

Center for the Study of Diversity

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CENTER FOR THE
STUDY *of*
DIVERSITY

2014-2015
ANNUAL REPORT

JAMES M. JONES, PH.D.
DIRECTOR



WELCOME!

This Annual Report covers the period September 2014 through August 2015. We organize our activities around academics, research and analysis, and public scholarship. The Center's mission reflects these three broad areas:

... to promote academic research and scholarship that facilitate dialogues about and understanding of the social and academic impact of diversity. Our motto is — "Scholarship that drives Diversity Practice."



*Dr. James M. Jones, Director
Center for the Study of Diversity*

The Center brings a broadly interdisciplinary focus to its activities, projects, programs, and publications on research and analysis, program and project development, public scholarship, community projects, and information dissemination. The goals of these activities are to:

- 1.) generate and transmit scholarship about diversity-related issues at UD and beyond;
- 2.) fund faculty and graduate student research and projects related to diversity;
- 3.) bring outstanding researchers and scholars of diversity to campus to share their expertise;
- 4.) communicate the results of the Center's research and scholarship;
- 5.) apply scholarship of Center faculty scholars to community issues; and
- 6.) assist the Vice Provost for Diversity in identifying diversity objectives and information needs for the University of Delaware.

Activities during the past year addressed many of the Mission goals outlined above. We hosted scholars whose knowledge and expertise enlightened the campus and provided fruitful direction to many diversity-related programs. We mounted a new diversity competency strategy for evaluating the multicultural course requirement, and began to develop a diversity competency rubric—the DC6—that identifies individual characteristics that signal the ability to interact with people who are different in respectful, effective and productive ways. We funded several research projects that extended various diversity initiatives at UD. We conducted original research with students and faculty in multicultural courses and learned of their attitudes about and experiences with the DC6 in their courses. Finally, we developed working partnerships with area employers to learn more about how they enact diversity goals in hiring and promotion in their companies. We also began exploring ways that the educational mission at UD might further their diversity management interests, and student success post-graduation.

This Report summarizes the approaches and activities we have undertaken so far, and introduces new projects and initiatives we are planning for the coming year. We welcome your thoughts and suggestions for projects, approaches and activities that will enhance the diversity efforts at UD and beyond.

NEWS & ANNOUNCEMENTS

INTRODUCING ROSALIE ROLÓN DOW



Dr. Rosalie Rolón Dow

As the Center for the Study of Diversity and the University build on the goal of diversity on campus and in the community, we have the pleasure of increasing our leadership by welcoming **Rosalie Rolón Dow** as the Associate Director of CSD.

Rosalie, Associate Professor in the College of Education and Human Development, is already a faculty scholar and has been participating in Center activities since 2012. Her research focusing on the educational experiences of underrepresented students and on ways to advance educational equity for these students dovetails with our Student Success Symposium, the core value of diversity for the University, and the mission of CSD to promote academic research and scholarship bringing the message of diversity to the

campus and the community.

Moving forward, Rosalie will work with James to provide visionary leadership, support faculty in research projects and working groups, continue to conduct her research on socioeconomic, racial, and ethnic diversity in higher education settings, assist with launching a publication series, and disseminate diversity research on campus. In tandem with James, Rosalie will collaborate with the Vice Provost for Diversity and the Office of Equity and Inclusion as we continue to develop the diversity network, disseminate information related to the Diversity Blueprint and Action Plan, and work with senior leadership on developing meaningful and impactful diversity practices.

PERSONNEL CHANGE

In August 2015, program coordinator **Bess Davis** left the Center for the Study of Diversity after more than three years of service. A founding member of the CSD team, Bess has immensely enjoyed the challenges and opportunities that have come with developing the Center from an idea into a functional research unit with meaningful goals and a wide campus reach. Bess coordinated many of the Center's core initiatives over the years, including the Transforming Student Success project (2015), the Multiversity Project and accompanying research surveys (2014), and the Disability Disclosure Conference (2013). She left the center to begin her PhD in political science with a subfield in public policy at the Maxwell School of Citizenship and Public Affairs at Syracuse University. "Although it is difficult to part from the UD community," she says, "I am grateful to have worked with such kind and intellectually driven faculty at the Center for the Study of Diversity."

Lisa Schulz replaces Bess as the new Program Coordinator for the Center for the Study of Diversity and the Center for Global and Area Studies. Lisa joins CSD after several years with UD's Center for Energy and Environmental Policy, where she served as Business Administrator. A talented professional with a passion for issues of equality and social justice, Lisa looks forward to contributing to the ongoing work of the Center.

OUR CAMPUS PARTNERS

VICE PROVOST FOR DIVERSITY

The Center is pleased to work in close partnership with Dr. Carol Henderson, who was appointed UD's first Vice Provost for Diversity (VPD) in July 2014. In this position, Dr. Henderson serves as the 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. In addition, she is a faculty scholar in the Center.



Dr. Henderson speaks at the spring 2015 Symposium on Research-Based Interventions for Student Success

In collaboration with CSD and the Office of Equity and Inclusion (OEI), the VPD developed a Diversity Action Plan at the Diversity Summit this summer. The resulting Blueprint for Inclusive Excellence contains a mission statement cementing diversity as a core value, six principled action items to build common ground values for inclusive excellence, and a five-year, phased timeline to implement this transformation in the UD community. Research shows that campus communities with proactive diversity practices increase the value and quality of experiences for all members of the community. While the initial infrastructure is being laid for expanding diversity, sustaining these endeavors will require more thoughtful and intentional efforts by all stakeholders. The Diversity Action Plan focuses on “recognition and appreciation of all human differences” at the faculty, staff, student body, curricular, co-curricular, and community levels, creating a cohesive environment of diversity, equity, and inclusion which contributes to the legacy of excellence in the *Delaware Will Shine* Strategic Plan. The Plan and continuing diversity activities will be shared with the campus community in a series of town hall meetings this fall and the coming spring.

OFFICE OF EQUITY AND INCLUSION

The Office of Equity and Inclusion's (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, university diversity initiatives, and on-going education to the campus community in all of these areas.



Dr. Susan Groff of OEI

OEI is part of the diversity infrastructure, operating from the Vice Provost for Diversity's vision for our campus. OEI works closely with UD's diversity caucuses to ensure they are providing advocacy, resources and to be an ally for their respective constituents. To that end, we encourage the nine caucuses to work together towards the overall goals for diversity on our campus. OEI is focusing its educational and awareness efforts on diversity awareness, cultural competencies, unintentional biases and micro-aggressions during the upcoming academic year. OEI also offers customized departmental trainings upon request.

OEI works closely with HR in recruiting and retaining a diverse workforce through awareness, training as well as using the affirmative action plan data and reporting. Finally, OEI is responsible for Title IX compliance as well as all other forms of unlawful discrimination or harassment.

OUR CAMPUS PARTNERS

DIRECTING STUDENT SUCCESS

The Center for the Study of Diversity and the Vice Provost for Diversity co-sponsored the participation of Dr. **Kimberly Saunders** at the AAC&U conference on Diversity, Learning, and Student Success. Having a representative from UD at this conference increased the institutional relationship and access to practices that will help support our efforts to increase diversity student success. Dr. Saunders is currently collaborating with other colleagues who also attended the conference to write a presentation proposal focusing on the theme: Challenging Mindsets to Advance Diversity, High-Quality Learning, and Student Success.



Kimberly A. Saunders is the executive director of TRIO Pre-College and Student Success Programs at UD

Building partnerships to enhance diversity and student success efforts at UD is important to Dr. Saunders, who was recently promoted to serve as the Executive Director for TRiO Pre-College and Student Success Programs. She is excited to continue her affiliation with the Center for Diversity by exploring avenues to improve cross-campus collaboration for student diversity recruitment, mentoring, and success.

FACULTY SCHOLARS

The Center enjoys the support of a range of departments and disciplines within the campus community. These Faculty Scholars meet to discuss diversity topics, share research, and implement the Center's mission.

Margaret Andersen, Sociology & Criminal Justice
Erica Armstrong-Dunbar, Black American Studies, History
Jose Aviles, Admissions
Karl Booksh, Chemistry
Julio Carrión, Political Science & International Relations
Pamela Cook, Mathematical Sciences
Patricia DeLeon, Department of Biology
Rosalie Rolón Dow, School of Education
Chad Forbes, Psychology
Gabrielle Foreman, English
Sam Gaertner, Psychology
Colette Gaiter, Department of Art
Tiffany Gill, History, Black American Studies
Rosalind Johnson, College of Arts and Sciences

Stephanie Kerschbaum, English
Muqtadar Khan, Political Science & International Relations
JP Laurenceau, Psychology
Barret Michalec, Sociology & Criminal Justice
Lynnette Overby, Theatre
Yasser Payne, Black American Studies
Cheryl Richardson, Center for Teaching & Assessment of Learning
Elaine Salo, Political Science & International Relations
Ismat Shah, Physics
April Veness, Geography
Leland Ware, School of Public Policy & Administration
David Wilson, Political Science & International Relations

YEAR IN REVIEW

THOUGHT LEADER SPEAKER SERIES

DR. RICHARD TAPIA

“Be proud of who you are.”

In partnership with UD’s “*Delaware Will Shine*” strategic plan, the Department of Mathematical Sciences, and UD ADVANCE, **Dr. Richard Tapia**, Director of the Center for Excellence and Equity in Education at Rice University, delivered the 2014 CSD Distinguished Lecture on Diversity in Higher Education on October 13, 2014. During his address on “Diversity Crisis in Higher Education”, Dr. Tapia shared his own journey from the barrios of Los Angeles to the White House as recipient of the prestigious National Medal of Science.

Focusing on instilling good work habits and a concept of global excellence in underrepresented minority students, he addressed the diversity crisis facing U.S. higher education and offered his experience with how Rice University is striving to welcome minority students and equip them with the academic skills to excel, particularly in science, technology, engineering, and mathematics (STEM).

Although the Hispanic population in the United States is increasing by 4 percent per decade, Hispanic students are underrepresented in education and especially in STEM fields. These students face the additional hurdle of completing their education. Tapia quoted a study that revealed that 41 percent of 16– to 19-year-old Hispanics in New York City drop out of high school; in Houston, 60 percent of Hispanic males drop out of school.

Addressing a group including former UD President **Patrick Harker**, Provost Domenico Grasso, and Dean of the College of Arts and Sciences **George Watson** among others, Tapia said faculty should be blamed for not doing enough toward the problem and for lowering their expectations for underrepresented minority students. He encouraged the use of mentoring and support programs, creating such programs where they do not yet exist, to assist minority STEM students. During the question-and-answer session, Tapia reiterated the need for support on all levels: “Any university that wants to do something [about diversity] can do it. It can be done—it’s leadership.”



Richard Tapia speaks at the University of Delaware (October 2014)



(Left to Right) President Patrick Harker, CSD Director James M. Jones, Richard Tapia, and Dean George Watson

STUDENT SUCCESS SYMPOSIUM

“What does it mean to be a good student?” That question was at the heart of a CSD-sponsored daylong symposium on February 19, 2015 titled “Research-Based Interventions for Student Success.” With speakers from Stanford University, Columbia University, UC-Berkeley, University of Washington, and UD, the event focused on changing campus culture and identifying and encouraging student success, particularly among underrepresented minority students.

The symposium was the first in a series to help UD support academic goals of three categories of students—first-generation, low-income, and underrepresented minorities. By building strong, productive relationships in an academic setting, the University can make its commitment to diversity a concrete reality. The presentations focused on four principle factors that affect students’ success; fitting in, having supportive relationships, institution-student match in cultural values and dynamics of institutional change.



Valerie Purdie-Vaughns of Columbia University speaking at the Spring Symposium

Gregory Walton of Stanford University, described brief 15-minute interventions to address student feelings of belonging, competency, and purpose—referenced by three recurring questions; do I fit in, am I smart enough? Does this matter? Interventions helped students recognize that all students have similar fears and working through them can relieve their “do-I-fit-in” worries.

Valerie Purdie-Vaughns of Columbia University described how affirming aspects of oneself could have long-term positive effect on performance. In one study, seventh-graders who did a simple, 15-minute writing exercise in which they described and explained things which were important to them, did better academically over the course of several years than those who had no affirmation exercise. Purdie-Vaughns noted that “A small psychological intervention could have a large impact.”

Rudy Mendoza-Denton of UC-Berkeley focused on how supportive relationships both within and across ethnically centered groups can increase a sense of belonging to the greater academic community. His research showed that belonging to ethnically centered groups improved feelings of belonging, academic performance and physical health.

Rebecca Covarrubias of UD and **Stephanie Fryberg** of the University of Washington presented research on the impact of cultural values on student performance. In an intervention in middle-school, they reframed education in terms of cultural and familial concepts of American Indian groups rather than middle-class, white, European concepts. By showing the benefit of education to the community as a whole, they improved Indian students’ performance on national tests and enhanced their motivation for further education and career success.

In breakout sessions, attendees discussed how to implement the research at UD. Students in the two-year Associate in Arts Program often report feeling like second-class students—they don’t belong or fit in. Potential curriculum change can help close the gap between student preparation and regular class performance. In addition to cultural values, increased sense of belonging, providing opportunities for self-affirmation, curriculum was also a target for improving student success.

By addressing the perception of inability in a manner that empowers underrepresented minority students, UD can achieve its goals of diverse student success. As Fryberg stated, “it is important to reassure students that their schools’ diversity ratings are not a reflection of the students’ capabilities, but of a flawed system.” This series hopes to correct those flaws.

TRANSFORMING STUDENT SUCCESS SERIES

BILL SEDLACEK

How do we measure future success of prospective students from a multitude of backgrounds and how do we help them succeed? That is the question **Bill Sedlacek** has researched during over 40 years at the University of Maryland. Moving beyond sound-bites and buzzwords, Dr. Sedlacek has identified eight strategies to build an academic enterprise that works for a diverse population, which he laid out to the UD community on April 9, 2015.

Building and supporting populations that accurately reflect society as a whole, including those traditionally left out of the equation — international students, racial minorities, women, older students, sexual minorities, and people with disabilities — is one of the issues UD has set as a pillar of its “*Delaware Will Shine*” strategic plan.

While test scores are one measure of a prospective student, they are not infallible and can contain biases. “Noncognitive” skills such as leadership, resourcefulness, and community engagement add layers to the achievement potential of a student, but how do we quantify these and how do we encourage the development of these skills in students once they matriculate?

The “noncognitive” variables Sedlacek discussed include:

- Positive self-concept
- Understanding how to handle the system
- Availability of strong support person
- Community service
- Realistic self-appraisal
- Preference for long-range goals
- Demonstrated leadership
- Nontraditional learning

For example, in one large-sized public university, noncognitive variables were used along with traditional ones to select entering classes, but with different weights for different students. Changing nothing else, they were able to admit a large underrepresented-minority freshman class and the six-year graduation rate increase by 5 percent for traditional students, and 14 percent for URM students.

Sedlacek acknowledged that some faculty and students have no interest in promoting and supporting diverse populations. The challenge will be to find the reasons to motivate those persons. The Center for the Study of Diversity Director **James M. Jones** said “I am very excited by the prospects of where we’re heading and the probabilities we’re going to get there.”



Bill Sedlacek speaks at the University of



Director James M. Jones and Bill Sedlacek

GRANTS

Although the CSD conducts several research projects related to diversity on campus, it also aims to support the diversity work of UD's intellectually creative faculty and staff. This past year marked the Center's third annual cycle of the competitive Diversity Research Grant Program, and we allocated nearly \$15,000 to some very worthy research and artistic projects.

FACULTY GRANTS

Gretchen Bauer, Political Science and International Relations

"Awkward Conversations: Race and Race Relations at UD and Beyond"

This grant supported a spring 2015 lecture by Kansas University historian David Roediger, "On Whiteness," aimed at reaching the majority faculty and student population, with all members of the University community welcome. Dr. Bauer writes, "At a predominantly white institution (PWI) such as UD we understand that there is much work to do with our majority population to initiate a conversation about race relations. We understand that many of our majority students do not have the vocabulary to talk about race and think that race is something that only affects others. This lecture and Q and A will help to initiate such a conversation."

Lindsay Hoffman, Communication

National Agenda: Race in America

Under the auspices of the Center for Political Communication, Dr. Hoffman conducted the National Agenda speaker series in fall 2015, bringing speakers and films to campus on the topic of "*Race in America: Conversations about Identity and Equality*." This project facilitated and encouraged open dialogue "at the cutting edge of the conversation about race issues, in fields ranging from academia to public policy, media and entertainment," according to Ralph Begleiter of the CPC.

Esme Allen-Creighton, Music

Bitter Roots to Sweet Fruit: A musical timeline of Delaware's struggle for educational equality

Harnessing the emotional power of music and personal authority of oral history recordings, this project will be an artistic analysis of the issues surrounding educational diversity in Delaware, and in particular, a response to the racist social media comments from September 2014, regarding members of the Delaware State vs University of Delaware football players.

The project will feature collaboration with African American composer Mazz Swift, culminating in the creation of a "musical timeline", a combination of original composition with recording excerpts pertaining to the fight for educational equality in Delaware.

GRADUATE STUDENT GRANTS

Lei Chen, School of Education

"Thinking critically on UD campus: A case study of Chinese college students' and UD faculty's conceptualization and experiences with critical thinking"

This project is a comparative study featuring interviews with Chinese international students on UD campus and faculty members from different disciplines that teach those Chinese students. By comparing student and instructor conceptualizations of the critical thinking concept, and teaching and learning expectations, the project hopes to bridge the gap between the faculty and student expectations and experiences of critical thinking and to foster dialogues and reflections on nurturing students' critical thinking on campus.

Kelly Duran-Jordan, Rachel Amey, and Chad Forbes, Psychological and Brain Sciences

"The Impact of Interleukin 1 Beta Polymorphisms on Vulnerability to Threat Effects and Subsequent Health"

Under-represented in STEM graduate degrees and fields, women may experience stereotyping-related stressors. Exposure to chronically stressful situations associated with being negatively stereotyped in STEM fields may actually be bad for women's health. This study seeks to examine how that stress affects overall health by investigating how vulnerability to stereotype threat may vary as a function of variation in a genetic marker, and how these variations may contribute to health outcomes.

Andrew Garcia, Psychological and Brain Sciences

"Fostering Interest in STEM and Higher Education for Students of Underrepresented Backgrounds"

This project aims to establish a unique Delaware-based platform that could ignite interest in STEM for middle school students from racial/ethnic groups or socioeconomic backgrounds historically underrepresented in STEM. Led by UD graduate students, the goals of this initiative are to provide introductory exposure to STEM fields and provide resources and encouragement on pursuing a path toward graduate studies.

Marisa Kofke, School of Education

"Undergraduate Student Perspectives of Disability: Implications for Postsecondary Pedagogy"

This project undertakes a qualitative study to examine several facets of a disability issues including undergraduate students' personal and professional perspectives of disability, how their views of disability change, and pedagogical practices used in a course on disability issues.

Charlotte Marshall, Psychological and Brain Sciences

"The impact of improvisation control on performance for students from low socioeconomic backgrounds"

Seeking to engage non-traditional measure of success control, this study explored the impact of improvisation control on academic and task performance as well as psychological well being in low SES collegiate populations. Utilizing a survey of self-reported socioeconomic status, improvisation and traditional control beliefs, an improvisation resource generation task, and a measure of psychological well being, the researcher hopes to find a link to enhanced performance as compared to traditional measures of control.

RESEARCH FOCUS

DC6 DEVELOPMENT

The Center for the Study of Diversity (CSD) has developed a model of “Diversity Competency”, adapted from the Association of American Colleges and Universities’ Global Learning VALUE Rubric, available here (link to <https://www.aacu.org/value/rubrics/global-learning>).

We define Diversity Competency as “a set of characteristics, perspectives and abilities that enable one to live and work effectively with others productively and responsibly in diverse settings, organizations or societies.” The Diversity Competency model includes six elements (DC6) that lead to competence in living and functioning effectively and responsibly in a diverse world:

Diversity Self-Awareness: understanding the interrelationships between the self and others who belong to diverse social groups

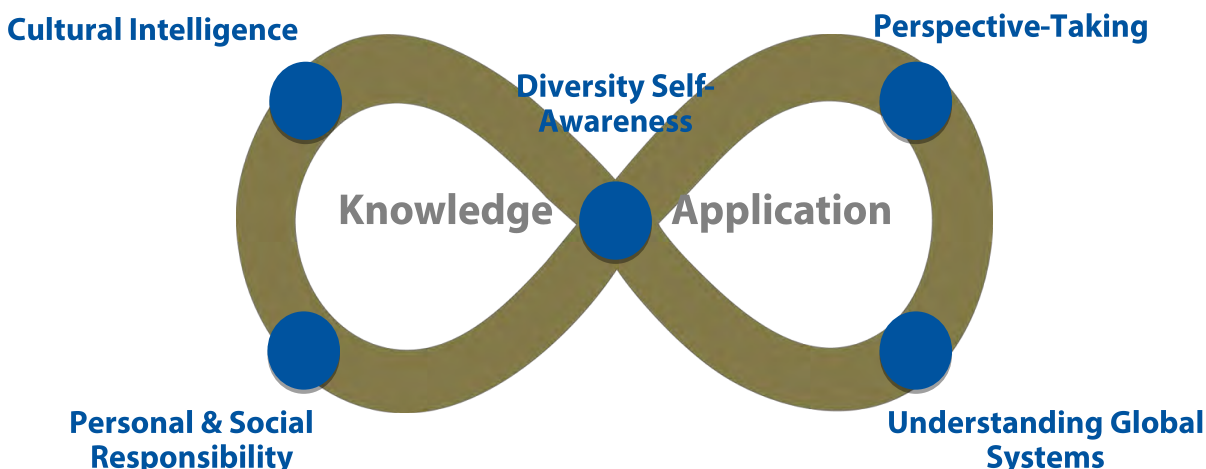
Perspective Taking: ability to engage and learn from perspective and experiences different from your own

Cultural Intelligence and Communication: recognizing the influences of one’s cultural heritage, learn about diversity of cultures and communicating effectively across cultural differences

Personal and Social Responsibility: recognizing one’s responsibilities to society, and being aware of ethical and power relations among various social status groups.

Understanding Global Systems: understanding the historic and contemporary roles of organizations, and their influences worldwide

Knowledge Application: the ability to apply knowledge and skills to diversity related issues both alone and with others.



MULTIVERSITY PROJECT

The Multiversity project was a collaborative effort by CSD Faculty Scholar **Barret Michalec** and CSD Director **James Jones** and funded in part by the Center for the Teaching and Assessment of Learning (CTAL). The overall aim of the project was to assess the General Education multicultural course requirement and consisted of two phases: Phase 1, directed by Dr. Michalec, examined the certification process; specific instructional tools used in these courses; student learning outcomes; and how the MR courses relate to the culture and climate related to inclusion and diversity; Phase 2, directed by Dr. Jones, assessed a diversity learning rubric's utility for assessing the contribution of Multicultural-designated courses to students' diversity learning and instructor's pedagogical approaches.

Among other conclusions, Phase 1 found that:

- Instructors of MR courses unanimously agree that engaging students in MR objectives is essential and believe that the teaching of MR objectives should be nested throughout the undergraduate curriculum, rather than simply focused within one required course.
- For the instructors, the most difficult challenge was promoting open mindedness among students, and cultivating a comfortable environment for students to discuss sensitive issues openly and freely.

In phase 2, a sample of 417 students enrolled in at least one multicultural course in fall 2014 completed a diversity attitude scale and an assessment of the degree to which they believed that the MC course fostered development of each of the Diversity learning competencies. In addition, 34 faculty who taught those courses rated each DC6 element and on the degree to which their course provided opportunities to develop it, and captured the goals of a high quality multicultural course instruction.

Among other conclusions, Phase 2 found that:

- Overall, students reported that their MC courses fostered development of all DC6 elements (65% to 75% agreed or strongly agreed)
- Diversity Self-Awareness, Perspective-Taking, and Cultural Intelligence and Communication were rated the highest, especially in classes with less than 25 students.
- Faculty rated Diversity Self-Awareness, Perspective-Taking the highest as desirable outcomes in their multicultural courses.
- Nearly 80% of faculty agreed that the DC6 elements captured "...all of the important objectives of a high quality multicultural course."



Overall, the results suggest that greater rigor is needed to ensure that the multicultural course requirements meets its goals, and that the diversity competency approach may be useful in identifying those courses that best accomplish this.

EMPLOYER FOCUS GROUP



In December 2014, The CSD convened a focus group meeting with area companies who actively recruit UD graduates to their enterprises. Participants represented the following companies: Burlington Stores; Christiana Care Health System; DuPont, Enterprise Holdings, Federal Reserve Bank of Philadelphia, HR Strategies, Nemours/Alfred I. DuPont Hospital for Children, State of Delaware, OMB, United Way of Delaware. (see photo)

Company representatives had spirited discussions about how they define diversity and think about and apply diversity ideas to their business operations. We also discussed best practices for preparing workers for a changing workforce and strategies for assessing the impact of these practices. There was a strong consensus that UD plays a critical role in preparing its graduates for working in an increasingly diverse workplace environment.

Representatives also completed a survey of the competencies they seek in potential employees. The Table shows them in rank order of importance. It is notable—representatives unanimously agreed—that the communication, perspective and awareness competencies were most important. Specific technical knowledge and skills, they felt, could be developed on the job.

Rank Order of Competencies Sought by Employers
•To work in a team structure
•To verbally communicate with persons inside and outside the organization
•To plan, organize, and prioritize work
•To make decisions and solve problems
•To communicate across cultural boundaries
•To engage and learn from perspectives and experiences different from one's own
•To obtain and process information
•To possess an integrated awareness of one's relationship with others from diverse groups.
•To apply knowledge and skills gained through higher learning to real-life problem-solving.

Finally, we presented the DC6 model which they strongly endorsed. They developed a conceptual model (see page 12) of the DC6 that integrated the six elements around the knowledge application standard. All attendees agreed that continuing the conversations and exploring ways to connect diversity competency to the curricular and co-curricular activities would be a valuable activity.

NEW RESEARCH PROJECTS

BlueHen Success Project:

Working collaboratively with the offices of Admissions, Enrollment Management and the Dean in the College of Arts and Sciences, the Center will take the lead in what is tentatively titled the Blue Hen Success project. This four-year longitudinal project will assess the connection of admissions criteria, student performance and experiences to overall success at UD. The project will encompass multiple units and participants from across the university—faculty, administrators, students and staff. The primary cohort consists of undergraduate and graduate students entering UD in 2015.

This project has three principle aims:

- 1) Create a comprehensive database of precollege, college and post college indicators of preparation, performance and success for a cohort of UD undergraduate and graduate students entering the university in the fall 2015.
- 2) Conduct longitudinal study of these cohorts over four years based on the continually updated database, as well as information from a variety of on campus units and organizations, and direct responses from the cohort through quantitative and qualitative surveys and interviews.
- 3) Make the database available to scholars at UD (on a competitive and carefully screened basis) for analysis and investigation.

We expect that this database will identify successful admissions criteria for admitting the maximally diverse and successful entering class of students, as well as barriers to persistence and graduation and positive predictors of overall academic success and personal well-being for all students.

Microaggressions Research Project

Derald Wing Sue (2010) describes microaggressions (MA) as “...brief, everyday exchanges that send denigrating messages to certain individuals because of their group membership. p. xvi). They are often described as subtle, stunning insults that are often automatic or unconscious. Less obvious than overt hostile exchanges (using the N word, displaying a noose), they nevertheless take a psychic toll over time. We are developing the microaggressions research project jointly with the Center for Teaching and Assessment of Learning (CTAL) and the Vice Provost for Diversity Office. Its primary focus will be microaggressions in the classroom, but will consider other contexts and spaces as well. Experiencing microaggressions contributes to a negative campus climate and potentially bears a disruptive influence on academic performance. The project will explore the nature and frequency of MA occurrences, their effect on academic performance and psychological well-being. Educational opportunities for learning about and reducing both the frequency and impact will be factored into the project planning.

Diversity Competency Metrics

The Center will continue to develop the DC6 Diversity competency metrics. Specific aims are to create a psychometrically sound measurement metric, test its validity and reliability and work with employers who recruit at UD to determine its utility in making hiring and promotion decisions.

NEW SPACE

In September 2014, the Center’s offices moved to the third floor of McKinly Laboratory on Delaware Avenue. Visitors are welcome to stop by our new location!



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