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RESOLUTION

PROCESSED BY...

It is imperative that we stimulate and capitalize upon the full productive and creative potential of all members of our nation. As a continuing precept and commitment of our democratic society, it is right; if we are to provide the talent and leadership to maintain a competitive position as an international economic force, it is essential; if we are to reflect the pluralism of our environment and foster intellectual diversity, it is appropriate.

The 149 NASULGC institutions, through their pivotal role in American higher education, have a special contribution to make in this endeavor. We urge each institution to exert a leadership role and renew its commitment to establishing, as a high priority, aggressive programs for recruiting, retaining, and advancing the maximum numbers of minority persons and women in higher education programs and careers at all academic levels.

Proposed by the Equal Opportunity Committee and the Executive Committee of the NASULGC Council on Academic Affairs, August 9, 1989.

Passed by the Association Executive Committee September 19, 1989



*W. Gibson*

OFFICE OF THE PRESIDENT  
NEWARK, DELAWARE 19716

(302) 451-2111

December 23, 1987

MEMORANDUM

TO: Minority Affairs Board  
Minority Recruitment Group  
Administrative Group  
Academic Deans

FROM: Russel C. Jones  
President

SUBJECT: Proposed Commission

After considerable discussion with concerned individuals and groups, I propose to appoint a commission to focus on how the University can support the growth, development, and involvement of blacks throughout the University community. Members of the Minority Affairs Board have informed me that they support this proposal and believe that such a commission would effectively replace the important work done by the Board.

The commission would help us, as an institution, think through what we will need to do to achieve genuine support for diversity at the University. The commission will be charged not only to assess current conditions and to recommend what should be done to improve them, but to recommend how it should be done as well - so as to build the broadest possible support for achieving the solutions it recommends.

I would like your recommendations on the following:

1. The specific charge to the commission
2. The name of the commission
3. Commission membership: please suggest both criteria and names of possible members.

Please submit your recommendations to me by January 15th.

*RCJ*  
Russel C. Jones

RCJ:g



# University of Delaware

OFFICE OF THE PRESIDENT  
NEWARK, DELAWARE 19716

(302) 451-2111

June 1, 1988

SUBJECT: The President's Commission to Promote  
Racial and Cultural Diversity

FROM: Russel C. Jones  
President

Enclosed is information regarding the establishment of The President's Commission to Promote Racial and Cultural Diversity at the University of Delaware. Included in this packet of information is a description of the character and charge of the commission as well as a list of the members entrusted with the charge.

I hope you will call upon the members of the commission with your concerns and comments. As a recognized leader of our community, you will be called upon by commission members for your counsel and expertise as they move forward in creating an environment at the University of Delaware which promotes and supports racial and cultural diversity.

Russel C. Jones

RCJ:r  
Enclosures

**THE PRESIDENT'S COMMISSION TO PROMOTE  
RACIAL AND CULTURAL DIVERSITY**

The University of Delaware is committed to creating an educational community that is intellectually, culturally, and socially diverse, enriched by the contributions and full participation of people from different backgrounds. Toward that end, the University is further committed to:

- increasing the racial and cultural diversity of its student body, faculty and staff
- creating a climate that expects and encourages all members of the University community to respect and appreciate individual and cultural differences
- promoting equity for people of different backgrounds throughout all areas of University life
- developing organizational practices that include the participation and perspectives of these groups
- enhancing the curriculum by including the contributions and perspectives of different races, cultures, and genders.

The President's Commission to Promote Racial and Cultural Diversity is being created to guide the University in accomplishing these goals. Its charge will be to promote equity and diversity throughout the fabric of University life for the purpose of enriching the intellectual and social community we share together. The status of blacks and other minorities at the University should receive the Commission's priority attention.

To carry out its charge, the Commission is be authorized to investigate current conditions at the University; research efforts being undertaken to address issues of equity and diversity at other institutions across the nation; hold public hearings about its proposed ideas; and recommend a plan of action, and conduct periodic evaluations of progress, that will create an environment that supports diversity. The Commission shall make recommendations to the President at least annually and report to him as frequently as necessary to accomplish its mandate.

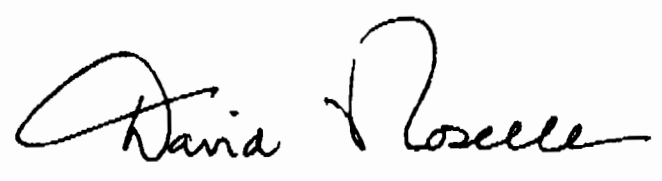
The President will appoint members of the Commission. Members will serve staggered terms of office of three years; student members will serve one year terms. The Commission will create task forces, composed of members of the University community not on the Commission, to review and address major issues.

The Commission will replace the Minority Affairs Board. Administrative review of minority issues will be done by the President's Administrative Group.

**EQUAL EMPLOYMENT OPPORTUNITY  
AND  
AFFIRMATIVE ACTION PROGRAM**

University of Delaware  
Office of Affirmative Action  
Newark, Delaware

Program for  
July 1, 1990 - June 30, 1991



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**President**

July, 1990

University of Delaware staff employees whose salaries are paid from the State funds. In turn, the University grants Delaware residents preference in selection for admission and lower fees. The historic partnership between the State and the University has been sustained and reinforced by the University's ability to provide quality educational, research and outreach services to the citizens of Delaware. Its survival depends upon how responsively and cost-effectively the University provides these benefits in the future.

## **2. History Of Affirmative Action**

In March, 1972, the President of the University of Delaware issued a policy statement on affirmative action stating that the University reaffirms its policy that segregation on the basis of race, color, religion, national origin, or gender will not be practiced in any of its institutional activities. The 1972 policy statement became the springboard for implementation of a proactive program of affirmative action. It has been the overall intent of the Affirmative Action Program to establish an environment that expands opportunities for minorities and women to participate fully in all levels of campus life.

Furthermore, the University of Delaware recognizes not only its legal obligations but also an ethical and

moral responsibility to provide a nondiscriminatory educational environment for its students, faculty, and other personnel, and brings to bear its financial and administrative resources to achieving that end. It is the primary intent of affirmative action at the University of Delaware that all individuals will receive fair and equitable treatment, and that discrimination will not affect their involvement in any segment of University life.



**II. REAFFIRMATION OF THE EQUAL EMPLOYMENT OPPORTUNITY POLICIES OF THE UNIVERSITY OF DELAWARE 41 C.F.R. 60.2 13(a)****A. Commitment of the President**

As President of the University of Delaware, I reaffirm the commitment of the University to affirmative action and equal opportunity in education and employment.

The University's commitment to maintaining a campus climate that promotes diversity in our student body and in our workforce is well-established. The Affirmative Action Plan restates that commitment. It reaffirms that the University will take affirmative actions through its personnel policies and practices to increase the number of protected class members in the workforce and, especially, the number of minority group members and women. It assures that equal opportunity and affirmative action are an integral component of the University's mission.

Indeed, we see ourselves as having a special responsibility to promote the concept of diversity in our educational programs and to reflect diversity in the composition of our faculty, staff and student body. To assure that this responsibility is being met, the Affirmative Action Officer and the Assistant Vice President for Affirmative Action and Multicultural Programs have day-to-day oversight for implementation of the University's Affirmative Action Plan. The Vice President for Employee Relations has overall

responsibility for implementation and for recommending any changes in policies and procedures that may be needed to strengthen the effectiveness of the Plan.

The success of the effort to establish a representative workforce at the University of Delaware will depend not only on these individuals but on the commitment of every member of the University community. Every academic and administrative unit must be part of the affirmative action initiative if we are to foster an environment that is responsive to the interest, concerns and aspirations of a diverse campus community. I am confident, that working together, we can reach out to all segments of the population and bring them into a diverse and thriving educational community.



David P. Roselle  
President

will be maintained in the Affirmative Action Officer's files for one year.

**11. Facilities, University-sponsored Recreation and Social Events, and Special Programs Such as Education Assistance**

The University does not maintain any segregated facilities. All employees enjoy equal facilities, University-sponsored recreation, and share equally in all benefits and conditions of employment without regard to race, color, sex, religion, age, or national origin.

**12. Workforce Attitude**

A multicultural and diverse workforce is valued at the University. Any employee who exhibits a discriminatory attitude will be disciplined, including discharge. The Affirmative Action Officer in concert with the Director of Labor Relations conducts EEO training sessions with department heads and other managers and supervisors to assure that the University's equal employment opportunity policy and the intent of the affirmative action program is being followed. The number and a description of the training sessions conducted during 1989-1990 appears as (Attachment 26).

personal safety; salary equity; sexism; and discrimination, particularly sexual harassment; are critical to maintaining a climate where women may reach their full potential. The University has programs to address all of these issues (Attachment 38).

The Office of Employee Relations and the OWA also work with the Newark Branch of the Girls Club of Delaware to improve child care services to University women and the University works closely with the "Child Care Connection" to help women employees find child care providers.

**B. Programs to Encourage A More Diverse Student Body**

**1. UD College Bound:** A statewide pre-college preparatory program for high school students who have potential for educational pursuits beyond the secondary level. Its purpose is to identify these students and provide them with experiences that improve their academic skills and increase their motivation for greater attainment in education. The program is divided into two phases: academic and summer.

**2. Summer Academic Enrichment Program:** designed for African-American and Hispanic students in grades five through eight who are interested in improving their skills in mathematics and/or language arts. Students

programs (cited previously), special academic advisement, tutoring, mentoring, interaction with faculty and industry, career and graduate school selection, as well as a wide array of student activities.

All minority engineering students who are receiving RISE and University scholarships, and other minority students who are enrolled in the program are required to participate in these activities. The annual retention rate of minority students enrolled in the College over the last several years has been approximately 70% and it continues to increase each year.

**5. Minority Opportunity Summer Training Program (MOST):** A grant-funded program, that identifies promising minority scholars early in their junior year and, in an eight week summer program between the junior and senior year, introduces them to career opportunities available to professional sociologists. The University of Delaware has a nationally known graduate sociology department and MOST provides interested minority students from across the country with an intensive introduction to the arena of graduate sociology.

6. **Psychology Summer Research Training Institute for Minority Students:** supported by grant and University funds, prepares undergraduate psychology majors for graduate study in psychology by: (1) providing additional work in experimental design, methodology, and statistics; (2) providing experience in a research practicum; and (3) involving students in the study of social issues and problems relevant to the black community. It is anticipated that experience in these areas will help students develop those skills so essential to success in graduate schools and also encourage their pursuit of professional work in psychology.

7. **John Henry Taylor Scholars Program:** With support from the William Penn Foundation and the University of Delaware, this program offers active assistance and support for academically talented African-American and Hispanic students enrolled in science and mathematics degree programs. Sponsored through the Academic Advancement Office, an academically intensive five-week residential program is offered. The academic year component of the program provides academic and career development support, exposure to activities and information related to degree aspirations, and the psychological motivation necessary to advance through

major courses and subsequent graduation from the University.

8. **Graduate Recruitment Program:** The Graduate Recruitment Program serves to keep the University community aware of and simultaneously addressing the need to increase the number and percentage of African-American graduate students. This program is one significant factor in the increase in the number of African-American graduate students during the decade of the 80s. Since its inception, the Graduate Recruitment Program has generated more than two hundred and thirty-one (231) applications and sixty-two African-American students' admission to the University. Additionally, the program increases the awareness of the African-American community to the University.

9. **BPA/College of Business & Economics Internship Program:** A formal cooperative agreement between the Brandywine Professional Association and the College of Business & Economics, this program is open to all minority rising seniors and graduate students. The program provides the student with management experience while working in the corporate sector during this summer internship program. Each student is assigned a BPA mentor for the program.

10. **African-American Lecture Series:** The series provides a format for African-American faculty to meet and to interact with one another through the avenue of research interests. This series also provides them with an opportunity for collegial interchange (Attachment 39).





OFFICE OF THE DEAN  
COLLEGE OF EDUCATION  
NEWARK, DELAWARE 19716

(302) 451-2311  
FAX (302) 292-3569

October 22, 1990

MEMORANDUM

TO: Linda Gottfredson  
FROM: Frank B. Murray, Dean *Frank*  
SUBJECT: Follow-up Conference

Linda, I think it's important that the College and you, in particular, deliver the follow-up conference we promised when we did the mini-colloquium series on intelligence the year before last. I realize that you had intended to use Pioneer Fund money to run the follow-up but as that is not available, we need to go forward with other funds. There are two possibilities that I see. One is of course your current Pioneer Fund grant, which has remaining funds, and in that case we would only be speaking about the relative priority of the conference versus your other plans. Obviously, I think the conference has a very high priority. However, if it is the case that funds cannot be spared, although I would need to be convinced of that, then I will provide, from our own resources, funds in the amount you will need.

In summary, I think it is important to move ahead with your announced plans for the second conference.

FBM:jph  
cc: Vic Martuza

# Memorandum



June 7, 1990

TO: Linda Gottfredson  
Department of Educational Studies

FROM: Frank B. Murray, Dean *Frank*

SUBJECT: Grievance on the Pioneer Fund

I am writing merely to give you my preliminary thoughts about your grievance against President Roselle for the University's decision not to have any further relationship with the Pioneer Fund. I was puzzled by a number of the claims you make in your grievance:

Firstly, I had not seen that the Pioneer Fund was supporting your research program. It seemed to me that the funds were given so that you could distribute your work, and related work, to a larger audience than the circulation of the journals in which you publish. I would be interested in knowing what particular activities you will be forced to give up when the current allocation of Pioneer funds is spent. What is it exactly that you won't be able to do in the future?

Secondly, how sure are you that other sources of support are not available for your work? I simply don't remember seeing grant proposals from you to other agencies and foundations nor do I remember any being turned down. You did mention to me in passing that a potential funder for the second conference withdrew the offer of funds once the Pioneer Fund controversy became public, but you were also careful not to tell me who this funder was, saying, as I recall, that it was a confidential matter. In any case, I think we would need to test your claim that no other foundation or agency is available to you. I am surprised at this because it has been my experience that the foundations with whom I deal are desperately looking for good projects to support.

Thirdly, as I think I told you, President Roselle made his view on the Pioneer Fund matter clear at his first meeting of the Trustees at which coincidentally your promotion was approved. At that meeting he took pains to state that he was in full agreement with the conclusions of the Nees committee.

FBM:jph  
cc: David Roselle, President  
Vic Martuza, Chair, EDS

