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**The Path to Prominence through Diversity
University of Delaware
Diversity Task Force Final Report**

*“Diversity efforts are important because they are fundamental
to quality and excellence in the world in which we live in today.”*

--Damon A. Williams and Katrina C. Wade-Goden, “The
Complex Mandate of Chief Diversity Officer, *The Chronicle
of Higher Education*, September 26, 2008, B44

Preamble

Through its strategic planning process, the University of Delaware has established a goal to pave “a new path designed to engage closely with the critical issues of our day, to increase the global impact of the University, and to raise its prominence in the world.” Diversity is identified in the University’s strategic plan as crucial to this goal. As stated in the University’s Strategic Plan for the Path to Prominence, *“The University of Delaware will foster a robust educational environment in which all people are welcome and feel welcome – one that supports critical thinking, free inquiry, and respect for diverse views and values. As a community, we will embrace diversity as an integral and vital part of everyday life and a cornerstone value of our University.”*

Realizing the importance of promoting diversity at the University of Delaware, President Patrick Harker appointed a Diversity Task Force in the spring of 2008, charging the Task Force with undertaking a systematic review of diversity as an integral component of the University of Delaware’s mission and making specific recommendations on how diversity should be incorporated, enhanced, and institutionally organized at the University (see Appendix A for a list of members).

The commitment of the president and the senior leadership of the institution to enhancing diversity at the University of Delaware is an important step toward our future. The Diversity Task Force understands that it will take persistent and consistent leadership to continue on this path and we applaud President Harker for expressing a strong vision for diversity. At a time when diversity can often seem to be only rhetoric, bold action will be needed to foster diversity—in all its dimensions—on our campus.

Throughout our work, we have been impressed by the goodwill and strong interest in promoting diversity that have been expressed by the many people with whom we have spoken. Our report is presented in the spirit of creating a unified plan for promoting diversity and generating tangible results for the University of Delaware. As stated in the quotation at the head of this report, diversity is central to educational excellence in today’s world.

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The Intellectual Enterprise of the University: Diversity at the Core

The fundamental mission of the University is intellectual production and the education of new generations of citizens who must be prepared to live and work in an increasingly diverse and global world. With this in mind, the Diversity Task Force has embraced a broad definition of diversity, as initially charged by President Harker. We want students, faculty, and staff to be part of a campus community where the intellectual environment embraces and inspires diverse thought, because we understand that this is the foundation of a 21st century university education. In our deliberations, we have thus used a broad definition of diversity to refer to diverse intellectual perspectives *and* the different views and experiences that are generated from a diverse population. We understand that only when we include the full range of human experience and expression do we foster the kind of intellectual and educational climate that embraces and inspires diverse thought. This means that the inclusion of historically underrepresented groups is fundamental to the University's educational and intellectual mission.

In our work we have also been informed by research that details the significance of diversity in enhancing learning outcomes, in developing stronger attitudes and behaviors involving citizenship, and in inspiring innovation and creativity (Florida, Hackler and Mayer 2008; Gurin et al. 2003; Hurtado 2005; Leung et al. 2008). Given the demographic realities of the U.S. population (now and in future projections) along with the global future of the workplace, we know that having a more diverse campus is critical for preparing our students to enter the workforce. Our definition of diversity then refers both to processes of fairness, equity, and inclusion, to the different perspectives that we think are essential to the educational enterprise, *and* to the various affinities that people may have based on race, ethnicity, nationality, gender, sexual orientation, religion, and ability status. We understand that many people will identify with one or more of these affinity groups, but we also want people on our campus to feel part of the whole, not just stereotyped into particular categories or unidimensional identities. We are also very aware of the risk of defining diversity so broadly that it becomes meaningless. Furthermore, we want diversity on our campus to be more than brief moments of celebrating "others;" rather, it should become part of the very fabric of the institution.

To this end, we take diversity to mean both the recognition and appreciation of the different backgrounds, values, and ideas of those who comprise our campus, as well as a commitment to ensuring that all people on our campus are treated according to principles of fairness, civility, dignity, and equity. We share the conclusion, recently reported in *The Chronicle of Higher Education*, that "faculty diversity serves two important institutional interests: excellence and legitimacy. A diverse faculty promotes academic excellence by incorporating the breadth and depth of a wide range of experiences, perspectives, and scholarly interests. A diverse faculty promotes legitimacy by demonstrating that the path to scholarly achievement is open to all, including groups that have been historically excluded from higher education" (O'Rourke 2008, p. 43).

We also conclude that diversity should be the work of the whole campus. Too often, the responsibilities of fostering diversity are disproportionately borne by

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historically excluded groups. While, we know it is important to tend to the experience of previously excluded groups, we also think that the campus has a common stake in meeting the University's diversity mission.

How We Proceeded

Learning from the process of the Strategic Planning Committee, the Diversity Task Force identified a large number of constituency groups and conducted interviews with each group during the summer and fall of 2008. (See the full list of Constituency Groups in Appendix B). Notes from each group meeting were posted on a shared web site and then used to frame Task Force discussions and the recommendations detailed in this report.

In addition, we held meetings with a number of senior administrators from key university offices, including the President's Roundtable, Deans' Council, Admissions, Financial Aid, Graduate Studies, among others. We also formed working subcommittees that were tasked with specific agendas, including subcommittees to review best practices at other universities, to request and present data on diversity, to review the organizational structure of the University with regard to diversity, and to review the posted emails that came in from the campus community at-large.

We understand that the issues we are tackling are nationally situated. The Task Force reviewed diversity practices at institutions around the country, including those identified as our peer institutions, as well as those to which we aspire. It is important that we situate the University of Delaware within the context of the progress and accomplishments of other higher education institutions, particularly those to whom we compare ourselves or that we desire to be more like. We have looked at best practices, as well as a range of data, regarding diversity in other institutions, as well as our own. These comparisons frame some of the content of our report. Where we may fall short of peer institutions on some measures, we should strive harder. Where we equal or exceed the performance of other institutions, we can strive to be even better.

We sincerely thank everyone who participated in this process. We hope the report represents the collective will of people at the University of Delaware.

We have identified four core themes that guide our conclusions and our recommendations:

- **Building and Nurturing a Welcoming Campus Climate**
- **Ensuring Equity, Inclusion, and Representation**
- **Promoting Education and Scholarship for a Diverse World**
- **Monitoring the Future and Assuring Accountability and Institutional Vitality**

I. Building and Nurturing a Welcoming Campus Climate

Our many meetings with over seventy constituency groups on campus showed us that there is broad support on our campus for building and supporting a more diverse campus climate. We were impressed by the widely stated desire to integrate diversity into the fabric of the campus and to build a strong infrastructure for supporting a diverse campus culture. At the same time, we too often heard that people feel unwelcome, stymied, or underappreciated—themes we heard across a wide array of constituent groups, including people in so-called majority groups. Promoting more tolerance among and within groups, building a more inclusive community, and generating greater civility on campus were often-heard themes in our interviews. As stated in the preamble, we want diversity to be seen as an educational strength, not a matter of division. We understand that transforming a campus climate is not an easy task and that it means not just focusing on so-called minority groups, but also working with so-called majority groups about the often unintended ways that bias can hurt those who may feel unwelcome on our campus.

We have found that the process of discussion of diversity that we used was itself a good practice. The question we have wrestled with is: “How can we build a culture of diversity that infuses our campus and informs all that we do?” Answering this question should engage students, faculty, staff, and senior administrators. We have been pleased by the support of the University president for furthering diversity and for defining it broadly. We also know that this work will continue to take sustained commitment and leadership from the senior administration as we all work to infuse a culture of diversity throughout the institution.

We believe that building greater community and connection among and across diverse groups on campus is critical to the future of diversity at the University of Delaware. Some of our recommendations on how to do so are short-term with potential immediate results; others will take a more sustained and long-term effort, but we believe it is critical that bold, decisive, and visible action be taken now to signal the importance and the sincerity of this work.

Below we offer several programmatic, as well as symbolic, actions that can signal the sincere effort to transform the culture of our institution. We understand that transforming a campus culture requires acting on multiple fronts and in multiple, but unifying and consistent, ways.

•Goal: make diversity an integral and ongoing part of campus life.

Recommendations/Actions:

- Continue campus-wide conversations about diversity with the purpose of engaging students, faculty, and staff in discussions and critical thinking that engage different points of view, experiences, and the recognition that diversity is critical to an educational environment and increasingly necessary in preparing citizens to live and work in an increasingly diverse and global world. This could

include an annual and/or ongoing University-wide forum on contemporary themes that fold in diversity and that includes prominent speakers (comparable to the Global Agenda series).

- Because Student Life has a central role in transforming the climate for students on our campus, we strongly encourage this unit to review and further develop programs and activities for informal learning opportunities that educate all students about the importance of a diverse campus climate not only to make this a welcoming campus for all, but also to ensure student success when they leave. Encourage the council of student leaders to enhance cooperation and shared programming.
- Be more cognizant of the different religious traditions observed by students, faculty, and staff. As one example, during major religious holidays, use the University home page to educate the campus about the cultural significance of observing the holiday as well as to remind faculty and students of existing University policies regarding religious holidays.
- Provide more support for international faculty, including visiting faculty and scholars, such that they feel welcome and integral to the campus community.
- Provide the support staff needed to work with students and student organizations that make the campus welcoming for all groups.

•Goal: communicate to the University community on campus and beyond that diversity is a central part of our commitment and our culture.

Recommendations/Actions:

- Create a highly visible link on the University home page that features “Diversity at the University of Delaware.” Use this page to regularly update the campus community on events, campus organizations, and other matters related to diversity. There are many good models for doing so on the home pages of most of our comparator institutions.
- Visible symbols and images that reflect diversity should be present throughout the campus, including the art that hangs in university offices, the catalog and view book, diverse performances at public events, and so forth. We recommend using more bilingual signs throughout the campus as a symbol of a welcoming international environment. This could also include special tributes (such as special events on important anniversaries, art work, and so forth) that commemorate those who desegregated the University and acknowledge the history and desegregation of the women’s college. Where security allows, it can also include showcasing collections that we have on campus by featuring them in different locations around campus.
- Appointments to the University’s Board of Trustees should include consideration of candidates’ contributions to diversity.
- University promotional materials must reflect a diverse community, also providing examples of opportunities available to underrepresented groups.

•Goal: develop stronger relationships with external constituencies and alumni to underscore the idea that the University of Delaware welcomes people of different backgrounds, regardless of race/ethnicity, gender, sexual orientation, religion, physical ability, and so forth.

Recommendations/Actions:

- Enhance, create, and extend programs that make inroads to underrepresented communities in Wilmington and elsewhere in Delaware and publicize ourselves better in those communities.
- Increase the involvement of underrepresented groups as members of the Parents' Board.
- Develop more partnerships with Delaware middle schools and high schools to encourage more connection with the University of Delaware and to identify more potentially college-bound students from historically underrepresented groups. Increased staff support will be needed to do so.
- Develop more diverse alumni activities that encourage the inclusion of people from groups not currently engaged with the University.

II. Ensuring Equity, Inclusion, and Representation

Creating a welcoming campus climate and infusing diversity through the culture of the institution are important. But also critical to the development of a diverse and welcoming campus climate is having a critical mass of students, faculty, and staff from diverse domestic and international backgrounds. We should strive to have our student body better represent the demographic region from which we draw our students at the same time that we build an internationally diverse student body to reflect the global themes in Path to Prominence. Equally important is having faculty, staff, and leadership at all levels of the institution that better represents the diverse talent needed to educate students in an increasingly diverse world. And although, in accordance with federal policy, the University does not monitor such forms of diversity as sexual orientation and religion, it is important that the University continue to protect the rights of all members of the University community and create a climate and support policies and activities that make this a welcoming and safe place for all faculty, staff, and students, regardless of sexual orientation, religious and political beliefs.

Integral to this goal is the recruitment and retention of a diverse faculty and staff. Having more faculty and staff from under-represented groups not only adds to the intellectual vibrancy of the campus, but also helps recruit a more diverse student body. The presence of a more diverse faculty and staff also signals the University's commitment to equity and reduces the burden placed on women and faculty of color who are already here. A significant body of research shows the impact of subtle forms of bias and how this impedes the educational mission of higher education institutions (Dovidio et al. 2002). Creating a more diverse workforce can help overcome the subtle biases that pervade people's attitudes and impede progress toward a more inclusive future.

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Ensuring equity, inclusion, and representation requires active work by *all* members of the University, with strong leadership from the senior administration, as well as deans, department chairs, and other unit leaders. This will mean educating administrative leaders and faculty/staff about practices that are most likely to result in effective searches and holding people accountable for results. Moreover, as recently concluded by the University of California system, universities that are "seriously committed to equity must value contributions to diversity made through teaching, research, and service. If diversity is truly part of the core academic mission, it should be included in the criteria used to evaluate and reward faculty achievement" (*The Chronicle of Higher Education*, September 26, 2008).

•Goal: increase the critical mass of people of color and women at all faculty ranks.

Recommendations/Actions:

- Develop new practices for faculty hiring that support more flexible searches that have a better chance of identifying and recruiting faculty from underrepresented groups. This can include breaking out of the practice of keeping all hiring at the departmental level, by reserving some positions at the deans' and/or provosts' level for opportunity hires for which departments compete. Hiring in clusters has also been shown to be effective in diversifying the faculty, as has allowing more flexibility in the time-line of searches such that faculty actively seek minority and women candidates in areas where they are currently underrepresented even if lines are not currently available. This includes making funds available so that departments can respond when opportunities for hiring women and minority faculty arise. It can also mean that, when a highly qualified underrepresented candidate emerges in a search, especially in departments where there is a need for a more diverse faculty, every attempt should be made to hire that person.
- Develop a visiting faculty scholars program to bring senior and junior faculty, especially from underrepresented groups, to campus with funds that supplement sabbatical salaries of visiting faculty. Such a project could engage groups of faculty in seminars in our areas of academic strength that also enrich the intellectual climate on issues of diversity. These opportunities then help identify pools of candidates who might be recruited to the faculty.
- Utilize faculty who work within diverse, national networks to generate potential leads for faculty appointments (including the identification of graduate students soon to enter the job market). This can include establishing departmental relationships with organizations and programs in national associations that promote greater inclusion of graduate students from underrepresented groups.
- Offer more named chairs to current senior faculty of color and women (including Alison Professors).
- Include faculty on all search committees who have proven commitments to the University's goal of diversifying its faculty and staff.
- Colleges should create a senior-level faculty appointment whose major responsibility is taking a pro-active role to ensure that the College meets the

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University's goals for diversity. For example, this could include responsibilities for fostering research on diversity, sharing information about best practices, identifying funding sources, and promoting diversity in faculty appointments.

•Goal: Increase the diversity among professional and salaried staff.

Recommendations/Actions:

- Unit managers should be held accountable to increase diversity among professional and salaried staff in their respective units. Performance evaluations should include staff efforts that promote a more diverse and open campus climate such that all people feel safe and welcome here.
- Ensure that all searches involve a competitive and open selection process, including those for senior administrative appointments.
- Recognize and reward professional and salaried staff who make significant contributions to a welcoming, equitable, and inclusive campus.
- As with faculty searches, include people on all search committees who have proven commitments to the University's goal of diversifying its faculty and staff.
- Strengthen the accountability of all units with regard to affirmative action policies; require all search committees to identify the efforts they have made to reach out to members of under-represented groups and to provide specific explanations when under-represented candidates are not selected.
- Establish a professional mentoring program with specific goals for all employees to help enhance career development opportunities and create clear avenues for growth and promotion.
- Ensure that salaries are competitive to attract and retain the most highly qualified professional staff.
- Create professional/staff development opportunities and programs focused on diversity.

•Goal: Retain faculty and staff of color, women, and faculty of various nationalities once hired.

Recommendations/Actions:

- Review and enhance the existing mentoring program for faculty at both the Assistant and Associate rank, including providing the needed staff support; ensure that mentoring is a collective process, not just an individual or hierarchical one. Consider the development of a professional development seminar for new faculty designed to help them negotiate the requirements of academic work and provide an informal support network.
- Collect information that provides data on the retention of faculty, noting specifically the retention of underrepresented groups and international faculty.
- Institute exit interviews for all departing faculty and staff, including specific questions designed to tap the experiences of women and people of color.

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•Goal: Cultivate the leadership of existing faculty and staff, with special focus on women and people of color.

Recommendations/Actions:

- Develop a leadership program for mid-career women and minority faculty who may be interested in pursuing chair and other administrative positions.
- Deans and the Provost should make greater efforts to identify and appoint minority faculty and staff to leadership positions within academic departments and programs.

•Goal: Educate those responsible for hiring about the bias, intentional and unintentional, that can limit opportunities for people because of gender, race, sexual orientation, or religion.

Recommendations/Actions:

- Develop regular workshops on what works in faculty hiring and require search committees to attend. At the same train, educate all faculty and staff about practices and attitudes that result in successful diversity efforts.
- Search committees should be given clear instructions on their responsibility to meet the University's commitment to diversity.
- Develop programs to educate faculty and staff about the unintended ways that gender, race, and other forms of bias can impede effective and successful searches.
- Sponsor a major scholarly lecture series on "The Science of Diversity."

•Goal: Recruit a more diverse undergraduate student body that more nearly represents the demographic population of our region.

Recommendations/Actions:

- Review admissions policies and procedures for their impact on undergraduate recruitment for underrepresented groups. This may require providing more competitive scholarships funds for students being recruited by comparator institutions. We should also be very flexible in the time line for offers when we are attracting highly qualified minority students or women in fields where they are underrepresented. Colleges should be expected to identify professional areas where targeted efforts would result in recruiting clusters of students into areas where there is a great need for more minority professionals (such as teaching, nursing, and other fields).
- Build more partnerships with historically black colleges and universities, Hispanic serving institutions (HSIs) and other minority-serving institutions (MSIs)., as well as with organizations such as the Hispanic Association of Colleges and Universities.

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- Within Delaware, we must reach out to middle school students and their families, especially low-income, first-generation college families, to ensure that students are prepared for college. Create a “pipeline” of underrepresented groups by establishing relationships with elementary, middle, and high schools in the community. Additional staff will be needed to accomplish this.
- With student consultation, review how we are currently doing the pre-admission programs, such as Delaware Discovery Days, to ensure that such programs are working effectively as a recruitment tool for underrepresented groups.
- Develop recruitment programs that are culturally sensitive to the needs of different groups, being alert to the dynamics *within* as well as *across* groups instead of defining groups only as aggregates.
- Work with the State of Delaware and regional school systems to ensure that minority students meet the curricular requirements and other qualifications for admission.
- Assure that our programs meet the expectations of Title IX, with particular attention to athletic programs.
- Strengthen and extend exchange programs with other institutions and encourage and support students and faculty who take advantage of these opportunities, including the establishment of dual degrees.

•Goal: Improve retention rates for all undergraduate students, with special focus on African American, Hispanic, Asian and international students where data show we fall behind our peer and aspirational institutions.

Recommendations/Actions:

- Develop more effective advising and mentoring programs within the colleges for all students, with special attention on the needs of underrepresented groups; this includes support for the existing programs (such as the Center for Black Culture, the Academic Enrichment Center, college advisement offices, and so forth) that provide important resources for student advising and retention.
- Institutionalize the achievement and enrichment programs that have demonstrated success in promoting the engagement of diverse student groups in the University's intellectual enterprise (for example, McNair Scholars and NUCLEUS), including providing the funding necessary to support and expand these programs.
- Provide the staff support that is needed to help students be successful.

•Goal: Recruit and retain a more diverse graduate student body.

Recommendations/Actions:

- Initiate the practice of having all departments write plans for diversifying their graduate student body, including benchmarks for recruitment and retention that at least are in line with disciplinary norms; hold departments accountable by requiring annual reports on efforts undertaken and accomplishments.

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- Consider the development of pilot programs in select departments based on best practices at this and other institutions. Use these programs to educate graduate directors, chairs, and faculty about effective strategies for supporting a diverse graduate student body.
- Support multidisciplinary research opportunities and hire faculty engaged in research that appeals to underrepresented groups as a way of attracting a more diverse graduate student body.
- Offer more competitive stipends and thus avoid losing highly qualified (minority and majority) students. At the same time, be more nimble in making competitive offers to highly qualified students, particularly those from underrepresented groups.
- Work with faculty and administrators to continue and extend the development of summer institutes that support undergraduates who are considering graduate school (modeled on the Arts and Humanities institute in Arts and Science and others with which we have had experience).
- Support the plan in the Graduate Office to develop strong partnerships with historically Black colleges and universities (HBCUs), Hispanic-serving institutions (HSIs), and minority-serving institutions (MSIs), including the development of named scholarships for students from these institutions.
- Encourage all departments to develop strong mentoring programs for all graduate students, but with attention to the unique needs of minorities, women, and international students.
- Encourage networking and regular activities for graduate students from underrepresented groups, as well as activities that meet the needs of all graduate students (such as dissertation writing/support groups, workshops for funding opportunities, and other professional development needs of students).
- Provide better support services for incoming graduate students.
- Provide the necessary staff to support the development of the projects intended to meet this important University goal.

•Goal: Recruit and retain more international students at both the undergraduate and graduate level.

Recommendations/Actions:

- Strengthen the staffing and support services in the Foreign Student Services Office, possibly re-organizing along the lines of the new Disabilities Services Office. The goal is to provide a strong infrastructure to meet the needs of international students, including, but not limited to, transportation, housing, day care, and mentoring.
- Provide a space for informal interaction among international students that will also encourage more cross-cultural networking among U.S. students. Online communities could help establish better networks among students.
- More fully integrate the English Language Institute into the campus community.

•Goal: Reward and recognize the service work that faculty and staff do to promote diversity.

Recommendations/Actions:

- Develop a regular audit of the service work done by women and faculty/staff of color and consider this in administering faculty and staff workload, evaluations, and merit. Currently, there is an undue burden of service placed on women and people of color.
- Include work that faculty and staff do to promote diversity (including scholarship on diversity) in promotion and tenure criteria and staff evaluations.

•Goal: Develop a more family/partner-friendly campus, including particular efforts to support equal rights regardless of sexual orientation.

Recommendations/Actions:

- Work pro-actively with the new leadership in the state of Delaware to make the health benefits available to dependents of all state employees, regardless of sexual orientation—a practice now common among peer institutions and major corporations.
- Provide affordable day care in close proximity to campus for faculty, staff, and students.
- Appoint someone to assume responsibility for coordinating and assisting with spousal/partner hiring.
- Coordinate, whenever possible, the University's spring break with that of the Delaware public schools.

•Goal: Insure that the campus is physically accessible and safe.

Recommendations/Actions:

- We applaud the creation of a new Disabilities Support Office which will strengthen services for students, faculty, and staff with unique needs. We suggest that this office conduct an audit to review accessibility in all campus locations for those with physical disabilities. We suggest that the Disabilities Support Office also work with teaching support units to ensure that classrooms and teaching technologies are being used to best serve those with special needs.
- Public Safety should consider extending the pickup service currently available to physically challenged students to faculty and staff with similar needs. This should include services that assist those who are temporarily disabled.
- Institutionalize the programs across campus that support initiatives to reduce violence against women, as well as continuing the practice of regular walks to ensure that there is proper lighting throughout campus.
- Be certain that academic departments and administrative units are regularly briefed on University policies regarding sexual and other forms of harassment.

•Goal: Provide more opportunities for advancement among hourly workers, our most diverse category within the UD workforce.

Recommendations/Actions:

- Provide more training opportunities for upwardly mobile career paths for hourly workers.
- Extend the tuition waiver to dependents of all outsourced hourly workers.
- Hold workshops for hourly workers promoting college bound success for them and their dependents.
- Ensure that unit administrators are aware of University policies that allow flexible work arrangements so that staff can attend professional development events, including those focused on diversity.

III. Promoting Education and Scholarship for a Diverse World

An educated citizenry needs to be broadly educated to be able to live and work in an increasingly diverse and global society. The University should encourage a broader array of scholarship available to the campus and incorporate diversity throughout the curriculum, not just as one more requirement to fulfill and then ignore. “Ongoing educational opportunities are essential to the development of a thoughtful, well-informed university community that is skilled at interaction in multicultural settings” (*Diversity Plan*, University of North Carolina, Chapel Hill, p. 11).

•Goal: Support educational and intellectual activities—both in the formal and informal curriculum—that educate students for working and living in an increasingly diverse and globally interconnected society.

Recommendations/Actions:

- Support initiatives (research networks, institutes, and other multidisciplinary collaborations) that generate intellectual excitement and foster research and teaching on topics engaging the subject matter of diversity.
- Encourage curricular developments that utilize existing and diverse campus resources in the arts, cultural events, museums, and so forth.
- Strengthen the existing multicultural requirement to support both a global/cross-cultural requirement *and* an understanding of diversity within the United States.
- Student Life should assume responsibility to organize diversity related educational programs. These programs should be on voluntary bases and should be conducted by faculty and/or well-trained Student Life professionals.
- Ascertain that all study abroad programs contain cultural aspects in addition to discipline-specific content.
- Establish a research center on African American Life and Culture, utilizing the University’s strengths in Black American Studies, The Paul R. Jones Collection, and relationships to the local community.

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- Plan for the development of an M.A. and PhD program in African American Studies similar to those at comparator institutions.
- Provide strong support to those academic programs that demonstrate a commitment to fostering a diverse intellectual atmosphere and that educate students about diverse experiences.
- **Goal: Provide a first year experience that communicates the importance of diversity to students from the start.**

Recommendations/Actions:

- Infuse diversity into the first year experience program, including a faculty development project designed to assure thorough attention to this dimension of the first year experience.
- We believe it is important for all students to be exposed to a full array of campus events—both intellectual and social--during their first year on campus and suggest developing something like a “passport system” similar to those at other institutions whereby students attend a diverse array of campus programs. This could also include encouraging their participation in the arts and cultural events in the local area.
- Ask a task force from Student Life and Academic Affairs to develop plans for following up on diversity activities after the first year.

- **Goal: Ensure that the campus curriculum, campus climate, and faculty instruction support the importance of diversity as critical to the intellectual agenda of the institution; this means encouraging educational efforts that support diverse experiences and diverse perspectives.**

- Support educational activities that engage the campus community in intellectual activities that promote a culture of diversity.
- Encourage the Center for Teaching Effectiveness to sponsor faculty development projects that enhance diversity in the curriculum, including assisting faculty with instructional practices that best promote the exploration of diverse experiences, ideas, and viewpoints.
- Include questions about faculty effectiveness in responding to diverse experiences and perspectives on course evaluations

IV. Monitoring the Future and Assuring Accountability and Institutional Vitality

The University needs to be organized in a way that maximizes the commitment to diversity and enhances the coordination and accountability within and across university units. We know that we have identified a very large number of recommendations and actions and that this cannot be accomplished by any one person or office. Yet, there is a real need to better coordinate diversity work on our campus and to hold people accountable for realizing this University goal. The commitment to diversity must also be built into the fabric and structure of the institution so that it is not reliant on the presence

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of particular individuals. Currently, these efforts are widely dispersed and not as well coordinated as they could be. It is important as the recommendations of this report are implemented that the entire University work to overcome the inertia that can stem from indifference and resistance to change. This will require the commitment of a substantial portion of our campus, not just those usually identified with diversity efforts.

To maximize the success of the recommendations made in this report, we envisage the President designating an individual directly reporting to him to ensure that the recommendations in this report are pursued. Although we know that responsibility for all University goals ultimately rests in the President's Office, we also think that promoting and enhancing diversity requires a multifaceted approach and it is not something that can be left in the hands of one individual. Moreover, with the implementation of responsibility-based budgeting, it will be especially important in a more decentralized mode to ensure that units are held to the core mission of diversity laid out in the Strategic Plan and this report.

Thus, the President's Office should delegate the responsibilities to accomplish the goals identified here to the appropriate unit heads in the various sectors of the University. This will convey to the University community and other external stakeholders that the University's commitment to diversity is a priority and strategic goal.

•Goal: Better coordinate and oversee all diversity efforts on campus.

Recommendations/Actions:

- Ultimately, it is the responsibility of the President of the University to mandate the University's commitment to diversity and to ensure that efforts are taken toward this goal. With this in mind, as a first step we think he should consider appointing a Coordinating Council for Diversity and Equity during this period of transition. The Council would be charged with implementing recommendations within this report and would include faculty and staff who are charged with and/or can assist with implementing the recommendations in this report, as well as others that may be developed.
- Identify "nodes" in major administrative units in the University (Academic Affairs, Student Life, Administration, and so forth) and ensure that there is a person in each major area and, where appropriate, in other units, who has the responsibility and authority to ensure that the University's goals toward diversity are being met.
- Move the Office of Women's Affairs to report to the Office of the Provost, given that so much of the role of this office involves faculty and students. Women's issues should not be subordinated to those of other groups.
- Require all colleges and major units to develop specific diversity plans that are monitored on an annual basis.

•Goal: Strengthen the role of the Commissions that represent women, people of color, gay/lesbian/bisexual/transgender people, and other historically underrepresented groups on campus.

Recommendations/Actions:

- We think that, at the current time, it is important to maintain two commissions, the Commission on the Status of Women (CSW) and the Commission to Promote Racial and Cultural Diversity, but that they need to be re-organized to represent faculty, staff, and students. They should be re-named so that they are on a par with each other (that is, one should not be the President's Commission and the other not). They also should be chaired by senior faculty, not University administrators, and should report to the President. Although we think it might be possible to transition to one Commission to Promote Diversity and Equity in the future, for the time being, we are concerned that women's issues and the issues of lesbian, gay, bisexual, and transgender faculty not be forgotten or subsumed under other important initiatives.
- We think that, although the Commissions serve as advisory to the President, they should retain a close connection to the various caucuses that have emerged on campus to represent the concerns of diverse groups.

•Goal: Provide a safe and confidential place where people who feel mistreated or marginalized on campus can informally talk with someone who can assist them.

Recommendations/Actions:

- Locate the LGBT office in a more visible, accessible, and comfortable place.
- Appoint a University Ombudsperson who will work to ensure that all members of the University community receive fair and equitable treatment. This is not intended to replace other grievance processes at the University, but rather to be a place where any member of the University community can be heard without fear of retaliation and loss of privacy. The Ombudsperson would serve as an independent and informal, as well as confidential and neutral, resource to faculty, staff and students. The Ombudsperson may provide informal dispute resolution, consultation and referral services regarding a variety of issues, including sexual harassment and discrimination.
- The Ombudsperson should not be affiliated with any compliance function of the University, but would provide the President with a confidential annual report that summarizes activity, report general trends, identifies systemic problems and suggests systemic change when appropriate *without disclosing confidential communications and information*. In this way, there will be a mechanism in place not only for assisting people with potential grievances, but also identifying areas (based on the annual report) that may need special attention.

•Goal: Become more fully engaged in national level discussions about diversity in higher education.

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Recommendations/Actions:

- Enroll the institution in the National Association of Diversity Officers in Higher Education (NADOHE) and have senior representatives regularly attend their annual meetings, held in conjunction with the American Council on Education.
- Create a National Diversity Advisory Board to meet annually with senior administrative leaders and senior faculty, comprised of senior leaders from around the nation who are deeply engaged in diversity and institutional change (including, for example, university presidents, corporate leaders, foundation officers, and others with a strong record of leadership on diversity matters).

•Goal: Develop the physical spaces and infrastructures that facilitate stronger group interaction and places for diverse and multicultural activities.

Recommendations/Actions:

- Plan for a central student union/multicultural center where people of various groups and interests can congregate informally and for co-sponsored activities. Such a plan should include discussion of staffing and programs that provide places that represent the welcoming environment we envision, including a Multicultural/International Center, Women's Center, LGBT Center, and the Center for Black Culture. Students should play a major role in these discussions.

•Goal: Ensure that all administrative leaders are accountable for realizing the University's commitment to diversity.

Recommendations/Actions:

- The Provost's office should strongly convey to deans and departments that diversity in faculty hiring and retention is a priority. Deans should articulate the University's commitment to diversity to Chairs within their units and hold units accountable for their performance in promoting diversity.
- Departments that show progress in increasing diversity should be rewarded (such as by increases in the operating budget).
- Incorporate efforts to promote diversity in the annual evaluation for all administrative leaders.

•Goal: Insure that we regularly and systematically monitor the University's progress toward a more diverse and welcoming campus.

Recommendations/Actions:

- Data on various dimensions of diversity (such as student retention rates, graduate admissions and retention, faculty recruitment and retention) should be readily available and publicly accessible.

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- Conduct ongoing audits of important measures of success, including (but not limited to): recruitment and retention of faculty, graduate, and undergraduate students. When doing so, report on race and gender together, not separately, so that specific data on men and women in different racial-ethnic groups is collected.
- Conduct periodic surveys and focus groups asking different constituencies about their experiences on campus. This would include a regular survey of the campus climate with particular attention to issues of diversity.
- When sampling students in campus surveys, minority students should be oversampled so that their experience can be more carefully monitored.
- Charge academic departments with submitting diversity reports that detail their efforts over time to diversify their faculty, staff, and students. Begin by identifying several units to prepare such reports that can become a model for others.

Conclusion

A major goal for the best universities is to prepare students for citizenship in the multicultural, multiracial society of the 21st century. To do so requires diligence and persistence in promoting a diverse campus climate; creating a diverse staff, faculty, and student body; making sure that all people on campus, regardless of their differing perspectives, feel welcome and part of the campus community; ensuring that students are educated with diversity at the core of the university's mission; and, ascertaining that the University is organized in such a way as to meet these multifaceted needs.

As Patricia Gurin (noted expert on diversity at the University of Michigan) has written, based on extensive research on the significance of diversity, universities should be "authentic public places, where students from different backgrounds can take part in conversations and share experiences that help them develop an understanding of the perspectives of other people. Formal classroom activities and interactions with diverse peers in the informal college environment must prompt students to think in pluralistic and complex ways, and to encourage them to become committed to life-long civic action. Otherwise, many students will retreat from the opportunities offered by a diverse campus to find settings within their institutions that are familiar and that replicate their home environments"(Gurin 1999).

The Diversity Task Force for the University of Delaware shares this view and notes as well the importance of diversity, not just for students, but also for recognizing and appreciating the diverse contributions and viewpoints of the faculty and staff. We offer many recommendations here in an effort to help the University achieve its stated goal of making diversity a cornerstone value of the institution. While our list of goals and recommendations is extensive, we know that they are not complete. We hope that our work will inspire additional plans that will move the University forward in its goal to support the connection between diversity and educational excellence, understanding that this is work for the entire campus community..

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Appendix A

Diversity Task Force Members

Co-Chairs:

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Araya Debessay
Professor, Accounting

Members:

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Associate Professor, Political Science & International Relations

Tom Buchanan
Deputy Dean, College of Engineering and Professor, Mechanical Engineering

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Norma Gaines-Hanks
Assistant Professor, Individual & Family Studies

James M. Jones
Professor, Psychology and Director, Black American Studies

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Francis Kwansa
Associate Professor, Chair and Director of Graduate Studies, Department of Hotel,
Restaurant and Institutional Management

J.P. Laurenceau
Associate Professor, Psychology

W.O. Maloba
Professor, Department of History, Black American Studies, Women's
Studies, and Director, Assistant Vice President, Affirmative Action and
Multicultural Programs

Kassandra Moyer
Director, Center for Black Culture

Sharon Neal
Associate Professor, Department of Chemistry and Biochemistry

Kate Pohlig
Associate Director, Recreation & Athletics

Havidán Rodríguez
Vice Provost for Academic Affairs, Professor of Sociology

Michael Vaughan
Senior Assistant Dean, College of Engineering

Patricia Plummer Wilson (ex officio)
Vice President & Chief of Staff, Office of the President

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Appendix B

Constituency Groups and Guests Interviewed by Diversity Task Force

AAUP Executive Committee
Admissions
African Heritage Faculty and Staff
Alumni Association Board
Americans with Disabilities Caucus
Arts and Sciences Faculty Senate
Asian American Pacific Islanders Caucus
Assistant and Associate Deans
Associate in Arts Program
Athletic coaches
Black Alumni Association
Black Graduate Students
Black Student Union
Cabinet of Student Leaders
Campus Alliance de la Raza
Center for International Studies
Chairs' Caucus
City of Newark
College Advisory Boards
College Alumni Boards
Commission on the Status of Women
Commission to Promote Racial and Cultural Diversity
Commuter Students
Continuing and Distance Education
Cooperative Extension and Small Business Development.
Council on Teacher Education
Deans' Executive Council
Delaware Association of Scholars
Director/Co-Director of Supporting Services
Division of Intercollegiate Athletics and Recreation Services, Senior Staff
Graduate Program Directors
Graduate Student Senate
Haven (student organization for students of all sexual orientations and genders)
High School Counselors – New Castle, Kent, and Sussex Counties
HOLA (student organization, Latino/a community)
Honors Students
Hourly employees
Human Resources Senior Staff
Interfraternity Council, National Pan-Hellenic Conference
International Graduate Students
International Students

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Latino/Latina Caucus
LGBT Concerns Caucus
Library Executive Council
Life Peer Mentors
McNair Scholars Faculty Advisory Board
Muslim Students' Association
Named Professors/Francis Alison Society
National Society of Black Engineers
NUCLEUS, ASPIRE, RISE, EXCEL Programs Staff
Open Forum for All Faculty (2)
Open Forum for All Students (2)
Parents' Advisory Board
Parents' Association.
President's Roundtable (Vice Presidents and Vice Provosts)
Professional. Advisory Council
Religious Groups Professional Council
Resident Student Association
Salaried Staff Advisory Council
Society of Women Engineers
Student Athletes Advisory Group
Student Life Professional and Graduate Assistant Staff
Student religious groups
Undergraduate Student Government
University Athletics and Recreation
University Faculty Senate Executive Committee.
University Museums
Women in Science and Engineering (WISE)
Office of Communications and Marketing
Public Safety
WVUD

Guests Meeting with Diversity Task Force

Johnie Burton, Director of Financial Aid
Martha Carothers and Avron Abraham, Freshman Year Experience Program
Scott Douglass, Executive Vice President
Michael Gilbert, Vice President for Student Life
Debra Hess Norris, Vice Provost for Graduate and Professional Education
 And Mary Martin, Assistant Provost for Graduate Studies
Lou Hirsh, Director of Admissions and Terry Whittaker, Assistant Provost for Student
 Diversity and Success
Dan Rich, Provost

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