

JULY 2018

Equity and Inclusion Quality Review and Plan

University of Delaware Division of Professional and Continuing Studies

University of Delaware Division of Professional and Continuing Studies
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Newark, DE 19716

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Introduction

Diversity Matters

Defined as “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” in the University of Delaware’s Action Plan for Diversity, diversity is an “essential element of a university experience” (UD Office of the Provost, 2017). Supporting the essential nature of diversity in higher education, the American Council on Education (ACE Board of Directors, 2012) establishes that diversity:

- enriches the educational experience,
- promotes personal growth and a healthy society,
- strengthens communities and the workplace,
- and enhances America’s economic competitiveness.

Unfortunately, with a legacy dating back to 1743, the University has struggled with achieving diversity in terms of students, faculty, and staff. According to a 2011 evaluation and report conducted by a team representing the Middle States Commission on Higher Education, the University “is not diverse in either absolute or relative terms” and trails most of its peers in all measures of diversity (Cohon, Cannaday, Spina, Glandt, Trainer, Halleran, Davidson, 2011).

Recognizing the fundamental importance of diversity and inclusion, the University created a Diversity Action Plan in 2016 to establish a meaningful path forward for embracing and promoting diversity. Guided by six primary action items (recruiting, developing, retaining and promoting a diverse faculty and staff; continuing to create and retain a diverse student body; transforming learning experiences to include diversity; creating diversity-focused professional development opportunities; building community and improving the campus climate; and strengthening collaborative efforts with communities outside of UD), the Diversity Action Plan aims to achieve inclusive excellence at UD.

Although the University’s Division of Professional and Continuing Studies (UD PCS) mainly serves nontraditional, non-matriculated students, diversity among UD PCS students, faculty, and staff is equally important as diversity within other UD units. As many UD PCS students are established in the workforce or are retired (mostly Osher Lifelong Learning Institute members), they may have increased exposure to diverse communities when compared to traditional UD undergraduate and graduate students who have yet to enter the workforce. As such, UD PCS students may have heightened awareness of diversity-related issues due to life and work experiences, exposure to more people and cultures, and workplace education.

About UD’s Division of Professional and Continuing Studies

Based on UD’s Newark, Delaware campus, the Division of Professional and Continuing Studies (UD PCS) serves as the adult and nontraditional learners’ portal to the University. UD PCS impacts more than 16,000 students each year by providing them access to UD credit courses and degree offerings, professional development courses, certificate programs, specialized conferences, workshops and lifelong learning member cooperatives throughout the state.

UD PCS offers an array of services that provide educational opportunities for nontraditional learners. Typical UD PCS offerings include:

- Technical delivery oversight of UD Online web-based credit courses and degree programs
- non-credit continuing education and certificate programs
- professional development seminars and conferences
- pre-college programs for high school students
- customized corporate training programs
- Osher Lifelong Learning Institute programs for people 50 or older
- SAT, LSAT, GRE, PMP, and CAPM test preparation programs
- reading programs for elementary, middle, and high school students
- education counseling and advisement
- career counseling and advisement
- assistance with completing interrupted degrees
- assistance with gaining re-entry into the University after academic dismissal
- and other “nontraditional” services

Chartered with addressing the needs of their large target audience, UD PCS’ mission is “To provide educational opportunities for anyone seeking to begin or complete their college career, to enhance their professional skills or to enrich their personal lives.”

UD PCS Organizational Structure for Diversity Efforts

Along with UD PCS Associate Vice Provost Dr. James Broomall and Human Resources Manager Paula Germack, Marketing and Communications Manager and Chief Diversity Advocate Steven M. Kendus created a diversity committee in spring 2018. The UD PCS Diversity Committee formalized the committee's structure and purpose and established short- and long-term diversity goals for the division.

The UD PCS Diversity Committee consists of:

- the appointed chief diversity advocate (committee lead)
- the associate vice provost
- the Division's HR manager
- the assistant director of business development & program management
- the manager of the ACCESS Center
- one Osher Lifelong Learning Institute manager
- and up to four additional volunteers from the UD PCS staff

To promote diversity within the committee, the committee lead will actively encourage volunteer participation from all departments within the division and from under-represented groups.

Purpose and Goals of the UD PCS Diversity Committee

As agreed upon by the diversity committee members, the main purpose of the committee is to facilitate and monitor UD PCS' work toward meeting the University's six primary action items outlined in the Diversity Action Plan.

Primary goals of the committee include achieving inclusive excellence in UD PCS by:

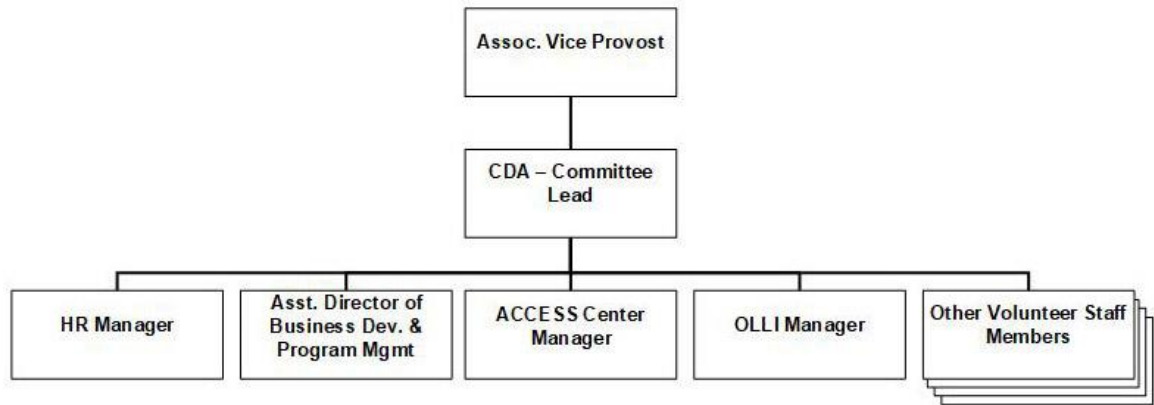
- analyzing diversity within the existing UD PCS staff and faculty and recruiting, developing, retaining and promoting a diverse faculty and staff.
- analyzing diversity within the existing UD PCS student body and working to create and retain a more diverse student body.
- analyzing existing UD PCS courses, programs, etc. and working with instructors to ensure learning experiences include diversity-related topics and meet the needs of diverse audiences of nontraditional learners.
- analyzing existing employee professional development opportunities within UD and UD PCS, encouraging participation in such development opportunities, and creating additional diversity-focused professional development opportunities.
- researching potential diversity-focused and/or multicultural programs, building and implementing new multicultural programs, and working with instructors to encourage open dialog about diverse issues and views.
- strengthening existing and establishing new collaborative relationships with communities outside of UD PCS to bring more diverse programming to nontraditional learners.

Secondary goals of the committee include:

- ensuring the division has adequate representation in the chief diversity advocate (CDA) group. As formal liaisons with UD’s Office of Equity and Inclusion (OEI), the CDAs represent UD PCS in meetings with OEI and other CDAs, address UD PCS-focused diversity and inclusion-related issues with the group, and share information from OEI with the Division.
- holding at least one committee meeting per month.
- producing periodic diversity reports, updates, plans, etc.
- providing updates to UD PCS team members.
- creating smaller working groups as needed to address any of the items mentioned above.

UD PCS Diversity Committee Organizational Chart

UD Division of Professional and Continuing Studies Diversity Committee



Osher Lifelong Learning Institute (Wilmington) Diversity Committee

The Osher Lifelong Learning Institutes at the University of Delaware are structured as educational cooperatives that include partnerships between councils of volunteers/members and UD. The OLLI Wilmington Council has recognized the need to continue to diversify their membership and has formed a Diversity Committee that operates under the purview of Council to ensure their program is seeking, welcoming, and supporting new members from underrepresented groups.

Additionally, OLLI Wilmington has initiated a Committee to create a new strategic plan, and as with the existing plan, Diversity will play an important role. In addition to examining their current membership, demographic trends in the region will also be examined in order to identify pockets of new potential members—including those who may not fall into traditional membership categories.

Note: Beginning in 2018 OLLI Wilmington requested ethnicity data on their membership forms. Council and members recognize that collection of this information from all of our members is critical to describing our existing population as well as planning for our future.

Current Diversity Landscape within UD PCS

The current UD PCS diversity landscape, including staff, faculty, and students, is discussed below.

Staff

UD PCS employs 65 people (designated as full time, part time, and miscellaneous wage) across various disciplines, including executive leadership, education program development, marketing, communications, student advising, student testing, lifelong learning program coordination, human resources, finance, IT, and general support.

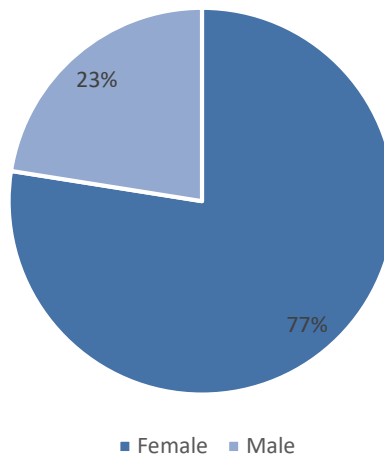
Full-Time Employee Demographics

40 Exempt and Nonexempt FTEs.

Staff Gender

Female	Male	TOTAL
31	9	40

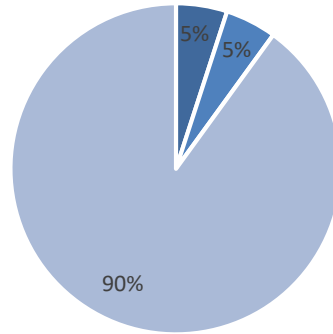
Staff Gender



Staff Ethnicity

Asian	African American	Caucasian	TOTAL*
2	2	36	40

Staff Ethnicity



■ Asian ■ African American ■ Caucasian

* We understand other ethnicity categories exist. However, we have no data to report for the other categories.

- **Employees with Reported Disabilities** - 2.5%
- **Veterans** - 1.5%

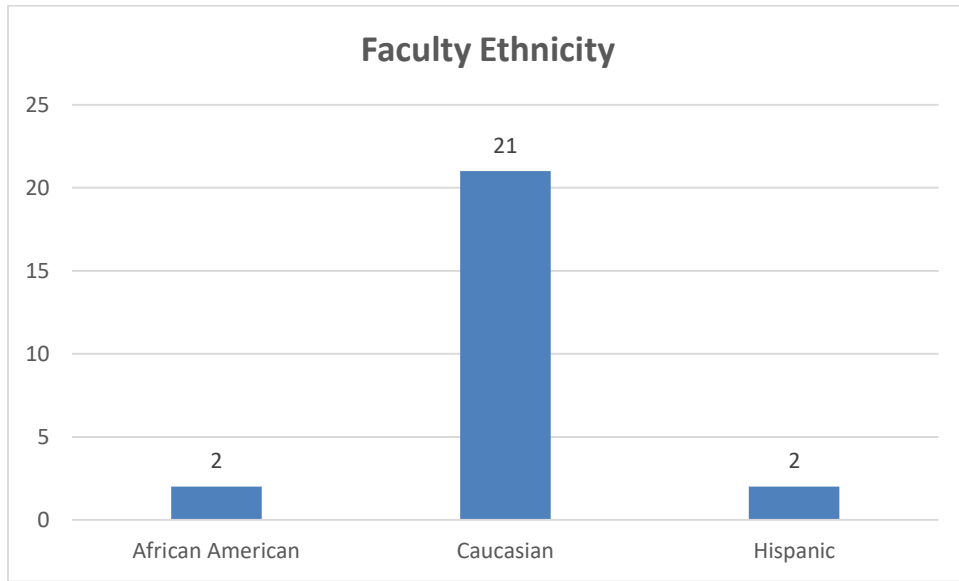
Faculty

Instructors of UD PCS programs serve in an adjunct capacity or are contracted through third-party providers of specific content (such as the instructors for our drone and student test prep classes and speakers/facilitators at conference sessions). As a result, demographic information has not been collected and retained for some of the instructors. Data as of July 2018 is presented below.

Faculty Ethnicity

African American	Caucasian	Hispanic	TOTAL*
2	21	2	25

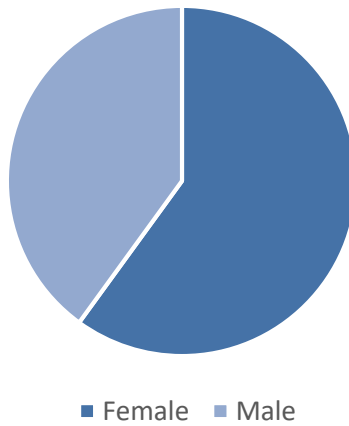
* We understand other ethnicity categories exist. However, we have no data to report for the other categories.



Faculty Gender

Female	Male	TOTAL
15	10	25

Faculty Gender



Faculty Veteran Status

Veteran	Non-Veteran	Total
1	24	25

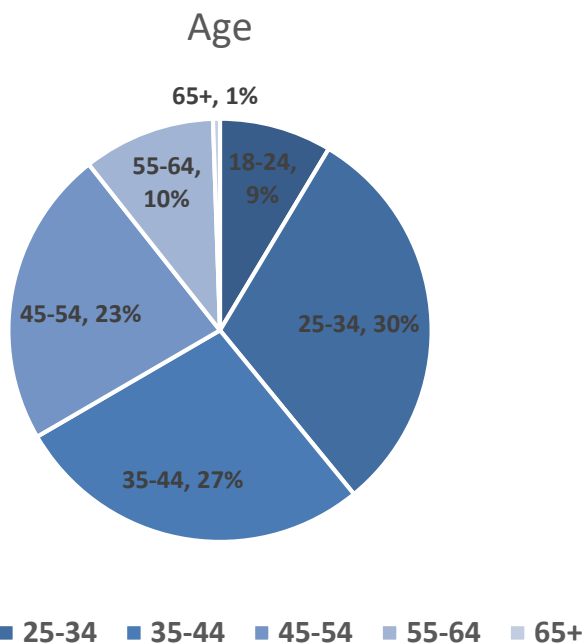
Students

As the adult and nontraditional learners' portal to the University of Delaware, UD PCS impacts more than 16,000 students each year.

A snapshot of collective data from fiscal years' 2013-2017 student demographic data (excluding the Osher Lifelong Learning Institutes) is presented below. Be aware that some students chose not to report demographic data.

Professional Development, UD Online, Summer Programs, and GRE-LSAT Exam Prep Programs

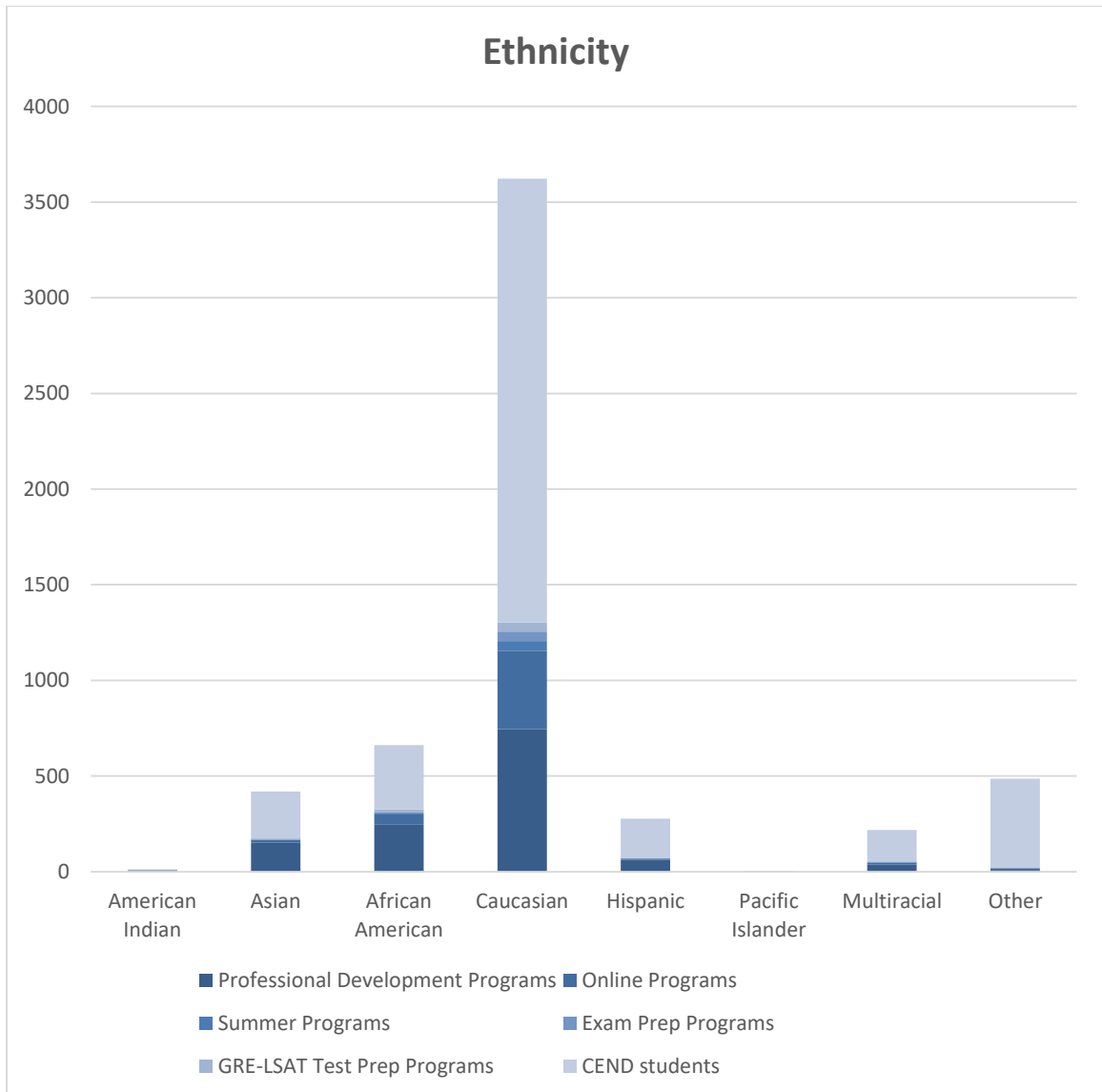
	Age						
2013-2017	18-24	25-34	35-44	45-54	55-64	65+	TOTAL
Pro. Development Programs	113	401	362	299	133	7	1315
Online Programs	4	43	148	212	111	14	532
Summer Programs	4	14	12	24	12	0	66
Exam Prep Programs	0	9	23	28	6	0	66
GRE-LSAT Test Prep Programs	61	20	8	3	1	0	93
	182	487	553	566	263	21	2072



Ethnicity

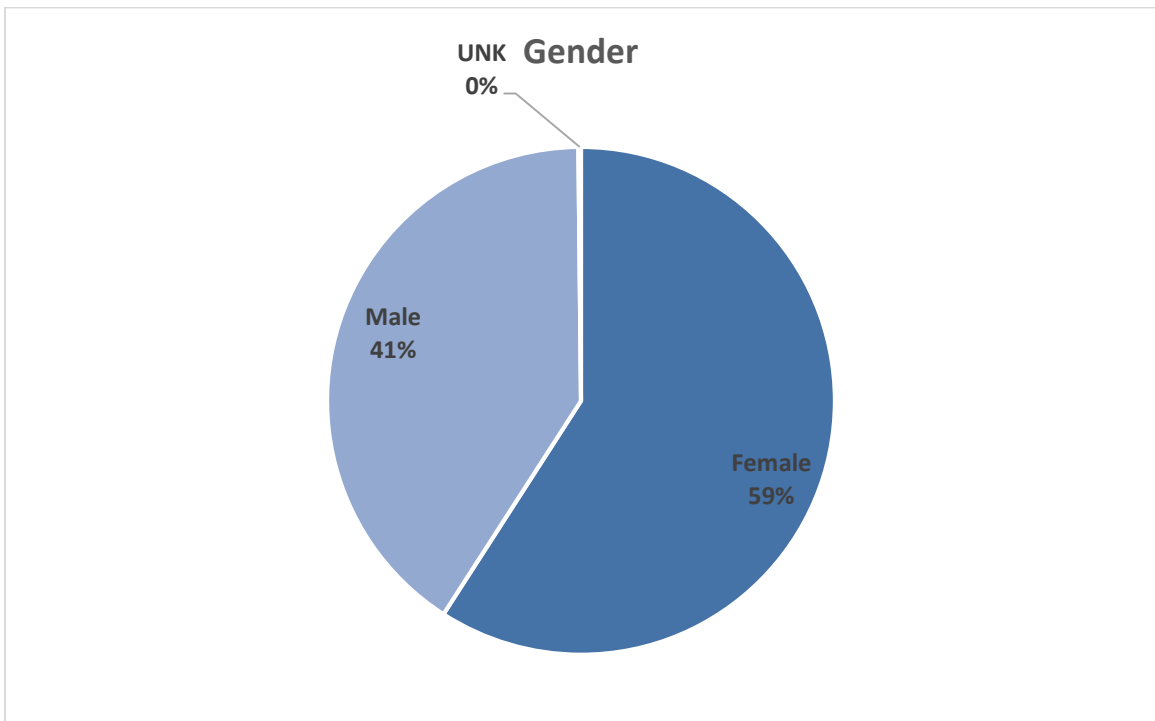
Ethnicity

	Am. Indian	Asian	African Am.	Cauc.	Hisp.	Pac. Isl.	Multi	Other	TOTAL
Professional Development Programs	7	153	245	745	62	1	38	9	1260
Online Programs	1	13	54	408	7	0	8	10	501
Summer Programs	0	2	5	53	1	0	3	0	64
Exam Prep Programs	0	3	6	49	0	0	3	0	61
GRE-LSAT Test Prep Programs	0	5	15	48	3	0	2	0	73
CEND students	5	244	336	2320	204		164	468	3741
	13	420	661	3623	277	1	218	487	5700



Gender

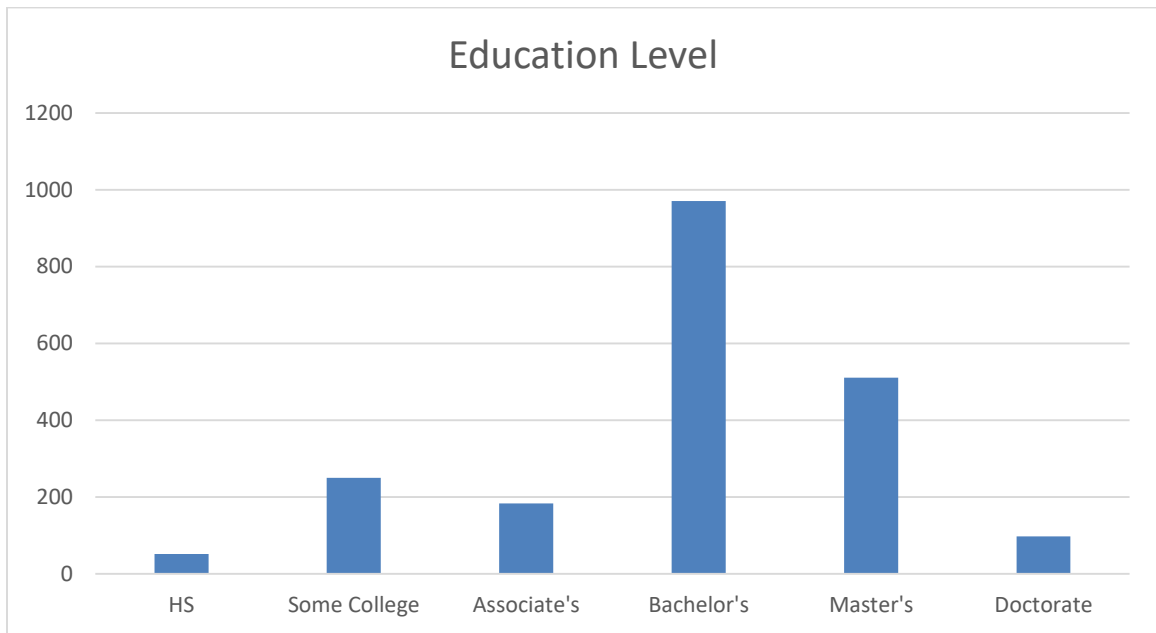
	Gender			
	Female	Male	UNK	TOTAL
Professional Development Programs	814	563		1377
Online Programs	521	45		566
Summer Programs	59	29		88
Exam Prep Programs	34	39		73
GRE-LSAT Test Prep Programs	68	40		108
CEND	2023	1708	10	3741
	3519	2424	10	5953



Education

Education

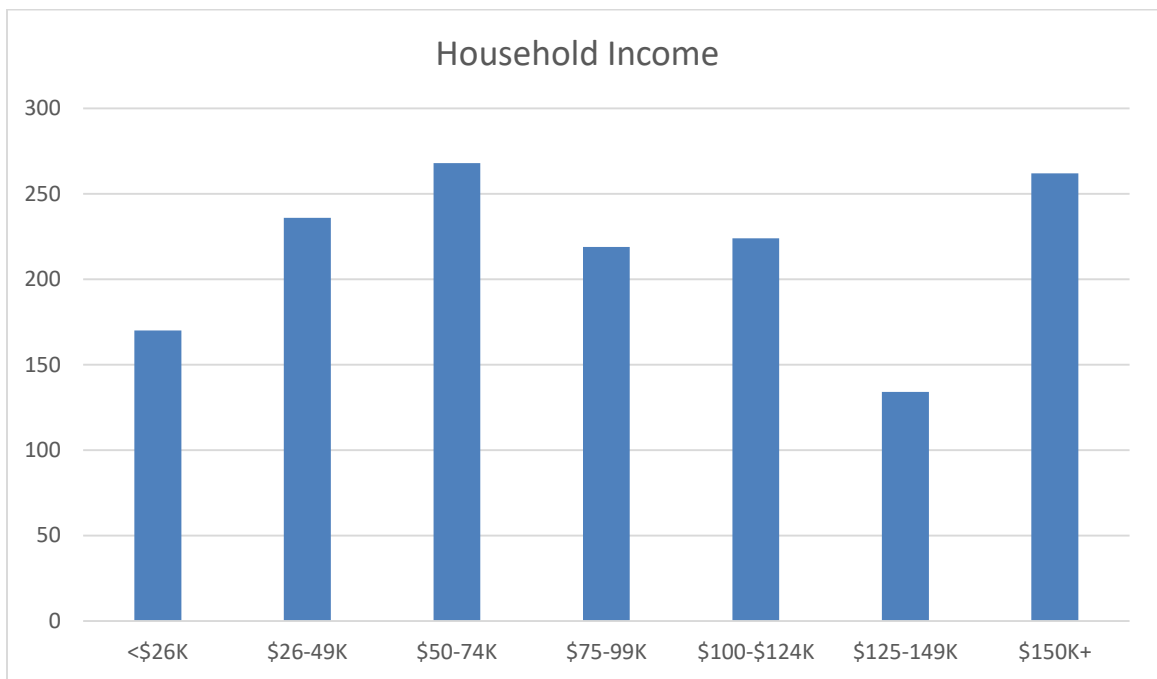
	HS	Some College	Associate's	Bachelor's	Master's	Doctorate
Pro Development Programs	49	188	86	580	321	77
Online Programs	0	23	90	284	126	14
Summer Programs	1	4	2	30	27	2
Exam Prep Programs	1	5	3	26	29	4
GRE-LSAT Test Prep Programs	0	30	2	51	8	0
	51	250	183	971	511	97



Household Income

Household Income

	<\$26K	\$26-49K	\$50-74K	\$75-99K	\$100-124K	\$125-149K	\$150K+
Professional Development Programs	121	179	193	145	143	93	132
Online Programs	36	39	58	57	59	33	99
Summer Programs	0	4	7	6	8	4	12
Exam Prep Programs	2	3	4	9	10	3	10
GRE-LSAT Test Prep Programs	11	11	6	2	4	1	9
	170	236	268	219	224	134	262



SAT/ACT Programs

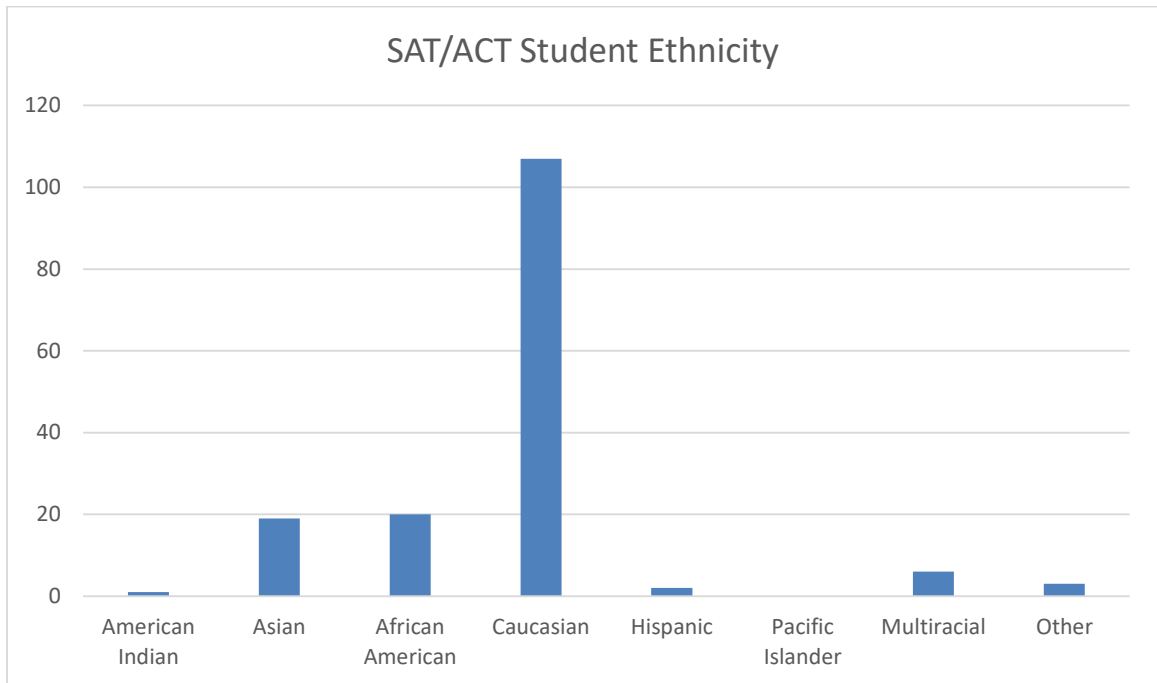
Age

High school students.

Ethnicity – Summer 2015-Spring 2017

SAT/ACT Student Ethnicity

	American Indian	Asian	African American	Caucasian	Hispanic	Pacific Islander	Multiracial	Other
SAT	1	18	17	91	1	0	6	2
ACT	0	1	3	16	1	0	0	1
	1	19	20	107	2	0	6	3

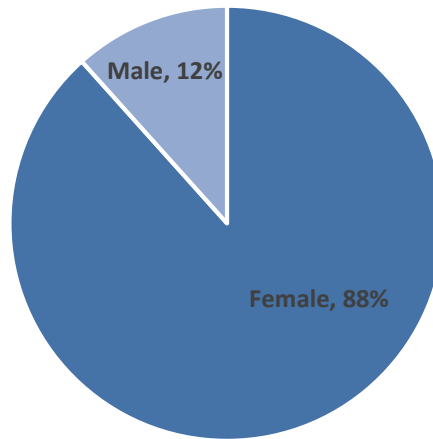


Gender – Summer 2015-Spring 2017

SAT/ACT Student Gender

	Female	Male	TOTAL
SAT	151	130	281
ACT	22	15	37
	173	145	318

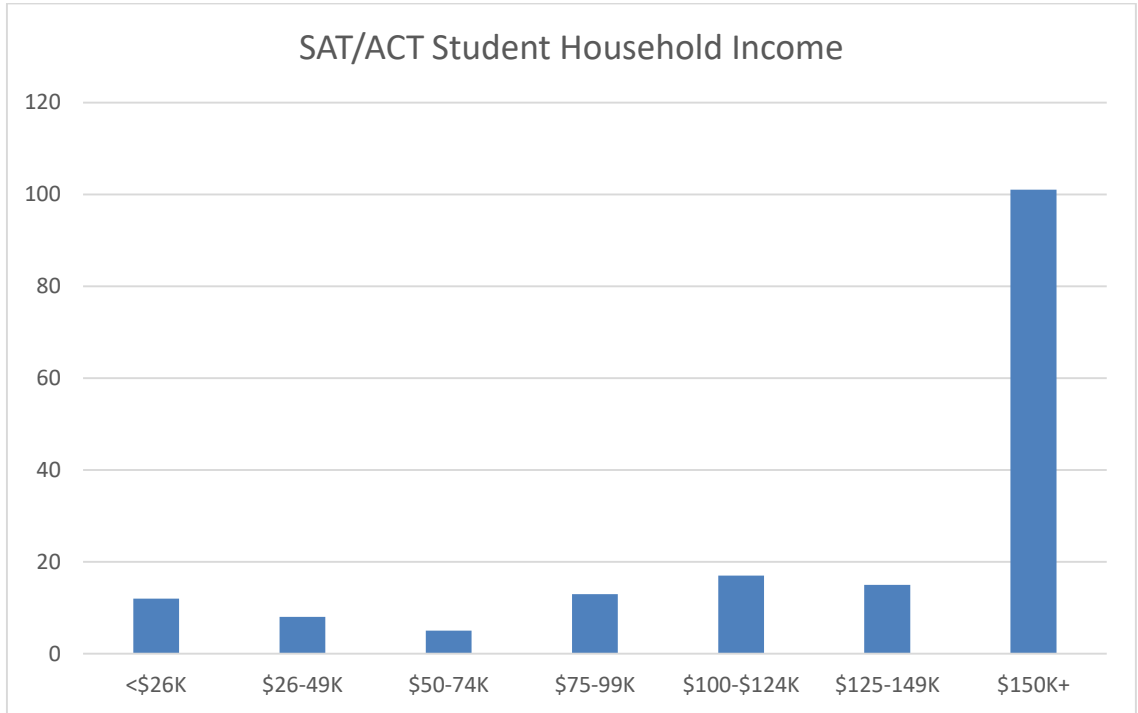
SAT/ACT Student Gender



Household Income – Summer 2015-Spring 2017

SAT/ACT Student Household Income

	<\$26K	\$26-49K	\$50-74K	\$75-99K	\$100-\$124K	\$125-149K	\$150K+
SAT	11	7	5	11	16	12	87
ACT	1	1	0	2	1	3	14
	12	8	5	13	17	15	101



Improving Diversity and Inclusive Excellence within UD PCS

The UD PCS Diversity Committee recognizes the need for continuous effort in improving diversity and inclusive excellence within the division. Presented below are descriptions of the past, present and future efforts aimed at diversity and inclusive excellence.

Past/Present

Staff-Focused Efforts

UD PCS employees have participated in UD human-resources-sponsored employee diversity training. Additionally, UD PCS has developed and hosted several employee diversity and inclusion lunch-and-learn sessions that have focused on such topics as Women’s History, Implicit Bias, and Affirmative Action: The Search Process and Diversity. UD PCS also partnered with the University’s Office of Equity and Inclusion to present the inaugural UD Diversity Summit in June 2017. Forty UD PCS staff members attended the Summit, and several served as discussion group facilitators.

UD PCS has also held division-wide training sessions focused on communicating with various audiences and overviews/introductions of UD colleges, departments, and personnel. All UD PCS staff members are reminded of and encouraged to complete personal and professional development training programs through Connecting U.

Faculty-Focused Efforts

UD PCS team members have worked with our adjunct faculty members to address diversity- and inclusion-related topics. We hosted faculty appreciation dinners in 2016 and 2017 that included faculty training. The 2017 dinner discussion focused on “Understanding Microaggressions.” The topic was presented by Jennifer Daniels, from UD’s Office of Equity and Inclusion. Dr. Carol Henderson and Dr. James Jones each spoke for 10 minutes. The 2016 dinner discussion focused on the “ABC’s of Diversity.” Jen Daniels facilitated the discussion, and Dr. Henderson and Dr. Jones offered remarks.

In 2018, all PCS faculty with UDel email accounts were required to take the Title IX Sexual Harassment training. We are currently working to schedule this training for our instructors that do not have UDel accounts.

Student-Focused Efforts

Prior to establishing the UD PCS Diversity Committee and developing forward-looking plans focused on improving diversity and creating inclusive excellence, individuals within the division worked to improve diversity in several ways.

Reducing Barriers to Entry for Continuing Education Students

- **Continuing Education Scholarships** – Partial and full funding for qualified applicants with financial need. Special scholarship programs exist for the Paralegal Certificate and SAT/ACT Test Prep programs, for which UD PCS

instructors work with local politicians, nonprofit organizations, and public schools to identify students in need.

- **Economic Competitiveness for Delawareans Scholarship** – For Delaware residents currently receiving unemployment insurance.
- **Delaware Workforce Investment Board** – Individual Training Account (ITA) grants for continuing education noncredit courses for unemployed or dislocated workers and other eligible applicants.
- **Governor’s Education Grant** – Partial funding for select programs.
- **Veterans benefits** - Specific noncredit programs are approved for funding through the Veterans Affairs office.
- **Over-60 Tuition-free Degree Program** – Delaware residents who are 60 years of age or older and who become matriculated University of Delaware undergraduate or graduate students may take University credit courses without paying tuition, on a space available basis.
- **Osher Lifelong Learning Institute Scholarships** – The UD OLLI locations offer various need-based membership scholarships.
- **Osher Lifelong Learning Credit Course Eligibility** – UD OLLI members are entitled to take one free credit course each spring or fall semester on a space-available basis.

Diversifying Outreach Efforts and Locations

Communications and outreach efforts have been analyzed and adjusted to include demographic qualifiers that ensure diverse audiences. In fall 2017, the UD PCS marketing manager analyzed and adjusted criteria used to determine target ZIP codes for informational mailings. The new targets expand UD PCS’ reach to more areas with the intention of encouraging program enrollment from more individuals in under-represented populations.

Leveraging Relationships for Mentoring, Coaching, and Promoting in Under-represented and Underserved Communities

In 2017, the Osher Lifelong Learning Institute (OLLI) at the University of Delaware in Wilmington began offering its members the opportunity to mentor a child. In partnership with Big Brothers Big Sisters of Delaware, the OLLI mentoring program provided local children with positive role models.

Each OLLI mentor underwent a thorough background check and participated in mentoring training. They were then paired with a child ranging in age from kindergarten through fifth grade from Shortlidge or Warner Elementary Schools in Wilmington. The mentors met with their mentees for one hour a week and participated in various joint activities aimed at building trusting relationships.

Big Brothers Big Sisters provides supervision at the schools as well as a room stocked with books, toys and games for mentors to use with their mentee. Mentors also participate in training classes from Big Brothers Big Sisters of Delaware, presentations by speakers from different social agencies and group discussions about their mentoring experiences.

In an ongoing capacity, the mentoring program will be offered as part of OLLI’s new Community Service category.

Due to the success of the mentoring program, OLLI Wilmington also has added a tutoring program to its Community Service category. In partnership with Literacy Delaware, OLLI members who sign up for the tutoring program will provide instruction to an adult in reading, writing and speaking English. Many of the adults involved in the literacy program are parents of the students in the mentoring program, allowing both programs to work together to provide families with positive guidance.

Through our ACCESS Center, UD PCS also reaches a diverse and multi-generational clientele, serving the community at large by providing career exploration and counseling to anyone seeking assistance and providing academic advisement and registration assistance to prospective and current Continuing Education students, including first-time and returning students, high school students, prospective transfer students, UD employees, Delaware residents interested in the Over-60 Program, and academically dismissed students taking courses toward readmission. Additionally, the ACCESS Center's outreach to the community includes providing administrative and student services assistance to the University's Dual Enrollment Program, as well as other programs such as ARTC (Alternative Routes to Teacher Certification), ACE (Additional Certification for English Learners/Bilingual Teachers), ELI Bridge, and Inside-Out (Criminal Justice credit course offerings for incarcerated individuals).

Future

Staff

Recruitment of New Employees

UD PCS will continue to follow the guidelines established by central HR for recruiting, interviewing, hiring, and onboarding. UD PCS leadership recognizes the anticipated exodus of baby boomers from UD PCS over the next five to ten years and will work with the University's human resources professionals to fill staff openings.

UD PCS leaders will ensure all search committee members complete search committee training programs offered by the University. The UD PCS human resources manager will also work with central HR to ensure any job postings are advertised in locations and in media that reach diverse audiences to create diverse candidate pools, and the members of the search committees will be encouraged to consider inclusive excellence in the hiring process.

The UD PCS Diversity Committee will track and report on all hiring efforts.

Building Skills through Training and Development

UD PCS team members will continue to complete diversity and inclusion-focused learning opportunities offered through UD central HR and the Office of Equity and Inclusion. Recommended equity and inclusion development topics/programs include:

- ABCs of Diversity
- Beyond Title IX: Sex, Gender & Society
- Bridging the Diversity Gap
- Communicating with a Cross-cultural Audience
- Creating an Inclusive Campus Climate: Respect & Courtesy in the Workplace
- Keys to Intercultural Communication
- Managing Multigenerational Employees
- Non-Discrimination Policy Training
- Overcoming Unconscious Bias in the Workplace
- Understanding Bias
- Understanding Heterosexual/Male/White Privilege

UD PCS leadership team members will encourage team members to attend training and development programs and ask the attendees to share their thoughts about the programs in group meetings.

Faculty

Training Faculty

In efforts to ensure UD PCS instructors are providing optimal learning experiences to the diverse student populations we serve, we intend to offer in-person instructor-focused diversity and inclusion training to the instructors at least two times a year. UD PCS team members will work with UD's Office of Equity and Inclusion and UD Central HR to build, schedule, and facilitate the training situations. Potential training topics include:

- ABCs of Diversity
- Beyond Title IX: Sex, Gender & Society
- Bridging the Diversity Gap
- Communicating with a Cross-cultural Audience
- Emotional Intelligence at Work
- Listening with Skill

The UD PCS Diversity Committee intends for instructors to complete some of the online training courses offered through ConnectingU. However, only faculty and staff with UDel email accounts can access ConnectingU. We are working with Central HR and IT to address this issue.

Note: It is important to note that approximately 250 members of UD's Osher Lifelong Learning Institutes (in Wilmington, Dover, Lewes, and Ocean View) also serve as volunteer instructors. Although the UD PCS Diversity Committee is still finalizing details, we will also offer diversity-focused training to OLLI instructors. We are working with OEI to determine ways to deliver diversity training to volunteers.

Recruiting Faculty

The UD PCS program development team will work with the human resources manager to develop a recruitment plan that enhances its efforts to recruit instructors for new programs from diverse talent pools.

Evaluating Courses and Instructors

Upon completion of UD PCS programs, students are asked to complete course and instructor evaluations. The UD PCS Diversity Committee is in the process of analyzing the survey questions and will work with OEI and Central HR to ensure future surveys include diversity- and inclusive excellence-focused questions.

Students

Incorporating DC6 Competencies

UD PCS professional education programs are offered as focused classes that cater to established working professionals who wish to gain skills or credentials in a specific discipline. While programs that result in earned certificates are approved by UD Faculty Senate, they are not considered multicultural courses and may have not been measured against the diversity competency model (DC6). The UD PCS Diversity Committee recognizes the DC6 competencies consist of:

- diversity self-awareness
- perspective taking

- cultural intelligence
- personal and social responsibility
- understanding global systems
- and knowledge application (Jones, 2016).

We will work with instructors to communicate the DC6 competencies so that they may tailor their programs appropriately.

Additionally, UD PCS program directors and program managers will work to build programs that focus on inclusive excellence and the DC6 competencies. Some such programs already exist. In 2017, we offered a Cultural Competence in Healthcare course. In 2018, we began offering a Power Up Your Career online seminar series focused on offering various short-format soft-skills training to professionals. We will work with the program sponsors and instructors to create offerings that promote inclusive excellence.

The OLLI Wilmington Diversity Committee plans events (lectures, events) designed to appeal to non-traditional OLLI members and to celebrate diversity through publicizing annual events such as Black History Month.

Researching, Monitoring, and Adjusting Programs, Instructors, Locations, and Topics

Bi-annually, the UD PCS leadership team, program development team, and Diversity Committee will analyze the appeal, level of demand, and effectiveness of existing program offerings. The teams will research and monitor market trends and the educational needs of the diverse communities we serve to potentially create new program offerings. The teams will rely on data gathered from surveys, student feedback, resources from EAB Global, and published literature from sources such as University Professional and Continuing Education Association (UPCEA).

Currently OLLI Wilmington offerings are highly dependent upon member interests. In the new strategic plan, a more proactive approach to attract a more diverse membership is being considered. The OLLI Wilmington Diversity Committee will discuss if there are programs they could offer that would be more inclusive and if there are ways to package our programming so they would be more appealing to underrepresented groups.

To address the needs of our diverse student populations, UD PCS currently offers in-person programs at various UD buildings throughout the state. General continuing education classes and seminars are held in Wilmington, Newark, and Dover, and OLLI classes are held in Wilmington, Dover, Lewes, Ocean View, and Seaford. The team will continue to analyze our classroom locations and adjust as necessary.

Leveraging Relationships for Mentoring, Coaching, and Promoting in Underrepresented and Underserved Communities

The Osher Lifelong Learning Institute (OLLI) at the University of Delaware in Wilmington will continue to offer its members the opportunity to mentor a child through its partnership with Big Brothers Big Sisters of Delaware.

OLLI Wilmington will also continue its tutoring program in partnership with Literacy Delaware. Additionally, OLLI Wilmington distributes “Invitation Grants” for a free semester of classes through community organizations, including social, cultural, and faith-based organizations. New members from historically underrepresented groups can attend together or in small groups and try the programming with no financial commitment. The program has been well-received at local churches and community centers, and garnered new members and instructors.

The UD PCS ACCESS Center will continue to provide education counseling and advisement, career counseling, assistance with completing interrupted degrees, and assistance with gaining re-entry into the University after academic dismissal. The UD PCS marketing and communications group will work with representatives of the ACCESS Center to better promote their services to under-represented and underserved communities.

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