UNIVERSITY *of* DELAWARE

EMBRACING DIVERSITY

UD

INCLUSIVE EXCELLENCE
An Action Plan for Diversity at UD

UNIVERSITY OF DELAWARE | Office of the Provost

Resist hate
with love.

To the University of Delaware Community,

Diversity is an essential element of a university experience, benefitting all students, faculty and staff by reflecting the full breadth of modern society. Over the past year, the national conversation around the diversity of American colleges and universities has sometimes become heated and dramatic. At the University of Delaware, we welcomed the opportunity to ask ourselves difficult questions about our inclusiveness and to reflect on whether we were living up to our highest ideals.

We looked at how we build and nurture diversity on our campus. We examined the programs intended to support our efforts and sought ways to improve them. Where we identified gaps, we set about trying to rectify them. Vice Provost for Diversity Carol Henderson led a University-wide initiative to document our history and chart our future. This entire effort resulted in *Inclusive Excellence: An Action Plan for Diversity at UD*, which spells out the steps we are committed to taking to achieve a more welcoming and inclusive university. It builds on our previous efforts embodied in strategic plans (Path to Prominence and *Delaware Will Shine*) and focuses on our shared vision for the future.

In the pages that follow, you will read about our recruitment and retention initiatives, our cultural events and public forums on and off campus, the hard work of many individuals and much more. Most recently, we announced a pilot program to make the SAT optional for Delaware applicants to encourage applications from good students who might have experienced a bad test day. We have improved technology to support a student-success collaborative. We are reassessing policies and training programs for faculty and staff, and we are well along on a revised multicultural requirement for students.

We are encouraged by the progress that has been made so far and the deep commitment shown throughout the University to keep moving toward this more diverse future.

There is still much work to do. We encourage you to read this report and consider the steps you can take professionally and personally to help us attain our goals.

Sincerely,

Nancy M. Targett
Acting President

Domenico Grasso
Provost

不聞不若聞之，聞之不若見之，見之不若知之，
知之不若行之；學至於行之而止矣

Dime y lo olvido; enséñame y lo recuerdo; involúcrame y lo aprendo.

"Tell me I forget, teach me and I remember, involve me and I learn."

تقول لي فأنسى و لكن ان علّمتني فسأتذكّر و ان أشركتني فسأتعلّم

—Chinese Confucian Philosopher Xunzi

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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 1914, did not fully endorse coeducation until 1945, and it was not legally desegregated until 1950, following Parker v. University of Delaware. The 1954 Brown v. Board of Education judicial ruling made the need to be more equitable in education a national and moral imperative, but it was met with limited compliance. 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 E. Arthur 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 have 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 the model of inclusive 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 and moved to 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 the 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 undergraduate, graduate, faculty, and staff diversity. The changing demographics of the overall U.S. population, with significant growth in the Latino and Hispanic population, as well as significant shifts in the international, LGBTQA, veteran, and other diverse group populations means that we must 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. A recent Gallup poll of over 30,000 college graduates found that students exposed to diversity believe their degrees are more valuable. 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 inclusion and 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 from historically underrepresented and underserved communities, 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."

Six 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 reflect the nation and 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. Inclusive Excellence in scholarship, instruction, learning and student assistance and support 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 and retain a diverse student body: Major efforts have been made in this area to recruit and enroll a more diverse student body at both the graduate and undergraduate levels. *But we must move from diversity to inclusion* and be prepared to cultivate a campus climate that promotes student success, and persistence to graduation. Thus, we will improve and strengthen the infrastructure for student mentoring,

tutoring, advising, professional development and career planning beyond matriculation; help to rebuild and strengthen ladders of access (pre-college and pre-graduate); and cultivate learning interventions that affirm students holistically and encourages them to thrive in their respective programs of study. 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 at the undergraduate and graduate levels 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 inclusive excellence 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 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, governmental, and private sector 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

Inclusive Excellence 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 operationalizing diversity education and awareness, cultural competencies professional development and training for search committees, staff and faculty. Other strategies involve a longer-range vision, such as developing diversity blueprints for each of our seven colleges. 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 Community

"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.

<u>Goal 1</u>: *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.*

<u>Accountability Partners</u>: president, provost, vice provost for diversity, vice provost for faculty affairs, deans, deputy deans, and department chairs, department faculty and staff, Faculty Senate, ADVANCE-IT, Human Resources.

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. Hold deans, chairs, directors, and academic leadership accountable for achieving diversity goals. Encourage academic leadership, deans, chairs, and faculty to foster a more engaged, welcoming and inclusive campus climate in their classrooms, academic centers, laboratories, and other areas where academic learning occurs.

b. Goal setting should be part of the yearly evaluative process.

c. Ensure that every search committee is trained in the best practices for recruiting faculty from historically underrepresented and underserved groups at the outset.

d. Create Talent Acquisition Initiative in Provost Office to increase our ability to attract and retain talented

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1   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.

faculty of color, women, and scholars of various nationalities; initiative should be led by Deans with help from the Provost Office. Develop a Visiting Faculty Scholars Program, Visiting Professorships, and post doctorate opportunities to help recruit talented faculty from historically underrepresented and underserved groups, first-generation, low-income, and other diverse groups. Strengthen mentoring and professional development initiatives for all faculty ranks at the institutional, college, and department level, paying particular attention to developing best practices for improving the retention and career advancement of faculty of color, women, and scholars of various nationalities, ethnicities, and cultures.

e. Develop a leadership program for mid-career women and faculty from historically underrepresented and underserved groups who may be interested in pursuing chair and other administrative positions.

f. Encourage deans, chairs, and senior leadership to make greater efforts to identify and appoint historically underrepresented and underserved faculty to leadership positions within academic departments and programs.

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 undergraduate students—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 increasingly diverse world. To do anything less is a disservice to the learning experience.*

Accountability Partners: president, provost, deputy provost for academic affairs, Faculty Senate, Center for Teaching and Assessment of Learning, vice president for Enrollment Management, deans, assistant deans, chairs, associate chairs, faculty, and academic advisors.

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. Assess pre-college outreach and enrichment programs as appropriate to improve the pipeline for recruitment of students from historically underrepresented and underserved groups, first-generation, low-income, and other diverse students. Assess and strengthen the ladders of access of historically underrepresented and underserved groups, low-income, and first-generation students from the Associate in Arts Program to UD's main campus in order to create a more seamless undergraduate experience.

c. Evaluate, strengthen and improve 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.

d. Within six years, ensure the four- and six-year graduation rates for historically underrepresented and underserved students, first-generation, low-income, international and other diverse students are consistent with the graduation rates of the entire graduating cohort.

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, professional, and continuing studies 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: president, provost, senior vice provost for Graduate and Professional Education, associate vice provost for Professional and Continuing Studies, deans, assistant deans, director for Graduate Recruiting and Diversity, 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.

b. Set intentional benchmark goals in each developing action plan for improving recruitment, retention, mentoring, professional development, and job placement opportunities for students from historically underrepresented and underserved groups. These plans should align with their college's diversity blueprint, the *Delaware Will Shine* Strategic Plan, and the diversity initiatives of the *Inclusive Excellence* diversity action plan.

c. Assess and strengthen pre-graduate outreach and enrichment programs to improve the pipeline for recruitment of students from historically underrepresented and underserved groups, first-generation, low-income, and other diverse students;

d. Provide bridge-funding incentives 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).

e. Improve graduation rates (and time of completion to MA and PHD) for historically underrepresented and underserved groups, first-generation, low-income, and other diverse groups.

f. Assess graduate curriculum and encourage the institution, departments and programs to reflect the histories, cultures, and experiences of historically underserved, underrepresented, and international groups in the core academic offerings at UD.

Goal 4: *In order to create a more inclusive and engaged campus community, our professional, exempt, non-exempt, salaried and hourly 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, and 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, Human Resources, Office of Equity and Inclusion.

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, deans, chairs, vice presidents and academic leadership 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. Educating 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

Developing common ground values and clear objectives for achieving inclusion and 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 inclusion, diversity and their value here at UD. We will continue to make inclusion and diversity an integral and ongoing component of UD campus life culture.

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, and all faculty and staff.

Directed Areas of Improvement:

a. Operationalize diversity education and awareness, cultural competencies valuation and practice, professional development and training for all individuals working in every area of the university community.

b. Develop accountability measures with accountability partners that assess the effectiveness of cultural competencies within the curricula, 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. Evaluate undergraduate curriculum and encourage departments and programs to consider the histories, cultures, and experiences of historically underserved, underrepresented, and international groups in the core academic offerings at UD.

e. 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.

f. The Passport System offers a way to track student participation across an array of social 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.

g. 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.

h. Encourage colleges to develop diversity blueprints and action plans that align with our educational goals and the university's strategic plan.

i. Communicate those diversity objectives to the larger academic community through focus groups and community forums that allow discussion of goals and objectives.

j. 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 more 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, safe, and nurturing, 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 multilingual signs in strategic places on campus as a gesture of a welcoming and inclusive community. Encourage all areas of campus life to adopt this practice for websites and other public spaces on campus.

d. Utilize the Office of Equity and Inclusion, Residence Life and Housing, the Center for Black Culture, University Student Centers, 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, 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.

f. Foster intercultural dialogue at all levels of the institution to promote an appreciation and respect for human difference in all its forms as an important step in creating a more welcoming and engaged campus community.

IV. Developing an Accountability System for Achieving Institutional Diversity Goals

"Despite…long-standing and robust investments in diversity, institutional efforts are often stymied by disconnected and disjoined 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 networks 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, strengthening or creating more effective measures for meaningful diversity engagement--is crucial to fully actualizing our diversity goals.

Goal 7: Create accountability processes that encourage leadership and the 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. Develop a clear operational structure for diversity, equity, and inclusion that strengthens diversity leadership, governance and accountability at every level of the institution, and builds distinct yet shared collaboration in meeting diversity goals.

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. Developing and Expanding 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. Develop an advisory board of community leaders to help strengthen community outreach in local and regional middle and high schools.
b. 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.
c. Build stronger ties with alumni who want to assist with diversity initiatives.
d. Strengthen ties with senior leadership teams at regional universities and colleges to share best practices in fostering a more diverse and inclusive campus community.
e. Connect diversity initiatives with the newly formed Community Engagement Initiative at the University of Delaware.

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 inclusion and diversity are 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.

APPENDICES

Appendix I

Diversity Timeline[2]

1743	Rev Dr. Francis Alison started the Free School in his home.
1834	NewArk College opened as a degree-granting institution.
1836	Isaiah George DeGrasse (1813–1841)—first graduate of African heritage to graduate from Newark College. DeGrasse was the first student of African heritage to receive a graduate degree from Newark College in 1839.
1872–1885	First attempt at female education at Delaware College.
1914	The Women"'s College opened with 58 students.
1945	The University of Delaware closed the Women's college in 1945 and adopted a permanent co-educational policy.
1948	Prior to 1948 there were no African American faculty at UD and black students were not eligible for admission. However, prior to 1948 there was at least one African American woman hired as a professional employee by the Delaware Cooperative Extension Service in 1942.
	Board of Trustees of UD approved a resolution permitting African American students to enroll who were residents of DE ONLY IF they were enrolled in academic programs not available at other state-supported institutions in DE.
1950	Ten African American students who had been denied admission to UD brought a class action against UD citing 14th Amendment violation and issued an injunction prohibiting UD from denying admission solely on the basis of race (Parker v. University of Delaware).
1951–1969	Few African American students attended UD after Parker. Between 1951–1969 only 37 African American students received Bachelor's degrees; 52 received graduate degrees. Until 1961, black students were not allowed to room with white students.
1966	Upward Bound Program started at UD.
1968	Dr. E. Arthur Trabant became President in September 1968. In October 1968, recruitment campaign by President Trabant. Same month commissioned an Advisory Committee on Policies, Programs, and Service Affecting Blacks and Other Minority Group Students, chaired by Professor Frank R. Scarpitti.
1969	The Scarpitti report was presented to President Trabant with significant recommendations. There was prompt and sustained follow-up to implement most of these suggestions.
1971	Black American Studies Program was created. It became department in 2010.
1972	The first Women's Studies course was established in 1972. The Commission on the Status of Women was proposed in 1973 and began operating in January 1974.
1972	The RISE program was established as the Minority Engineering Program in 1972. Its name was changed to RISE in 1985.
1974	The Women's Studies Program was established in 1974. It became a department in 2010. The name of the department was changed to Women and Gender Studies in 2012.
1976	The Minority Center was established in 1976. Its name was changed to the Center for Black Culture in 1987.
1977	FAME (Forum to Advance Minorities in Engineering) program was established.
1978	The Commission on the Status of Women created the Office of Women's Affairs, an administrative branch, which was headed by Mae Carter.

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2   Time and space in this document would not allow us to print an exhaustive timeline of the academic, administrative, and social activities and events that have occurred under the auspices of diversity and inclusion. University Archives and Records Management, in collaboration with the Vice Provost for Diversity, is currently developing a publication that will chart diversity and inclusion at UD.

1983	The Center for Disabilities Studies was established.
1987	The multicultural course requirement was approved by the Faculty Senate in 1987.
1988	President Russel C. Jones established the Commission to Promote Racial and Cultural Diversity. Commission had a 2-day retreat with its appointed members to clarify purpose and goals; internal structure; operating guidelines.
1990	Judith Gibson is appointed Assistant Vice President for Affirmative Action and Multicultural Programs by President David Roselle.
1997	The Disabilities Studies minor was approved in May 1997.
2008	The Formation of the Diversity Task Force.
	ADVANCE Grant Awarded; Renewed 2014 as ADVANCE-IT.
2009	The Diversity Task Force Report was produced. The Office of Equity and Inclusion was established in 2009.
2010	The LGBTA Allies Program was developed under the umbrella of OEI. The Diversity and Equity Commission (DEC) is established.
2010	Path to Prominence Progress Report issued (www.udel.edu/prominence/pdfs/P2P_Progress_Update.pdf)
2011	President's Diversity Initiative (PDI) is established under then President Patrick Harker.
	DEC issues a report with recommendations for improvement of diversity at UD.
2012	Area Studies becomes the Center for Global and Area studies and is relocated to the Wright House 44 Kent Way.
	The Center for the Study of Diversity is established in the College of Arts and Sciences.
2013	The President's Diversity Initiative becomes the University Diversity Initiative under the direction of Provost Domenico Grasso. The University Diversity Initiative executive director position is changed to Vice Provost for Faculty Affairs and Diversity.
2014	The Vice Provost for Faculty Affairs and Diversity is split into two positions—Vice Provost for Diversity and Vice Provost for Faculty Affairs.
	Chief Diversity Advocates are appointed in all seven colleges by the deans; the Executive Council for Diversity Advisory Board is recharged.
	The University of Delaware appoints a full-time Title IX coordinator as the primary responsibility.
2015	Nancy Targett becomes the first woman to serve as interim president of the University of Delaware. (July 1)
	University of Delaware adopts a revised sexual misconduct policy that applies to all members of the University community. The changes to the policy ensure the University is fully compliant with Title IX requirements as interpreted by the U.S. Department of Education's Office for Civil Rights (OCR), as well as with the federal Violence Against Women Reauthorization Act (VAWA) enacted last spring. (July 1)
	In September, UD implements online training for all employees as it relates to sexual misconduct awareness.
	Vice Provost for Diversity completes draft of UD's diversity action plan Inclusive Excellence. It is released to the public in November23, 2015 for public comments.
	LGBT coordinator position created.
2016	University of Delaware's Faculty Senate overwhelmingly approves pilot program to make UD "test-optional" for in-state students beginning 2017.
	Inclusive Excellence: A Diversity Action Plan for UD is formalized.

Appendix II

The Infrastructure of Diversity

The Vice Provost for Diversity (formerly the executive director of the President's Diversity Initiative, the University Diversity Initiative) serves as senior advisor to the Provost regarding all matters of diversity that affect the academic community including issues related to hiring, promotion and tenure, community outreach and campus climate. The VPD leads implementation of a university strategic plan for equity, diversity, and inclusion which includes reviewing DTFR (Diversity Task Force Report)—progress made to date and developing and implementing subsequent phases to help the University achieve its goals to promote and enhance diversity. The VPD assists institutional leaders in developing plans for accountability around faculty diversity, including the development of metrics to track progress and allow for assessment and works closely with CSD, Office of VP for Enrollment Management, Office of Equity and Inclusion and the Office of Institutional Research and Effectiveness to prepare and present an annual report to the President and Provost assessing the effectiveness of the University's diversity programs and initiatives and will make recommendations. VPD also partners with other university units to create synergistic activities that promote diversity through teaching, scholarship, and service; develop, direct or support initiatives that promote a campus climate that is welcoming and inclusive of all faculty, enhancing faculty diversity with consideration of underrepresented groups that are both social and discipline specific.

The Office of Equity and Inclusion (OEI) mission is to provide leadership and support in creating an equitable, diverse and inclusive working and learning environment for all in our community. OEI is responsible for Title IX, non-discrimination, affirmative action policies and compliance, helping to implement university diversity initiatives, and participating in providing on-going education to the campus community in all of these areas. OEI provides support and resources for complainants during grievance procedures and assists with informal mediation and problem solving of issues. This includes working closely with the Vice Provost for Diversity, and other relevant units in HR. In 2015, OEI re-engineered the role of the Associate Director in the office. This individual will assist the director in meeting the objectives listed above, and will strengthen compliance procedures campus-wide. What this will translate to in the area of diversity is workshop offerings to staff and faculty (if interested) both in-person and on-line; affirmative action compliance through the recruitment process; working with the nine caucuses to address constituent concerns on campus; working with staff unit heads to create awareness of diversity when hiring, and working with unit heads to ensure that the working environment is welcoming, equitable, and inclusive.

The Center for the Study of Diversity (housed in the College of Arts and Sciences) creates the scholarship that helps to drive our diversity practices on campus. The mission of the Center for the Study of Diversity (CSD) is to promote academic research and scholarship that facilitate dialogues about and understanding of the social and academic impact of diversity. The Center brings a broad interdisciplinary focus to its activities, projects, programs, and publications on research and analysis, training, public scholarship, community projects, and information dissemination. The goals of these activities are to: generate and transmit scholarship about specific diversity-related issues both at UD and beyond; fund faculty and graduate student research and projects related to diversity; bring outstanding researchers and scholars of diversity to campus to share their expertise; communicate the results of the Center's research and scholarship; apply scholarship of Center faculty to community issues; and assist the Vice Provost for Diversity in identifying diversity objectives and information needs for the University of Delaware.

Building The Diversity Network

In 2014–2015, the diversity network was re-imagined and the following units were positioned to assist in our diversity efforts here on campus:

The Office for Disability Support Services (DSS) works with students who have a physical, medical or psychological disability, as well as a learning disability or ADHD. DSS also assists faculty and staff with disabilities, or those who need accommodations.

The Executive Council for Diversity serves in an advisory capacity to the Vice Provost for Diversity, advancing

diversity as an institutional value and academic priority. The charge of the Council is to: help to develop short and long term goals and objectives concerning diversity; assign priorities and help to develop templates for gauging performance against benchmarks and best practices; create diversity networks on campus that will help to encourage the practice of diversity principles at various levels of academic life; suggest ways to communicate these diversity strategies effectively to the larger university community.

Diversity Caucuses: The director of OEI and the VPD meet monthly with the caucuses to assess concerns, create opportunities for learning and development for the co-chairs and their constituency groups, and to encourage active participation in measuring and achieving institutional and caucus specific action goals. *UD believes strongly in hearing the voice of the entire diverse community. To that end, nine caucuses exist specifically for faculty and staff to gather with like-minded/like-identified individuals. These groups are a critical component in finding common voice and grass-roots-modeled steps toward awareness and change.* The nine caucuses are: African Heritage Caucus, Asian/Pacific Islander Heritage Caucus, Disability Caucus, International Caucus, Latino/Hispanic Heritage Caucus, LGBT Caucus, Muslim Heritage Caucus, Religious/ Spiritual Life Caucus, and the Women's Caucus.

Chief Diversity Advocates: Chief Diversity Advocates (CDAs) help to facilitate the process of assessing the diversity vision/plan/progress of each of the colleges in the five areas of accountability[3], as well as create opportunities for education and discussion around issues of diversity in their colleges. At the University of Delaware, the CDA serves on the University of Delaware's Executive Council for Diversity and coordinates diversity efforts in their respective colleges. The ultimate goal is to develop steering committees in each college that will focus on each of the target areas: faculty, staff, undergraduate, and graduate. The CDA would chair this steering committee, reporting monthly or bi-monthly to their Dean to measure progress towards reaching diversity goals. There are currently seven chief diversity advocates. This group is expanding to include chief diversity advocates, leaders, and liaisons in administrative units on campus, including but not limited to the *Human Resources Leadership Council* as well as the *Student Life Directors*, and *Chief Business Officers* of each university unit. Their charge will be similar: to help facilitate the process of assessing how well personnel employed by the university demonstrate the values of respect, civility, inclusion, and diversity in their roles in their respective units. These leaders will likewise create and promote opportunities for professional development and training around diversity education and awareness.

Director for Recruitment and Diversity, Office of Graduate and Professional Education: assists academic departments with increasing and retaining enrollments of historically underrepresented and underserved graduate students. The director collaborates with key stakeholders in all divisions and professional schools, strengthening alliances with professional and community based organizations that assist in student outreach and talent cultivation. The director assists graduate directors and departments at UD with developing strategies for successfully recruiting students from underrepresented backgrounds.

Division of Enrollment Management: Through the leadership of the Vice President for Enrollment Management, the Directors of Undergraduate Admissions and Student Financial Services (SFS), and the University Registrar, the Division of Enrollment Management supports the creation of a diverse student community from pre-enrollment outreach to graduation. The Director of SFS and the University Registrar support undergraduate and graduate students. The Director of UG Admissions manages outreach and recruitment programs with schools and community-based organizations to encourage attainment of post-secondary education generally and enrollment at UD specifically. Through targeted communication and recruitment, the Director of Admissions also develops a deep pool of competitive applicants from diverse populations. Collaboratively, the Director of SFS and the Director of Admissions manage communications and engage with students and families from admissions to enrollment. SFS packages financial aid in accordance with Federal and State regulations and university guidance, and works extensively with students and families throughout enrollment with financial aid related questions and issues. The University

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3   a) Access/Recruitment—"Ladders of Access: From middle school to college matriculation and beyond"; Faculty Success as it relates to recruitment, mentoring, development, and retention; Graduate Development at Masters and Doctorate Level; b) Retention/ Campus Climate at the macro and micro levels (i.e. classroom, department, college; staff and administrative); c) Accountability/Shared responsibility; d) Curricular/Co-Curricular Transformation linked to Educational Goals and Student Life and Better utilization of the Intellectual Resources of Faculty; e) Community Engagement and Outreach.

Registrar supports numerous student retention initiatives and manages the certification of U.S. military veterans seeking to enroll at UD.

Moving from Diversity to Inclusion: Learning in the Classroom: The assistant director of the Center for Teaching and Assessment of Learning (CTAL), has agreed to serve as a liaison between the Office of the Vice Provost for Diversity and the UD Classrooms Initiatives, fulfilling the following role: to help co-create programs and opportunities for faculty to understand and possibly adopt culturally responsive, equitable, and engaging teaching practices. This involves sharing research-based best practices and working with groups of faculty on incorporating them into their current classrooms; to help coordinate efforts to understand what is happening in classrooms to 1) improve the climate and/or 2) facilitate productive, reflective, conversations about diversity and equity that lead to changes in behavior and perspective; to develop ways to champion and highlight positive pedagogical efforts related to inclusion and equity here on campus and to the larger academic community regionally and nationally. The assistance of the Associate Director, along with other key stakeholders, will be invaluable in impacting classroom culture, campus climate, and advancing the practice of diversity, equity, and inclusion in our daily interactions as educational practitioners.

UD's NSF ADVANCE Institutional Transformation (IT) Grant [also known as ADVANCE-IT] is a five-year $3.3 million dollar award from the National Science Foundation through summer 2019. The grant has four objectives: improve department (micro) climates; improve mentoring of women faculty and faculty of color; increase transparency of policies, procedures, and data related to faculty recruitment, retention, and campus climate; and to draw attention to actions and discussions of diversity around campus. UD was one of four institutions to receive the prestigious grant in 2014.

Office of International Scholars and Students (OISS): The mission of the Office for International Students and Scholars is to establish and provide support services for international students, scholars and families at the University of Delaware. Its goals include: advising international students, scholars, dependents, and University departments on compliance with U.S. immigration laws and regulations related to F, J and H visa categories; conducting orientations and other programs that assist international visitors with their adjustment to the U.S. culture and academic success at UD; supporting the University's global initiative and campus internationalization efforts by providing programming opportunities for cross-cultural interactions and engagement.

Committee on Diversity and Inclusion (Faculty Senate). This committee had not been active since 2009, and it is now active. The original intent of this committee (which dates back a number of decades) was to "review all University policies and practices pertaining to diversity and affirmative action in the recruiting and retaining of students, staff and faculty. Moreover, this committee was to submit an annual report in May evaluating the status of policies and practices, and to recommend statements of goals, policies and practices for consideration by the University community and the Senate whenever changes in these functions are needed." Given the other administrative units in place to assist with the work of diversity and inclusion at the university, the Faculty Senate Committee on Diversity and Inclusion has slightly modified its mission to eliminate redundancy. It will focus on inclusion and diversity efforts, including the review of current data on the recruitment and retention of underrepresented faculty and students. It will recommend for consideration by the Senate statements of goals, policies and practices pertaining to (1) the recruitment, retention, promotion, and general well-being of underrepresented faculty; (2) teaching by faculty that contributes to an inclusive, dynamic campus community in which underrepresented populations are welcomed, represented, and engaged; and (3) encouraging faculty research that furthers knowledge of diversity in its many forms. The Committee will also consult regularly with the Vice Provost for Diversity in order to ensure open lines of communication between faculty and administration about diversity initiatives on campus.

Students for Inclusion and Diversity: Working with student leaders at both the graduate and undergraduate levels, and engaging all students from the many RSOs on campus, as well as other student leadership bodies, we will create a network of student leaders and advocates that will consider the creative ways they can connect diversity and inclusion initiatives to the mission of their organization.

The Center for Black Culture works to support and enhance cultural diversity on campus and in the surrounding community by offering a variety of programs that encourage an appreciation and understanding of the diverse cultures in the African Diaspora. The Center aids and supports black students in understanding and assessing the various resources available to them on campus and serves as a cultural liaison to the University community.

Appendix III

Offices and Programs

Admissions Programs & Resources

Upward Bound Classic (1965) and Upward Bound Math Science (1992) are federally funded TRIO programs that assist students from low-income families in which neither parent graduated from college, to prepare for higher education, gain admittance to college, and earn a baccalaureate degree.

College Readiness Scholars Institute (Summer 2013) is a 16-day residential program for rising juniors and seniors from local high schools that aid students in gaining knowledge of the academic, interpersonal and intrapersonal skills needed for college success.

UD Scholars (2014) is a pre-college to college support program that is designed to strengthen the academic success of students who are Delaware residents. The program includes a 2-week summer component in which students receive English and mathematics course work, structured experiences designed for personal goal setting, orientation to campus resources, and peer networking.

Support & Retention Programs

Each One Reach One – peer mentoring program created and spearheaded by the *Center for Black Culture* to assist first-year black students in their transition to the University of Delaware. The program pairs a first-year student with a current upper-class student to serve as a guide and resource throughout their first academic year.

Student Support Services Program: federally funded TRIO program, provides academic assistance, advising, personal counseling, and cultural enrichment opportunities for first-generation college students and/or students from families with a limited income.

NUCLEUS, a program in the College of Arts and Sciences (CAS), is an undergraduate academic support services program that helps CAS retain and graduate students. The mission of NUCLEUS is to foster academic excellence by providing students with comprehensive academic services and professional development.

McNair Scholars Program: One of eight federally funded TRIO Programs, the Ronald E. McNair Post Baccalaureate Achievement Program (the McNair Scholars Program) offers effective preparation for doctoral study to low-income, first-generation college students and students from groups underrepresented in graduate education.

Resources for Students from Historically Underrepresented and Underserved Groups

Registered Student Organizations (selective)

(List compiled from studentcentral.udel.edu/organizations)

Asian Student Association: The mission of ASA is to encourage and support the diversity of the University by uniting all people who share the interest in learning, respecting, and comprehending Asian culture and the Asian American experience.

Caribbean Student Alliance: The Caribbean Student Alliance is a group at the University of Delaware that promotes Caribbean culture.

China-America Association: China-America Association promotes valuable cultural communication between Chinese and American students.

Delaware African Student Association: The Delaware African Student Association is an organization

dedicated to celebrating and sharing African culture, as well as creating an awareness of the issues concerning the continent.

Filipino Student Association: The Filipino Student Association was founded in response to the growing number of Filipino students at the University of Delaware.

Haven: Haven is UD's Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersexual, Asexual and Allies (LGBTQQIAA) student-run organization.

Indian Student Association: The Indian Student Association promotes social and cultural activities of Indian origin, social gatherings and musical events on campus to foster friendship and understanding.

Indian Graduate Student Association

Korean-American Student Association: This organization is for the purpose of providing a cultural and social connection for the Korean students attending the University of Delaware. However, any UD student interested in learning Korean culture is welcome to join.

Nihongo Club: A Japanese conversation and culture club.

Portuguese/Brazilian Club: This club hosts cultural activities with an emphasis on food, music and other aspects of these cultures.

Russian Club: Promotes Slavic cultures and languages.

Specialized

Minority Student Nurses Organization: The mission of the Minority Student Nurses Organization is to promote the recruitment of minorities into the nursing field, act as a system of support for all nursing students, and spread knowledge about health-related issues.

National Society of Minorities in Hospitality: NSMH is the premier professional organization for hospitality students passionate about the industry. They address diversity and multiculturalism, as well as the career development of members.

Select Student Organizations Focused on African American Students
(List compiled from www.udel.edu/CBC/students.html)

Alpha Kappa Alpha Sorority	National Association of Black Accountants
Alpha Phi Alpha Fraternity	National Society of Black Engineers
Black Student Union	Phi Beta Sigma Fraternity
Cultural Programming Advisory Board	Sigma Gamma Rho Sorority
Dark Arts Dance Theatre	SPIT
Delaware African Students Association	University of Delaware Gospel Choir
Delta Sigma Theta Sorority	Warriors for Christ
Kappa Alpha Psi Fraternity	Zeta Phi Beta Sorority
NAACP	

Select Student Organizations Focused on Latino and Hispanic Students

The Campus Alliance de La Raza	Lambda Sigma Upsilon
Lambda Pi Chi	Capoeira Club
Chi Upsilon Sigma	The Association of Latino Professionals for America (ALPFA)
HOLA	
Lambda Theta Phi	

Select Religious Organizations at UD

(compiled from www.udel.edu/spirituallife/relorg.html)

Baha'i Club

Chabad Center for Jewish Life

Coptic Orthodox Youth Association

Delaware Valley Zen Group

Gospel Choir

Kesher (Reform Jewish)

Koach (Conservative Jewish)

Kristol Center for Jewish Life

Muslim Student Association

Diversity Recognition Programs and Awards

Students of Distinction

Graduate Students of Distinction

Kente Stole Ceremony

Women of Promise Dinner and Awards (Mae Carter and Bessie Collins)

Louis L. Redding Scholars

Diversity Ambassadors Student Awards

Mary Custis Straughn Excellence in Higher Education Disability Advocacy Award

Kevin Miner Scholarship (Disability Support Services)

E. Arthur Trabant Award for Women's Equity

Torch Award (women's caucus) and Triangle Award (given by the LGBT Caucus)

Triangle Award (given by the LGBT Caucus)

Adelante: Latino/Hispanic Graduation Ceremony

Appendix IV

Diversity Demographic Profile

Data Definitions: For all of the faculty tables, faculty counts include all tenured and tenure track full-time faculty, including those with administrative appointments, department chairs, and center directors.

Percent by Non-White Ethnicities Tenure-Track Assistant Professors

Percent Women of Tenure-Track Assistant Professors

Percent by Non-White Ethnicities Tenured Professors

UNDERGRADUATE ENROLLMENT BY GENDER AND IPEDS RACE/ETHNICITY
NEWARK CAMPUS OVERALL
Fall 2011 Through Fall 2015

		OVERALL UNDUPLICATED MATRICULATED STUDENTS-NEWARK CAMPUS									
		2011		2012		2013		2014		2015	
		N	%	N	%	N	%	N	%	N	%
Grand Total		16,340	100.0%	16,709	100.0%	16,871	100.0%	17,412	100.0%	17,575	100.0%
White		12,674	77.6%	12,902	77.2%	12,789	75.8%	13,184	75.7%	13,145	74.8%
African-American		726	4.4%	763	4.6%	834	4.9%	881	5.1%	926	5.3%
Hispanic		941	5.8%	1,015	6.1%	1,144	6.8%	1,236	7.1%	1,299	7.4%
Asian		619	3.8%	635	3.8%	718	4.3%	774	4.4%	864	4.9%
Native American		14	0.1%	13	0.1%	13	0.1%	12	0.1%	13	0.1%
International		696	4.3%	716	4.3%	723	4.3%	685	3.9%	671	3.8%
Other*		670	4.1%	665	4.0%	650	3.9%	640	3.7%	657	3.7%
Female	Total-Female	9,336	57.1%	9,594	57.4%	9,707	57.5%	10,058	57.8%	10,136	57.7%
	White	7,348	45.0%	7,498	44.9%	7,473	44.3%	7,742	44.5%	7,667	43.6%
	African-American	396	2.4%	418	2.5%	460	2.7%	485	2.8%	523	3.0%
	Hispanic	542	3.3%	592	3.5%	661	3.9%	718	4.1%	768	4.4%
	Asian	309	1.9%	317	1.9%	367	2.2%	407	2.3%	463	2.6%
	Native American	6	0.0%	5	0.0%	6	0.0%	5	0.0%	7	0.0%
	International	342	2.1%	365	2.2%	351	2.1%	308	1.8%	314	1.8%
	Other*	393	2.4%	399	2.4%	389	2.3%	393	2.3%	394	2.2%
Male	Total-Male	7,004	42.9%	7,115	42.6%	7,164	42.5%	7,354	42.2%	7,437	42.3%
	White	5,326	32.6%	5,404	32.3%	5,316	31.5%	5,442	31.3%	5,478	31.2%
	African-American	330	2.0%	345	2.1%	374	2.2%	396	2.3%	403	2.3%
	Hispanic	399	2.4%	423	2.5%	483	2.9%	518	3.0%	531	3.0%
	Asian	310	1.9%	318	1.9%	351	2.1%	367	2.1%	401	2.3%
	Native American	8	0.0%	8	0.0%	7	0.0%	7	0.0%	6	0.0%
	International	354	2.2%	351	2.1%	372	2.2%	377	2.2%	356	2.0%
	Other*	277	1.7%	266	1.6%	261	1.5%	247	1.4%	262	1.5%
Unknown	Total-Unknown	0	0	0	0	0	0	0	0	2	0.0%
	International	0	0	0	0	0	0	0	0	1	0.0%
	Other*	0	0	0	0	0	0	0	0	1	0.0%

*Other includes Native Hawaiian or Other Pacific Islander, Two or More Races, Non-Specific, or Unknown.

Source: UDSIS Official Extract

GRADUATE ENROLLMENT BY GENDER AND IPEDS RACE/ETHNICITY
NEWARK CAMPUS OVERALL
Fall 2011 Through Fall 2015

		OVERALL GRADUATE-NEWARK CAMPUS									
		2011		2012		2013		2014		2015	
		N	%	N	%	N	%	N	%	N	%
Grand Total		3,617	100.0%	3,654	100.0%	3,679	100.0%	3,729	100.0%	3,752	100.0%
White		1,952	54.0%	1,960	53.6%	1,944	52.8%	1,854	49.7%	1,823	48.6%
African-American		174	4.8%	168	4.6%	164	4.5%	169	4.5%	168	4.5%
Hispanic		92	2.5%	92	2.5%	94	2.6%	108	2.9%	124	3.3%
Asian		158	4.4%	169	4.6%	192	5.2%	158	4.2%	141	3.8%
Native American		6	0.2%	4	0.1%	4	0.1%	2	0.1%	4	0.1%
International		1,083	29.9%	1,158	31.7%	1,203	32.7%	1,285	34.5%	1,352	36.0%
Other*		152	4.2%	103	2.8%	78	2.1%	153	4.1%	140	3.7%
Female	Total-Female	1,820	50.3%	1,842	50.4%	1,852	50.3%	1,876	50.3%	1,927	51.4%
	White	1,007	27.8%	1,010	27.6%	1,012	27.5%	968	26.0%	1,012	27.0%
	African-American	106	2.9%	102	2.8%	94	2.6%	97	2.6%	96	2.6%
	Hispanic	53	1.5%	61	1.7%	61	1.7%	62	1.7%	75	2.0%
	Asian	73	2.0%	87	2.4%	101	2.7%	90	2.4%	84	2.2%
	Native American	3	0.1%	1	0.0%	2	0.1%	0	0	1	0.0%
	International	490	13.5%	528	14.4%	547	14.9%	575	15.4%	586	15.6%
	Other*	88	2.4%	53	1.5%	35	1.0%	84	2.3%	73	1.9%
Male	Total-Male	1,796	49.7%	1,811	49.6%	1,824	49.6%	1,845	49.5%	1,815	48.4%
	White	945	26.1%	950	26.0%	931	25.3%	881	23.6%	805	21.5%
	African-American	68	1.9%	66	1.8%	70	1.9%	72	1.9%	72	1.9%
	Hispanic	39	1.1%	31	0.8%	33	0.9%	46	1.2%	49	1.3%
	Asian	85	2.4%	82	2.2%	91	2.5%	68	1.8%	57	1.5%
	Native American	3	0.1%	3	0.1%	2	0.1%	2	0.1%	3	0.1%
	International	593	16.4%	630	17.2%	655	17.8%	708	19.0%	766	20.4%
	Other*	63	1.7%	49	1.3%	42	1.1%	68	1.8%	63	1.7%
Unknown	Total-Unknown	1	0.0%	1	0.0%	3	0.1%	8	0.2%	10	0.3%
	White	0	0	0	0	1	0.0%	5	0.1%	6	0.2%
	International	0	0	0	0	1	0.0%	2	0.1%	0	0
	Other*	1	0.0%	1	0.0%	1	0.0%	1	0.0%	4	0.1%

*Other includes Native Hawaiian or Other Pacific Islander, Two or More Races, Non-Specific, or Unknown.

Source: UDSIS Official Extract

Appendix V

Priorities for Achieving Inclusive Excellence: 2016–2021

To recruit, develop, retain and promote a more diverse faculty and staff, we will:

For Faculty:
- develop an Inclusive Excellence Cluster Hire Initiative in areas that build upon grand challenges, great debates (i.e. health care equity, environmental justice, education, STEM, public digital humanities).
- strengthen formal and informal faculty mentoring apparatuses centrally and at the college and department levels for new and mid-level faculty of color.
- strengthen promotion and tenure metrics.

For Staff:
- promote career ladder development for diverse staff.
- strengthen recruitment and retention pipeline for staff.
- develop Sick Bank Initiative.

To continue to create and retain a diverse student body, we will:

Undergraduate:
- expand pipeline programs.
- evaluate and strengthen tutoring, advising, mentoring, and academic development across departments, colleges, and our institution to improve student success.
- strengthen scholarship/merit awards for diverse students.
- improve four- and six-year graduation rates for historically underrepresented and underserved students, first-generation, low-income, international and other diverse students.

Graduate:
- strengthen recruitment and pipeline practices for diversifying graduate student populations.
- develop competitive graduate packages that include 12 month funding (i.e. Graduate Fellows Program).
- expand pipeline programs for pre-graduate summer programs.
- improve graduation rates and time of completion to MA and PHD.

For educational/professional development and training, we will:

- operationalize diversity education and awareness, cultural competencies training and professional development for all university employees.
- require search committee training for all university searches.

To further curricular and co-curricular transformation, we will:

- strengthen co-curricular programming that promotes the values of respect, civility, and an appreciation of human and cultural difference in all its forms (i.e. Passport System).
- strengthen the multicultural requirement.
- strengthen FYE/FYS experience.

To build community and improve campus climate within UD, we will:

- clarify and strengthen Bias/Harassment reporting processes.
- cultivate a campus climate that encourages intercultural dialogues about the importance of inclusion, diversity, and equity in theory and practice.
- develop an accountability system that is transparent in measuring our progress towards achieving our diversity goals.

To strengthen our accountability, we will:

- provide yearly updates on our institutional progress towards achieving our diversity goals in all areas listed above.
- assess and evaluate diversity activities and programming.
- create diversity and inclusion blueprints and action plans for all colleges.
- have academic units, colleges, and other administrative utilize the performance appraisal process to create SMART goals for inclusion and diversity, and to measure unit climate.
- make campus climate survey results available and provide a list of recommendations and actions where appropriate, for improving university goals and processes towards achieving equity, inclusion, and diversity.

To measure our progress, we will:

- create an equity scorecard that will help us track institutional change and the outcomes of our inclusion and diversity activities, programming, and recruitment, retention, and mentoring practices, and make those results available publically.
- utilize the Ethnic Diversity Index (or the Index of Qualitative Variation—IQV) to measure our progress in meeting our diversity goals as compared to our institutional peers.
- have an external assessment of our inclusion and diversity practices in 2021 to evaluate our diversity infrastructure, strategic leadership, accountability, strategic vision, and the outcomes of our diversity outcomes.

Our true success will be measured by:

- improved diversity in the compositional representation of our staff, faculty, undergraduate and graduate student populations.
- clarity in career development and advancement for women and historically underrepresented and underserved groups staff populations.
- an increase in the promotion and tenure success of historically underrepresented and underserved and diverse populations utilizing improved P & T metrics.
- improved graduation rates for historically underrepresented and underserved undergraduate students, low-income, first-generation, and other diverse groups.
- improved graduation rates (and time of completion to MA and PHD) for historically underrepresented and underserved groups, first-generation, low-income, and other diverse groups.
- improved hiring practices at all levels of the institution.
- decrease in discrimination and grievance complaints.
- improved campus climates in classrooms, departments, campus offices, and other institutional spaces.