachel Davidson, Civil and Environmental Engineering

Colette Gaiter, Art & Design

Paula Germack, Professional and Continuing Studies

Tanya Gressley, College of Agriculture and Natural Resources

Jennifer Joe, Accounting & MIS

Joy Jordan-Williams, Professional and Continuing Studies

Jissell Martinez, Physics & Astronomy

Kristine Ritz-Koll, Education & Human Development

Jacqui Schuman, Athletics

Regina Sims Wright, School of Nursing

Carol Wong, School of Education

Joanna York, College of Earth, Ocean, and Environment

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## Institutional Priorities of Inclusive Excellence

### Faculty and Staff

#### RECRUIT, DEVELOP, RETAIN AND PROMOTE A DIVERSE FACULTY AND STAFF

In order to recruit, retain and promote a diverse faculty and staff, the University of Delaware will use best practices for recruiting, hiring, mentoring and promoting the success of diverse faculty in all disciplinary fields to prepare our students to live and work in an increasing global world.

| Action   | Outcomes   | Leadership/Collaboration  | Timeline  |
|--|--|---|---|
| <p><b>Affirmative Action Plan</b><br/>This plan is a measure that University units will use prior to conducting a job search. After the initial analysis, the respective unit will have the necessary information to assess diversity and make a plan moving forward to address any areas of need.</p> | <p>This plan will be used prior to a job search to provide metrics for assessing diversity in the unit. In addition to possibly highlighting deficient areas the plan notes goal areas for improvement.</p>                                | <p>OEI, HR, Provost Office</p>                                  | <p>Process formalized and implemented in spring 2017.<br/>Ongoing.</p>  |
| <p><b>Inclusive Excellence Cluster Hire 2021</b><br/>A partnership between the president, provost, and the College of Arts and Sciences with a focus on a Spire of Excellence in African American Material Culture to support the African American Public Humanities Initiative (2-3 hires).</p>       | <p>This initiative will create opportunities to build on departmental strength (i.e., Spires of Excellence) by recruiting scholars from historically underrepresented and underserved populations when an opportunity presents itself.</p> | <p>Provost Office, Deans</p>                                    | <p>Will begin hiring fall 2017 for the cluster hire.</p>  |
| <p><b>Staff Search Committee Training</b><br/>This training prepares and educates faculty members who may serve on search committees about implicit bias and will create a more informed and productive search.</p>  | <p>As of this year, 522 faculty and staff (53 faculty and 469 staff members) have completed the training.</p>  | <p>HR, Vice Provost for Faculty Affairs</p>                     | <p>Training module was implemented in August 2016.<br/>Ongoing.</p>   |
| <p><b>NSF ADVANCE Institutional Transformation</b></p>   | <p>Funding through this cooperative agreement with the National Science Foundation totals \$3.3 million dollars</p>  | <p>Heather Doty, Robin Andreasen, Pam Cook, and John Sawyer</p> | <p>Five-year cooperative agreement began in August 2014; UD to institutionalize program after the NSF end date.</p> |
| <p><b>Faculty Search Committee Training</b></p>  | <p>181 faculty from five colleges attended workshops this year.</p>  | <p>NSF ADVANCE Faculty Fellows</p>                              | <p>Annually in the fall</p>   |



## Undergraduate and Graduate Students

### CONTINUE TO RETAIN A DIVERSE STUDENT BODY

The University of Delaware will improve and strengthen the infrastructure for student mentoring, tutoring, advising, professional development and career planning beyond matriculation.

| Action  | Outcomes   | Leadership/Collaboration   | Timeline   |
|---|--|--|--|
| <p><b>Blue Hen Success Grants</b><br/>The BHS Grants program assists in lessening undergraduate students' financial hardships through small grants in a concerted effort to help these students graduate in a timely manner.</p>    | <p>This program makes small grants (up to \$3000) available for eligible students close to graduating who may benefit from the program.</p>  | <p>Office of Financial Aid; Carla Lord-Powalski, director.</p>     | <p>This program was piloted in fall 2016.<br/><br/><a href="http://sites.udel.edu/successgrant">http://sites.udel.edu/successgrant</a></p>   |
| <p><b>SAT Optional Admission</b><br/>This program will provide Delaware residents attending Delaware schools the opportunity to choose whether or not to submit SAT/ACT scores with their admission application.</p>                | <p>This piloted initiative presents alternative opportunities for Delaware residents to present a more competitive application. This program may allow for a larger applicant pool.</p>                              | <p>Admissions</p>  | <p>Approved in 2016. The initiative was piloted with the entering class of fall 2017.<br/><br/><a href="http://www1.udel.edu/udaily/2016/feb/senate-test-scores-020816.html">http://www1.udel.edu/udaily/2016/feb/senate-test-scores-020816.html</a></p> |
| <p><b>Blue Hen Success Collaborative (BHSC)</b><br/>The BHSC on student academic advising seeks to improve undergraduate retention rates. This emphasis is a result of student surveys and subsequent data analysis.</p>            | <p>This initiative will support and enhance academic advising for undergraduate students from initial enrollment to graduation, increasing retention and graduation rates for all students.</p>                      | <p>Faculty, staff, administration; Naomi Nash is the director.</p> | <p>The Collaborative pilot ran during the 2016-17 academic year.<br/><br/><a href="http://sites.udel.edu/bluehensuccess">http://sites.udel.edu/bluehensuccess</a></p>  |
| <p><b>NEH Next Generation Ph.D. Implementation Grant</b> (National Endowment for the Humanities)<br/>Obtain large-scale governmental funding to strengthen graduate humanities education/research training.</p>                     | <p>The \$350,000 grant supports interdisciplinary African American public humanities training at the doctorate level and prepares students intentionally for a broad range of careers in and beyond the academy.</p> | <p>Office of Graduate and Professional Education</p>               | <p><a href="http://www.udel.edu/udaily/2016/august/neh-next-generation-phd">http://www.udel.edu/udaily/2016/august/neh-next-generation-phd</a></p>   |
| <p><b>Louis Stokes Alliances for Minority Participation (LSAMP)</b><br/>Highly competitive program designed to encourage and support UD graduate students pursuing degrees in science, technology, engineering and mathematics.</p> | <p>The grant funding for this program totals \$1 million.</p>  | <p>Michael Vaughn is the principal investigator.</p>               | <p>UD received the new grant for this Bridge to Doctorate program in 2016.</p>   |



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Newark, Delaware



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## Academic Programming

### CURRICULAR AND CO-CURRICULAR

**University of Delaware will implement curricular goals and measures at the undergraduate and graduate levels that create common ground values. These 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.**

| Action  | Outcomes   | Leadership/Collaboration  | Timeline  |
|---|--|---|---|
| <p><b>Multicultural requirement</b><br/>                     New review process for evaluating all current and proposed courses using the diversity competencies model developed by the Center for the Study of Diversity (DC-6).</p>   | <p>All students must meet the multicultural requirement prior to graduation. Approximately 70% of the courses submitted were approved.</p>   | <p>Dr. James Jones of the Center for the Study of Diversity designed the diversity competencies template.</p> | <p>Process began fall 2016, but this is an ongoing requirement.</p> |
| <p><b>Signature Programming through Vice Provost for Diversity Office</b><br/>                     Women of Promise<br/>                     Louis L. Redding Lecture<br/>                     A Difficult Conversation<br/>                     Students of Distinction<br/>                     Staff Appreciation Luncheon</p> | <p>To improve campus climate and recognize leadership in implementing the principles of diversity, equity and inclusion.</p>   | <p>Vice Provost for Diversity</p>   | <p>Annual events – ongoing</p>                                      |
| <p><b>The Dive In: Diversity Institute</b></p>  | <p>To strengthen cultural competencies and awareness among students and provide more opportunities for cross-racial interactions that enhance academic and interpersonal validation.</p> | <p>Jessica Cornwell, the Complex Coordinator for Residence Life and Housing leads this program.</p>           | <p>This program was established in 2016.</p>                        |

## Climate and Culture

### EDUCATIONAL/PROFESSIONAL DEVELOPMENT AND TRAINING

The University of Delaware will create opportunities for professional training and development at every level to focus on effective ways to leverage diversity as a core competency that has educational and societal value.

| Action  | Outcomes   | Leadership/Collaboration   | Timeline  |
|---|--|--|---|
| <b>Diversity Workshop Training with Aldon Habacon</b>   | Workshop for senior leadership focused on strategies toward diversity and inclusion, cultural change, inter-culturalism and social sustainability  | Office of the President, Office of the Provost, and Vice Provost for Diversity   | February 2017   |
| <b>UD Employee Diversity Summit: Realizing Social Justice for a Better UD</b><br>Provide a learning and professional opportunity to staff members that is uniquely aligned with the University's diversity action plan that prioritizes creating a culture of inclusive excellence through leadership and dialogue. | The summit includes sessions that enable participants to learn from each other in an open and safe environment and encourage alternative ways of thinking and seeing the world. The event concludes with a session dedicated to action planning, providing an opportunity for participants to think about what they can do to improve the UD community and beyond. | Office of Equity and Inclusion and the Division of Professional and Continuing Studies   | June 2017<br><a href="http://www.udel.edu/udaily/2017/april/employee-diversity-summit/">www.udel.edu/udaily/2017/april/employee-diversity-summit/</a><br>Considering making it regional in 2018 |
| <b>UD Athletic Seminar with Dr. Derek Greenfield</b><br>The Athletic department invited Dr. Greenfield, a well-known speaker and consultant, to conduct a workshop based on team building, student development, and promoting diversity and achieving inclusive excellence for the entire department.               | Presentations focused on attitudes and motivation within three sessions tailored to coaches and administration and student athletes. These populations made meaningful connections, identified personal motivators versus team motivators, and articulated the ability to communicate the importance of accountability.  | Conducted by outside visionary speaker and coordinated by University of Delaware Athletic Department (Jacqui Schuman, Sr. Associate Athletic Director for Strategic Initiatives & Talent Management) | Seminar held in fall 2016 and spring 2017<br><a href="http://derekgreenfield.com/about-dr-derek-greenfield/">http://derekgreenfield.com/about-dr-derek-greenfield/</a>                          |

**BUILDING COMMUNITY AND IMPROVING CAMPUS CLIMATE WITHIN UD**

UD will implement educational provisions and governing practices that allow us to vigorously uphold our principles of an academic community with zero tolerance for bigotry, harassment and hatred while also empowering us to challenge issues of social injustice and inequities in a spirit of unity, support and respect.

| Action   | Outcomes   | Leadership/Collaboration   | Timeline   |
|--|--|--|--|
| <p><b>Respect and Civility Committee</b><br/>Committee charged with building upon the statement of responsibility that is one of the governing values of respect and civility at the University of Delaware.</p>   | To improve campus climate  | OEI, HR, Provost Office  | Committee issued report in May 2017. The implementation period will be AY 2017-18. |
| <p><b>Diverse Learning Environments (DLE) Survey—Climate Survey</b></p>  | To assess student views on campus climate: 3,696 of 17,575 students responded.   | Center for Study of Diversity                                      | Forum to discuss results held May 2017. Implementation of interventions ongoing.   |
| <p><b>Faculty Climate Survey</b></p>   | The bi-annual survey assesses the climate for faculty and identifies critical issues for the institution to address.   | NSF UD Advance, Office of Institutional Research and Effectiveness | Forum to discuss results to be held in September 2017.                             |
| <p><b>Coordinator Hires (2)</b><br/>To hire a LGBT program coordinator in this capacity to provide student LGBTQIA communities with targeted support personal and academic support. The coordinator of student veteran services will work to recruit potential student veterans, as well as ensure that a protected segment of the UD community receives ongoing support services.</p> | The Coordinator of Student Veteran Services supports the recruitment, admissions, enrollment, and success of student veterans. The LGBTQ program coordinator promotes the personal development and academic success of undergraduate lesbian, gay, bisexual, transgender, queer, questioning, intersex and asexual students. |  | These two hires took place between fall 2015 and fall 2016.                        |

## COMMUNITY OUTREACH AND ENGAGEMENT

We will strengthen partnerships with other universities, community and governmental organizations invested in building and sustaining the academic pipeline for students from historically underrepresented and underserved populations.

| Action  | Outcomes   | Leadership/Collaboration  | Timeline  |
|---|--|---|---|
| <p><b>The UD Partnership for Public Education</b><br/>This partnership will mobilize the University's current research, educational and public service efforts to complement the work of the Wilmington Education Improvement Commission to improve educational opportunities for students at Delaware schools with high concentrations of low-income and at-risk students.</p> | <p>To improve Delaware public education using UD's strength as a research institution; to expand Commitment to Delawareans through pre-college programs geared toward low-income and historically underrepresented and underserved groups; extending early childhood education to college and career readiness and success</p> | <p>Community Engagement Initiative, Office of the President, College of Arts and Sciences, Partnership for Public Education</p> | <p>Partnership began Winter 2016. Ongoing.<br/><br/><a href="http://www1.udel.edu/udaily/2016/feb/partnership021816.html">http://www1.udel.edu/udaily/2016/feb/partnership021816.html</a></p> |
| <p><b>Community Engagement Initiative</b><br/>This initiative will strengthen civic and community engagement in ways that enrich the scholarship and learning of faculty and students. It will also help address challenges facing the communities we serve at all levels, local to global.</p>   | <p>To strengthen UD's identity as an engaged research university; focuses on what makes communities strong: improving public education, community health, environmental quality, encouraging economic development and social equity; and expanding arts and cultural programs that enrich quality of life.</p>                 | <p>Dan Rich, Lynnette Overby</p>  | <p>Initiated in May 2016. Ongoing.<br/><br/><a href="http://sites.udel.edu/engage">http://sites.udel.edu/engage</a></p>   |

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Susan L. Groff, Ed. D.,  
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For complaints related to Section 504 of the Rehabilitation Act of 1973 and/or the Americans with Disabilities Act, please contact:

Anne L. Jannarone, M.Ed., Ed.S.  
Director, Office of Disability Support Services  
Alison Hall, Suite 130  
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(302) 831-4643

OR contact the U.S. Department of Education - Office for Civil Rights.



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