

Experiencing Diversity at UD: Race/Ethnicity (*Volume 1*)

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UD is not diverse in either absolute or relative terms. With few exceptions, ... the university trails its peers in every measure of diversity in every constituency of the institution.

--Middle States Higher Education Commission (2011)

In a democracy that is diverse, globally engaged, and dependent on citizen responsibilities, all students need an informed concern of the larger good because nothing less will renew our fractured and diminished commons.

--National Council for Liberal Education and America's Promise (2007)

### Introduction

In Fall 2015, a University of Delaware student became alarmed by what she perceived to be a noose hanging from a tree in front of Mitchell Hall. Others saw the same possibility and contacted the campus police. Although an investigation determined that the objects hanging from the tree were the remnants of lanterns from a UD festival welcoming international students, the possibility of a noose was troubling—it was a reminder of both a racist past and continuing racialized experiences on campus.

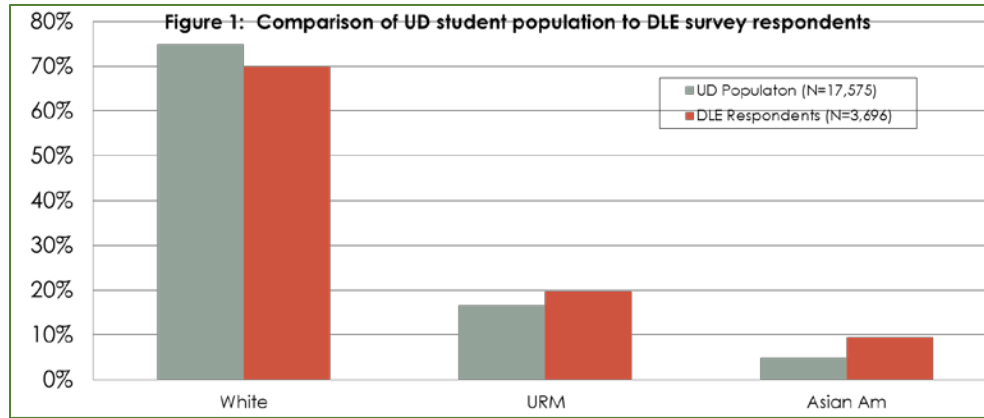
Acting-President Dr. Nancy Targett met with students and vowed that the administration would take actions to further improve the climate at UD. One of the student requests was for UD to conduct a climate survey to help document, in a systematic fashion, their experiences on campus.

Although the noose incident contributed, this campus climate survey is part of UD's ongoing Inclusive Excellence strategy for diversity [[Inclusive Excellence action plan](#)], led by the Office of the Vice Provost for Diversity (VPD), the Office of Equity and Inclusion (OEI) and the Center for the Study of Diversity (CSD). The DLE survey was undertaken to provide information that could support ongoing efforts to impact climate, culture and institutional change at UD.

This Report highlights the findings of the Diverse Learning Environments (DLE) survey, and provides recommendations for strengthening the University of Delaware's campus climate for Inclusive Excellence.

## Survey Participants

The DLE survey was distributed to all 17,575 registered undergraduate students on the Newark



campus in spring 2016.

Respondents to the DLE survey (N = 3,696, 21.2% of total population) were slightly more diverse (see Figure 1), and includes a higher percentage of

females (68.1% v. 57.7%) than the overall UD student population. The responses were weighted based on gender and race to account for the disproportionality and reflect the characteristics of the UD student population.

Further, most are full-time (95.2%) and are representative of all levels of college standing: 1st year (25.1%), 2nd year (24.3%), 3rd year (21.8%), 4th year (25.0%), and 5th year/beyond (3.9%). Most participants are traditional college aged (95.9%) and are continuing generation university students (82.8%).

Table 1: Intersections of race with other social groups.

Race	% Female	% LGBTQ	% Transgender	% Disability	% 1 <sup>st</sup> Generation	% Transfer
White (N=2246)	67.2%	7.0%	.4%	19.6%	11.6%	5.3%
URM (N=332)	72.3%	7.6%	.3%	12.7%	29.3%	6.9%
Asian American (N=302)	63.9%	4.7%	1.0%	5.7%	9.0%	7.4%
Total (N=2,280)	67.5%	6.8%	.5%	17.4%	13.4%	5.7%

Although racial groups are often categorized as homogenous, the breakdown of minoritized demographics indicates that there is diversity within each of the racial groups.

Note: Percentages are calculated **within** racial group. White (European, Middle Eastern, Other White); URM (Black, Hispanic, Native American, Pacific Islander); Asian-American (Southeast Asian, South Asian, East Asian). Multiracial and international students are not included

## Campus climate

In this survey, Campus climate refers to psychological and social characteristics of students' perceptions and experiences of UD. The DLE survey was developed by the Higher Education Research Institute (HERI) at UCLA, and has been administered to over 200 schools across the country over the last six years. The DLE is organized in four sections:

**Campus Climate:** The first section is the formal assessment of campus climate, consisting of the nine variables, each assessed with multiple items. Following are sample statements for each variable:

- *Sense of Belonging*— “I feel a sense of belonging to this campus.”
- *Academic Validation*— “Felt that my contributions were valued in class.”
- *General Interpersonal Validation*— “Faculty believe in my potential to succeed academically”
- *Institutional Commitment to Diversity*— “Has a long standing commitment to diversity.”
- *Positive Cross-Racial Interaction*— “Had meaningful and honest discussions about race/ethnic relations outside of class.”
- *Negative Cross-Racial Interaction*— “Felt insulted or threatened because of my race/ethnicity.”
- *Discrimination and Bias*— “Heard insensitive or disparaging remarks from faculty”
- *Harassment*— “Threats of physical violence.”
- *Conversations across Difference*— “From a socioeconomic class (religion/sexual orientation etc.) different from your own.”

**Institutional Practices:** The second section assesses students' perception of campus practices and their engagement in opportunities for diverse interactions.

- *Curriculum of Inclusion*— “Opportunities for intensive dialogue between students with different backgrounds and beliefs.”
- *Co-Curricular Diversity Activities*— “Attended panels or debates about diversity issues.”
- *Navigational Action*— “Since entering this college, how often have you utilized academic advising?”

**Student Learning Outcomes:** This section obtained self-reported assessments of academic learning practices and outcomes as well as other indications of active citizenship and attitudes about being a critical and ethical member within a diverse society.

- *Habits of Mind*— “Seek solutions to problems and explain them to others.”

- *Integration of Learning*— “Apply concepts from courses to real life situations
- *Academic Self-Concept*— “Self-rated academic ability.”
- *Pluralistic Orientation*— “Ability to discuss and negotiate controversial issues.”
- *Civic Engagement*— “Performed community service.”

**Sexual Misconduct:** This section asked respondents to self-report experiences of unwanted sexual contact and sexual assault, and if these instances were reported. Results from this section of the DLE will be available in a report being prepared by the Office of Institutional Research and Effectiveness (IRE).

- *Unwanted Sexual Contact*— “Since you entered this college have you experienced any unwanted: non-verbal behavior, verbal behavior, physical contact.”
- *Sexual Assault*— multiple items about experiencing committed or attempted acts of a sexual nature or sexual intercourse occurring without the victim freely giving consent or against someone who is unable to consent or refuse.

**Additional Section-- Inclusion/Exclusion/Welcome Spaces.** UD added 20 items to the DLE survey covering topics of inclusion, exclusion, welcome spaces, and sexual misconduct knowledge. This report only focuses on the six items that describe experiences of exclusion and inclusion and the six items that describe welcome spaces. Analysis of sexual misconduct knowledge will be presented in a separate report by the IRE.

The exclusion/inclusion items were created by the Center for the Study of Diversity based on literature in micro-aggressions (Sue, 2010), and micro-affirmations (Rowe, 2008). The welcome spaces items were created by Residence Life.

- Students first identified their most salient social identity,
- Second, students described examples of their experiences of inclusion/exclusion based on that identity, and how they responded to them.
- Next they described a situation where someone else was made to feel uncomfortable because of their social identity and how they responded to that.
- They then rated the extent to which they felt isolated, discouraged or excluded *because of that social identity (Exclusion)*.
- Next they rated the extent to which felt they belonged, were supported, or were validated *because of that social identity (Inclusion)*.
- Finally, they indicated how often they felt unwelcome in certain student-centered campus spaces (library, residence halls, classrooms, dining halls, Little Bob, student centers) *because of that social identity (Welcome Spaces)*.

## Highlighted Results

We first analyzed all students' responses to determine the overall campus climate and the relationships among the variables. Next, we explored differences in responses between students from different racial groups, based on the following the following racial categories: White, Asian-American, and Underrepresented Minorities (URM). All respondents in this report were domestic students. We also included two or more races as a separate category. However, because we were unable to determine which races were involved for each multiethnic individual, we elected not to treat these respondents as a single group, therefore, we will not report on them. We note that many other analyses were conducted including gender effects and their interaction with race, classification from 1<sup>st</sup> to 4<sup>th</sup> year and interactions with both race and gender. These analyses will be presented in subsequent reports, but are currently available in the final technical report (Hussain & Jones, 2017) which will be available on May 26, 2017.

### ***Comparisons with Other Universities***

HERI provided us with data from 16 public and private higher education institutions who also completed the DLE in 2016. These schools consisted of six public universities, three private universities, and seven public four-year colleges. The list of comparators can be found in the appendix of the full report.

- ***Demographics.***  
UD's participants contained fewer underrepresented minorities (19.7% v. 24.1%), fewer Asian-Americans (9.5% v. 19.3%) and more Whites (69.9% v. 55.6%) than comparison institutions. Compared to the total UD undergraduate student population, survey participants consisted of fewer Whites (69.9% v. 74.8%), slightly more URM (19.7 v. 16.5), and more Asian-Americans (9.5% v. 4.9%). Thus, although the respondents were more diverse than the UD population, they are still less diverse than respondents at comparison institutions that also participated in the DLE survey.

- ***Significant differences with comparative institutions.***  
Compared to the other institutions that administered the DLE in 2016, UD students reported more frequent experiences with discrimination and bias, but were exposed to

UD	Comparison Institutions
More frequent experiences of Discrimination & Bias	More Racially Diverse
Greater exposure to Curriculum of Inclusion	Perceptions of greater Institutional Commitment to Diversity
More frequent participation in Civic Engagement activities	Higher Academic Self-Concept
	Greater General Interpersonal Validation

a more inclusive curriculum. They also reported greater involvement in civic-minded activities. By contrast, students from

comparison institutions, were more racially diverse, reported higher Academic Self-concept and greater perceptions of General Interpersonal Validation. Further, they perceived that their institutions were more committed to diversity.

***Campus climate predictors of GPA, Sense of Belonging, Pluralistic Orientation & Civic Engagement***

In the first analysis, we examined the relationships among the climate variables and the outcome variables without regard to race. The following relationships were found across the entire sample of respondents. Being validated both academically and interpersonally was a

Outcome Variables	Positive Relationship	Negative Relationship
GPA	<ul style="list-style-type: none"> <li>Academic validation</li> <li>Interpersonal validation</li> </ul>	<ul style="list-style-type: none"> <li>Perceptions of UD committed to diversity</li> </ul>
Sense of Belonging	<ul style="list-style-type: none"> <li>Interpersonal validation</li> <li>UD commitment to diversity</li> <li>Pos cross-racial interactions</li> <li>Conversations across differences</li> <li>Co-curricular diversity activities</li> </ul>	<ul style="list-style-type: none"> <li>Negative cross-racial interactions</li> </ul>
Pluralistic Orientation	<ul style="list-style-type: none"> <li>Academic validation</li> <li>Interpersonal validation</li> <li>Pos cross-racial interactions</li> <li>Conversations across differences</li> <li>Co-curricular diversity activities</li> <li>Curriculum of inclusion</li> </ul>	<ul style="list-style-type: none"> <li>Negative cross-racial interactions</li> </ul>
Civic Engagement	<ul style="list-style-type: none"> <li>Academic validation</li> <li>Interpersonal validation</li> <li>Pos cross-racial interactions</li> <li>Conversations across differences</li> <li>Co-curricular diversity activities</li> <li>Curriculum of inclusion</li> <li>Negative cross-racial interactions</li> </ul>	

predictor of GPA. Surprisingly, the lower one’s GPA, the greater they perceived UD’s commitment to diversity. Positive experiences of diversity were generally related to a sense of belonging for all students. .

Importantly, negative cross-racial interactions were negatively associated with Sense of Belonging, suggesting that these negative experiences are detrimental for all students. We found the same general relationships between campus climate and outcome variables for both Pluralistic Orientation and Civic Engagement, with notable exceptions. First, the more students reported experiencing an inclusive curriculum, the higher their level of both pluralistic Orientation and civic engagement. In addition, whereas negative cross-racial interactions were negatively linked to pluralistic orientation, they were positively linked to civic engagement. Perhaps negative encounters were a stimulus for activism and civic engagement. Campus climate matters for everyone. However, perceptions of campus climate at times differ by race

***Racial differences in perceptions of campus climate***

We found significant race/ethnicity differences on several campus climate variables. IN some

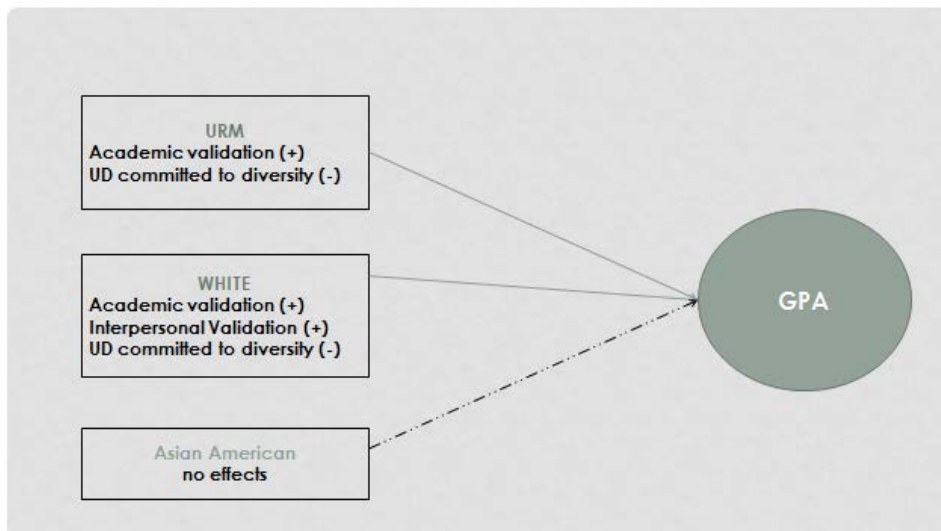
WHITE	URM	ASIAN AMERICAN
<ul style="list-style-type: none"> <li>• Greater Sense of belonging</li> </ul>	<ul style="list-style-type: none"> <li>• More Negative cross-racial interactions</li> </ul>	<ul style="list-style-type: none"> <li>• More Negative cross-racial interactions</li> </ul>
<ul style="list-style-type: none"> <li>• More Frequent Academic validation</li> </ul>	<ul style="list-style-type: none"> <li>• More Discrimination and Bias</li> </ul>	<ul style="list-style-type: none"> <li>• More Harassment</li> </ul>
<ul style="list-style-type: none"> <li>• UD commitment to diversity</li> </ul>	<ul style="list-style-type: none"> <li>• More Co-curricular diversity activities</li> </ul>	<ul style="list-style-type: none"> <li>• Lower pluralistic orientation</li> <li>• Fewer conversations across differences</li> </ul>

cases, one group was significantly higher or lower than both other groups. Sometimes, they were lower or higher than one group but not the other. Following are profiles that distinguish each

group relative to the other two.

**Racial differences in relationship of campus climate to GPA**

When we remove all other demographic considerations, race is a significant predictor of GPA. However, these race effects are significantly related to campus climate variables. Specifically, Academic Validation is predictive of GPA for both URM and White students. Additionally,



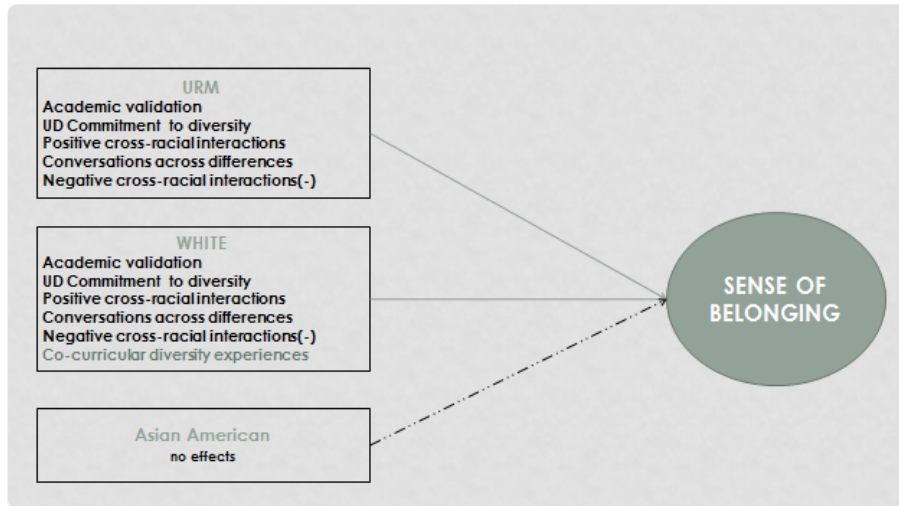
General Interpersonal validation is also a predictor for White students. Surprisingly, The more students perceive UD to be committed to diversity, the lower their GPA. For Asian American students, none of

the climate variables bear any relationship to GPA.

**Racial differences in relationship of campus climate to Sense of Belonging**

There were significant racial differences in the relationship of campus climate variables to Sense of Belonging.

We note that while having more frequent negative cross-racial interactions is related to a lower sense of belonging for both White and URM students, there are other positive campus climate

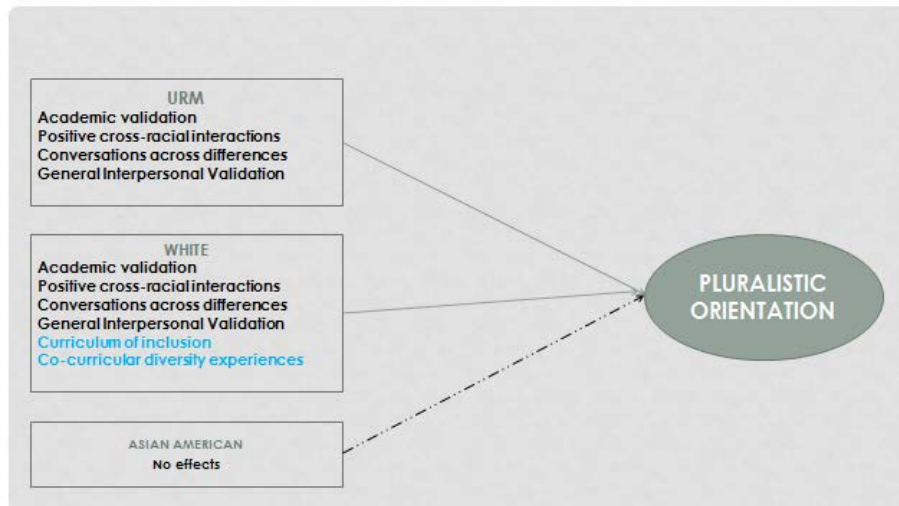


links that can promote sense of belonging. Being validated interpersonally, feeling that UD is committed to diversity, and having more frequent positive cross-racial interactions and conversations are positively related to sense of belonging for both White and URM

students. Again, none of the campus climate variables bear any relationship to Sense of Belonging for Asian American students.

***Racial differences in relationship of campus climate to Pluralistic Orientation and Civic Engagement***

Several campus climate variables are related to students’ beliefs about the desirability of



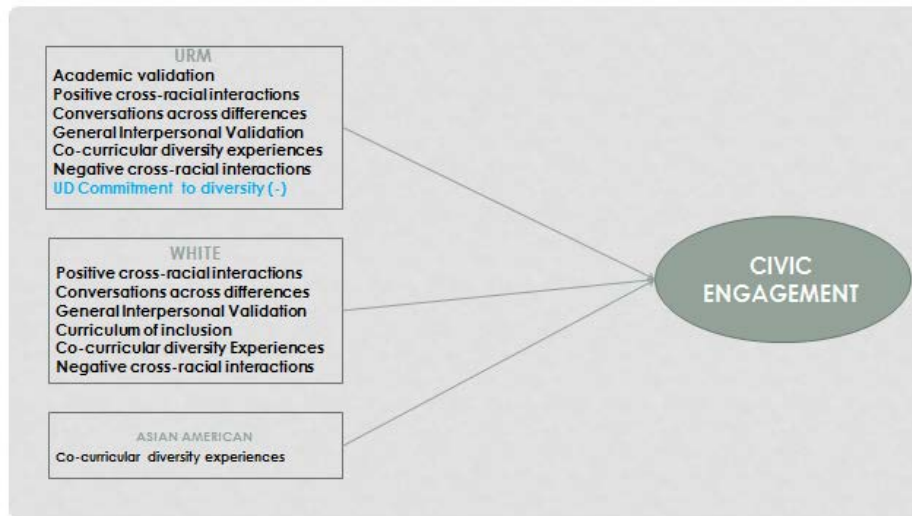
working with diverse people (Pluralistic Orientation), and the frequency with which they engage in civic-oriented activities (Civic-Engagement).

Pluralistic Orientation is related to being validated academically and interpersonally, having positive

interactions with different race others, and conversations with others who differ in a v variety of ways. These relationships are the same for both White and URM students. In addition, for White students, having more diversity in the curriculum and participating in more diversity oriented co-curricular activities is a predictor of pluralistic orientation. None of these relationships is obtained for Asian American students.



Many of the campus climate variables are related to Civic Engagement, with notable additions. First, participating in more Co-Curricular Diversity activities is related to Civic Engagement for all

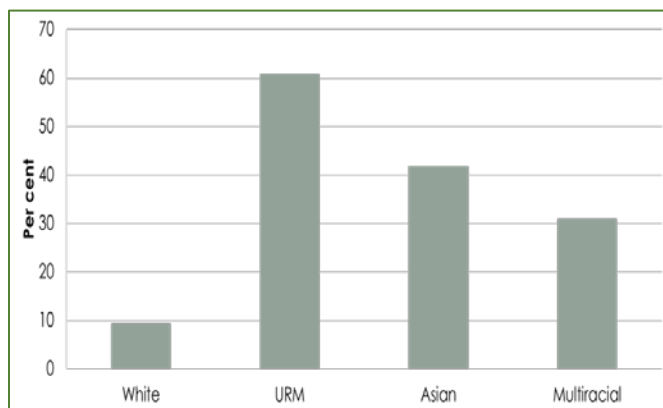


students, including Asian American students. Academic Validation for URM and General Interpersonal Validation for White students is also a significant predictor of Civic Engagement. For both URM and White students,

### Racial Differences in experiences of Inclusion/Exclusion/Welcome Spaces

Among the 1,386 participants who completed this section of the DLE, 268 indicated their race

**Figure 2: Differences in racial identity salience.**



Compared to White students, feelings of **exclusion** (isolated, discouraged, or excluded) were 30% more likely for URM students and 41% more likely for Asian American Students. Feelings of **inclusion** (belonged, supported, or validated) did not differ across racial groups. It is important to note that all racial groups find ways to be included, validated or affirmed, but in different ways. Fore example, in

was the most significant social identity that influenced their experiences at UD—60% of URM, 40% of Asian-American (40%), 30% of Multiracial and 9% White students. (See Figure 2).

...ALL RACIAL GROUPS EXPERIENCE INCLUSION, VALIDATION AND AFFIRMATION, BUT IN DIFFERENT WAYS. [IN ANOTHER CSD STUDY] WE FOUND THAT EIGHTY-PERCENT OF URM STUDENTS' AFFIRMATION EXPERIENCES CAME FROM URM FACULTY, STAFF OR STUDENTS, OR IN SPACES OR ORGANIZATIONS THAT ARE DESIGNED WITH THE SPECIFIC NEEDS OF URM STUDENTS IN MIND.

another CSD study (Rolon Dow, Cornwell, Menard, & Cooper, 2017) we found that eighty-percent of URM students' affirmation experiences came from URM faculty, staff or students, or in spaces or organizations that are designed with the specific needs of URM students in mind.

Exclusion experiences most frequently occurred in the classroom. Exclusion of students of color may be particularly salient and have deleterious effects on learning outcomes. Statements provided by students in the optional comments section provide examples of some of the classroom interactions that were experienced as exclusionary:

*"In my senior Capstone project, my sponsor called me a terrorist and asked if I grew a beard to hide guns in it. I laughed it off and told a faculty member who took it very seriously."*  
[Asian male]

*"I feel uncomfortable being the only black girl in class,"* [Black female]

*"In class when no one sits anywhere near me, and I happen to be the only black person in class.... [In class] when groups have to get formed, and no one comes to talk to me and I'm an A student."* [Black female]

*"A faculty member asked me and a group of my black friends did we have a special handshake and was anyone allowed to sit with us at the front of the class. I was very confused and irritated by her rude comment."* [Black female]

*"In one of my classes, the professor assumed everyone was white. I am biracial and he did not acknowledge that. It made me feel very uncomfortable. For a long time I stopped participating in class."* [Biracial female]

By comparison, White students recognize that racial and gender bias exists, but don't see it as personal to them.

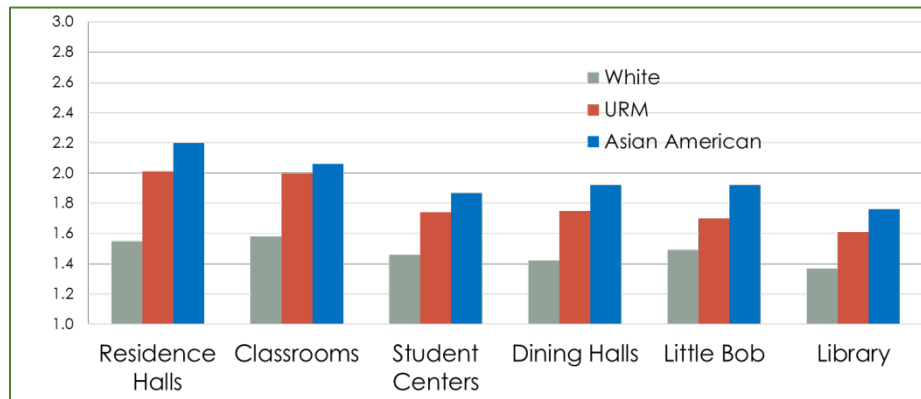
*"...ever since I've come here, I've seen many groups talking about how oppressed black people and women are. I have never felt oppressed. I realize that racism sexism exists, but I think sometimes we need something else to talk about when considering race/gender. It isn't always so horrible...Every problem somehow becomes an issue of race and gender... Why do we have to complicate things so much? I have never been disrespected because of my identity."* [White female]

*"...Many of the issues on campus center around racial tensions (specifically, those of black people), with a lot of attacks aimed at white people during these tensions. I personally have never witnessed the discrimination these people say they face, so it is difficult for me to understand their emotions, but those emotions exist for a reason. When racial groups pit themselves against each other and lay blame about systematic oppression. [I have] no response, [I'm] just an observer."* [White male]

**Racial differences in feeling un/welcomed in different campus spaces.**

Students who indicated that race was a salient identity, were asked “since coming to UD, how often have you felt unwelcome in residence halls, classrooms, student centers, dining halls, Little Bob, library, because of your identity?”

**Figure 3: Differences in unwelcome Spaces by Race**



URM and Asian American students indicated feeling less welcome in student spaces overall than did White students. These

differences were most pronounced for residence halls, classrooms, and dining halls. Respondents were also asked to rate UD’s commitment to making the campus welcoming to all races and ethnicities. White students rated UD’s commitment significantly higher than URM students did.

### Summary of Main Findings

In previous sections we presented the results in detail for all campus climate variables. We examined how race affected campus climate as well as the interaction of campus climate variables with a variety of outcomes. Following are five general results that summarize the main findings of the DLE survey

**1. Underrepresented Minorities and Asian-American students have more negative experiences of the campus climate than White students.**

URM students report more negative cross racial interactions, more frequent experiences of discrimination and bias, and weaker belief in UD’s commitment to diversity than White students. The campus climate is not as positive for them as for White students. Moreover, these perceptions have reciprocal influences. For example, negative cross-racial interactions are partly responsible for a lower sense of belonging for URM students.

Asian-American students appear generally to be more isolated on campus; they report lower sense of belonging to UD and less frequent academic validation than White students. They have more experiences of harassment and negative cross-racial interactions and fewer conversations across differences than White students.

Further, Asian-American males and URM females report the highest levels of negative cross-racial interaction. White students—male and female—report the least amount of negative cross-racial interactions.

**2. Racial differences in campus climate relate directly to important educational outcomes.**

Another important finding is that academic validation is a positive predictor of GPA for White and URM students, but not for Asian American students. Validating students academic work and accomplishments in the classroom may be particularly important for URM students who have reported feeling less welcome there. These results suggest that significant academic

**3. Perceiving that the Institution is committed to Diversity and having more positive interactions and fewer negative interactions with diverse others are positively related to Sense of Belonging for both White and URM students.**

It is also important to learn that, overall, students value the institutions commitment to diversity and the more they do, the greater their sense of belonging to UD. This positive relationship comes with a caveat. URM students are less likely to perceive the university is committed to diversity and perhaps, this perception may lessen their sense of belonging to UD. They are also more likely to have negative interactions with others, which may also play a role in diminished sense of belonging at this campus.

**4. Diversity experiences and curriculum are associated with greater pluralistic orientation and civic mindedness for both White and URM students.**

It is noteworthy that both pluralistic orientation and civic engagement are important outcomes for UD students, and they are enhanced when students feel supported by faculty/staff, when they interact with diverse students, and when they engage in diverse activities. When students feel positively engaged by their total environment, they feel like more productive members within their society. Citizenship goals are important to the university's educational mission.

It is also important to note that experiences that may adversely affect campus climate can also serve as a catalyst to civic engagement. For both White and URM students, negative cross-racial interactions are associated with greater civic engagement. For URM students, their perceptions that UD is not committed to diversity also are associated with greater civic mindedness.

**5. Race is a more salient social identity for URM and Asian American than for White students, and is the basis for feeling more excluded and less welcome on campus.**

For URM and Asian American students race is a highly significant aspect of their identity and, by their accounts, a significant factor in their experience of campus climate. Although

all students report feeling equally **included**, relative to White students, URM and Asian American students feel more **excluded** by their peers and feel **less welcome** in student spaces on campus. Both URM and Asian American students feel especially unwelcome in their residence halls and classrooms when compared to the other spaces.

### **Recommendations**

This DLE survey provides the most comprehensive picture of the diversity and inclusion experiences of UD undergraduate students regarding race/ethnicity. We will examine other aspects of student experiences in later reports. The survey assesses students' perceptions of UD, and self-reports of their experiences. Independent from the survey, we obtained GPA information, which allowed us to relate diversity experiences to academic performance. The results are organized to examine the relationships between campus climate experiences and student outcomes related to academics, sense of belonging, tolerant attitudes, and civic engagement within the context of racial/ethnic diversity. In the following section, we make recommendations for institutional practices, programs and change based on the statistically significant findings of our analysis.

**1. Conduct campus climate surveys of students (graduate and undergraduate) every three years, and conduct a campus climate survey for faculty and staff every five years, at all UD campuses.**

UD has conducted a wide variety of campus climate surveys over the years (see link) that focus on undergraduate and graduate students, faculty and staff. However, these surveys are not conducted on a regular basis and have not followed a consistent format or set of questions. These current findings attest to the usefulness of obtaining information of the perceptions and experiences of the campus community, and should be a regularly scheduled part of the Inclusive Excellence strategy. We further recommend that these surveys should be both quantitative to create a profile of the overall campus community, and qualitative to obtain the narratives that connect directly to respondents' racialized experiences. CSD's "Tell it like it is" storytelling project is a good model for the narratives portion of this work.

**2. Develop focused strategies for enhancing academic and interpersonal validation for all students, particularly URM students.**

A large body of research demonstrates that affirming a students' sense of academic capability, or even their overall value as a person has long ranging positive effects on their life, particularly for students of color (see proceedings of the Student Success symposium, hosted by CSD in 2014). These survey results suggest that validation or affirmation is a powerful contributor to academic success and psychological well-being. Reducing or eliminating negative behaviors is critically important, but so too is a specific focus on

**affirming behaviors**, particularly for faculty. Finding that most affirming experiences for URM students come from URM faculty, staff and student supports the goal of significantly increasing their representation at all three levels.

**3. Examine spaces and places where negative cross-racial interactions take place and develop strategies to reduce their occurrence.**

Negative cross-racial experiences, discrimination and bias and harassment adversely affect URM and Asian students in their academic performance and overall connection to UD. The classroom and living spaces are where many of these negative experiences occur.

Residence life, Student Life and the Center for Teaching and Assessment of Learning, among others, are important for carrying out strategies to reduce racialized negative experiences for students. These organizations need to be involved in creating policies, procedures and programs for helping to mitigate these negative experiences based on race. These organizations also represent the faculty/staff that can provide affirmations and validation for students, as mentioned in the above recommendation.

**4. Increase opportunities for students to have positive cross-racial interactions and discussions across differences.**

UD has lagged in fostering opportunities for dialogue and interactions across boundaries of racial difference. Racial diversity dialogues provide a way to engage students in a structured opportunity to share experiences learn from each other and soften the boundaries between them. The results suggest that students will benefit in multiple ways from these opportunities. Additionally, the Division of Student Life provides various opportunities for students to interact across difference. These opportunities within Student Life begin as early as first-year experience during 1743 Welcome Days. Per Fall 2016 assessment data, 81% of 1743 Welcome Days survey respondents reported that they had conversations with people from cultural backgrounds different from their own. Increasing opportunities like this is one way to engage students with others of a different racial background. We specifically recommend developing a Diversity Dialogue course, modeled in part on the widely used Intergroup Dialogue model, developed at the University of Michigan. We recommend that it be given academic status and course credit, housed in the College of Arts and Sciences, and while not a general education requirement, be developed to be sustainable in coming years.

**5. Enhance the Multicultural requirement, and co-curricular opportunities to expand knowledge and exposure to diversity, and assess both student participation and outcomes through exit surveys.**

Curriculum of inclusion and co-curricular diversity experiences have significant influence on students' sense of belonging, and orientation to civic engagement and pluralistic sensitivity. The multicultural requirement is a good step in providing this opportunity but as other research shows, it should be expanded to realize its educational potential. Encouraging

students to expand their diversity experiences of race would have benefits for all students, especially White students, as our findings indicate they are less likely to engage in co-curricular diversity activities than their counterparts. The new general education requirements are a good step in this direction, but co-curricular activities would be an important addition. The Community Engagement office is one possible way to enhance these efforts. A passport program that tracks diversity experiences of race is another approach that has already been adopted in other universities. Students should also be able to report on their diversity experience through an exit survey on the multicultural courses they took.

#### **6. Engage students more directly in diversity inspired activities.**

URM students are not as convinced that the university has a longstanding commitment to diversity. Efforts to be more inclusive in activities with minoritized students, and better publicity of efforts that are being undertaken and progress that is being made may be very beneficial to reducing URM student reticence to accept UD's commitment to diversity. Currently, the late-night weekend programming initiative, Perkins Live and Trabant Now, sponsored by the University Student Centers attracts racially and ethnically diverse students. This program series is open to all student, but about one-third of participants are students of color. Program follow-up surveys since Fall 2015 show that over 60% of respondents reported that by participating in Perkins Live and Trabant Now they have had conversations with people from cultural backgrounds different from their own. Including URM students in the design and implementation of diverse activities, such as these, is an essential part of inclusion and showcasing UD's resolution to being committed to diversity.

### **Conclusion**

We see these initial recommendations from this report as a complement to the *Inclusive Excellence* action goals, specifically focusing on race/ethnicity. IN many cases, our broad recommendations are already be developed and implemented. While this report does not mention other minoritized groups, subsequent reports will address issues of campus climate for groups that include women, LGBTQ, transfer, first-generation, international, with disabilities, and based on academic classification. Nonetheless, this report deserves special attention and consideration from administrators, faculty and staff. Strategies need to be formulated for ameliorating situations that have adverse effects on campus climate and student experiences. We hope that this report will serve as a working tool to help develop interventions for student success and for promoting aspects of campus life that affirm students individually and collectively. The goal should be to make significant strides in creating an equitable campus community in which students thrive, in which diversity is considered as foundational to promoting excellence, in which students learn how to productively engage with and learn from differences, in which mutual respect is a cornerstone principle and all students can reach their full potential.

“The arc of the moral universe is long, but it bends toward justice.” (Martin Luther King)

“...that may be true, but it doesn't bend by itself, we have to make it bend.” (Former President Barack Obama)

It's not enough to aspire to and advocate for civility, fairness and respect. We have to create it, with intention determination hard work and great resolve. And in the end, as our research shows, we all are better for it.

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