

Center for the Study of Diversity

309 McKinly Lab
University of Delaware
Newark, DE 19716
(302) 831-3033

CONTENTS

Introduction 3

PEOPLE

Faculty Scholars 4

New Faces 5

New Initiatives 5

ACTIVITIES, EVENTS, & PROGRAMS

Spring Symposium: Public Engagement 6

Distinguished Lecture 7

Brown Bags 7

Grants 8

Disability Disclosure Conference 10

ACADEMICS

Diversity Dialogues 11

Diversity Summer Scholar 11

RESEARCH & ANALYSIS

First Generation Students 12

Diversifying Teacher Education 12

CSD Survey 13

NUCLEUS Evaluation 14

Spotlight on Public Scholarship 14

CONCLUSION

Looking Ahead 15



CENTER FOR THE
STUDY *of*
DIVERSITY

2013-2014
ANNUAL REPORT

JAMES M. JONES, PH.D.
DIRECTOR



INTRODUCTION

This Annual Report covers the period January 2013 through August 2014. This time frame is better suited to capture the planning and activities of the Center over the course of an academic year. In this year’s report, we highlight CSD activities, programs, people and initiatives over the past 18 months. Future reports will cover the academic year from fall through summer. We organize our activities around three broad areas—academics, research and analysis, and public scholarship.



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

Our Academic projects focus primarily on undergraduates, and consist of a new course on Diversity Dialogues, and—in collaboration with the Undergraduate Research Office—diversity summer scholars. The Report provides more detail on each of these programs.

Our Research and Analysis projects consist of surveys of undergraduate attitudes about diversity, analysis of diversity related programs on campus, original research on factors related to academic success, and faculty and graduate student grants that address important diversity issues.

The Public Scholarship activities are connected to CSD’s association with *Imagining America*—a network of academic institutions that pursue meaningful ways to highlight and advance scholarship that connects with community issues and partners. We further support individual faculty and graduate student projects that are consistent with these objectives

CSD offers a variety of public forums for sharing and communicating research, ideas, information about a variety of topics related to diversity. Among these venues are brown bags, lectures, symposia and conferences. CSD was active in each of these ways during the reporting period.

The CSD activities depend critically on a group of faculty scholars who advise us, continue to support projects, and conduct their own diversity related research and community projects. We highlight some of these collaborators in our report.

After a little over two years of operation, the Center continues to assess and refine its mission and means for achieving its goals. The landscape is continually changing across the country and at the University of Delaware as well. This Report summarizes the approaches and activities we have undertaken so far, and introduces new projects and initiatives we foresee in the near future. We hope after you read this Report, you will share your thoughts and suggestions for projects, approaches and activities that will enhance the diversity efforts at UD and beyond.

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

PEOPLE

FACULTY SCHOLARS

More than twenty Faculty Scholars actively contribute to the core development and scholarship of the Center for the Study of Diversity. Coming from a broad range of departments and disciplines across campus, the Faculty Scholars meet several times per semester discuss diversity topics, share research, and plan initiatives that further the Center's mission.

We were pleased to welcome several new scholars to the group in 2013-2014, including Rebecca Covarrubias, Tiffany Gill, Rosalind Johnson, Elaine Salo, Ismat Shah, April Veness, and Cheryl Richardson. We also thank Elizabeth Higginbotham for her service and wish her well in her retirement. Biographies of the Faculty Scholars may be found online at www.udel.edu/csd/people/faculty-scholars.

Margaret Andersen

Sociology and Criminal Justice

Erica Armstrong-Dunbar

Black American Studies and History

Jose Aviles

Admissions

Karl Booksh

Chemistry

Julio Carrión

Political Science and International Relations

Pamela Cook

Mathematical Sciences

Rebecca Covarrubias

Psychology

Patricia DeLeon

Department of Biology

Rosalie Rolón Dow

School of Education

Chad Forbes

Psychology

Gabrielle Foreman

English

Sam Gaertner

Psychology

Colette Gaiter

Department of Art

Tiffany Gill

History and Black American Studies

Rosalind Johnson

College of Arts and Sciences

Stephanie Kerschbaum

English

Muqtedar Khan

Political Science and International Relations

JP Laurenceau

Psychology

Lynnette Overby

Theatre

Yasser Payne

Black American Studies

Cheryl Richardson

Center for Teaching & Assessment of Learning

Elaine Salo

Political Science and International Relations

Ismat Shah

Physics

April Veness

Geography

Leland Ware

School of Public Policy and Administration

David Wilson

Political Science and International Relations

NEW FACES

Some of the newest members of our Faculty Scholars community are also new additions to the University of Delaware. As the Center develops, we continue to build mutually beneficial relationships with scholars in areas that matter to diversity.

Elaine Salo (right) came to the University of Delaware in 2014 with a joint appointment in Political Science and International Relations and Women and Gender Studies. She previously directed the Institute for Women's and Gender Studies at the University of Pretoria in South Africa. A strong advocate for diversity in higher education, Dr. Salo's research focuses on gender, sexuality, human rights in Africa, and anthropology of gender, race, and rights in urban Africa.



Rebecca Covarrubias (left) is a CSD affiliate and a postdoctoral researcher in the Department of Psychology. A recent PhD graduate of the University of Arizona, her research examines interventions and educational programs that can increase performance and motivation for underrepresented students. She has been an excellent asset to the Center, participating in several research projects related to first-generation college students and their academic identities.

Cheryl R. Richardson (right) is the Assistant Director in the Center for Teaching and Assessment of Learning and a new CSD Faculty Scholar. In the public, private, and NGO sectors, Dr. Richardson has many years of experience addressing education in economic development in Africa, gender, ethics, and instruction in higher education. She is currently interested in exploring specific teaching practices that improve learning outcomes for historically marginalized student populations.



NEW INITIATIVES

The Center expanded its reach to the university community through several new initiatives in 2013-2014. Starting in spring 2013, the Diversity Brown Bag series has drawn a weekly audience of faculty and students participating in productive discussions about the diversity research topic of the day (see p. 7). Our blog, *DiversityUS*, was established in August 2013 and features posts by CSD-affiliated faculty as well as several guest writers. The latest posts can be found at <https://sites.udel.edu/csd/>. Finally, in spring 2014 a small group of CSD scholars gathered to reflect on how the Center can best serve the University community. This CSD Advisory Group worked to sharpen the focus of the center, clarify its objectives, and distinguish its role from other diversity-related groups on campus. As a result, we have developed a more research-driven agenda for fall 2014 and beyond.

ACTIVITIES, EVENTS, & PROGRAMS SPRING 2013-SPRING 2014

SPRING SYMPOSIUM: PUBLIC ENGAGEMENT

To explore the best ways to support diversity through public engagement activities, CSD hosted the Diversity and Public Scholarship symposium on March 12, 2013. This day-long workshop was organized by Lynnette Overby, Professor of Theatre and then-Director of Undergraduate Research; Rosalie Rolón Dow, Associate Professor of Education; and James M. Jones, Director of the Center for the Study of Diversity.

More than 40 faculty, staff, students, and administrators assembled for the morning keynote by **Timothy Eatman**, co-director of Imagining America, Artists and Scholars in Public Life. An educational sociologist, his work has informed his successful effort to have publicly engaged scholarship included in promotion and tenure criteria at Syracuse University.



*Timothy Eatman
 Co-Director, Imagining America*

In his talk, Dr. Eatman challenged the ivory-tower model of academia that often insulates universities from their surrounding communities. To illustrate, he pointed to Syracuse, NY, where the University of Syracuse has run a fine School of Education for one hundred years — but the quality of Syracuse public schools is exceptionally poor. “We need to bring a fire to the idea of knowledge-making,” said Dr. Eatman, advocating for a model of university that produces knowledge about, for, and with communities.

Dr. Eatman’s keynote was followed by a panel of University of Delaware faculty whose research extends far beyond campus. **April Veness** from the Department of Geography spoke about her community-based research project among Hispanic families in Georgetown, DE. **Yasser Payne** from the Department of Black American Studies presented a compelling update on his *People’s Report* project, and the Wilmington Street PAR family it has cultivated. **John Cox** of the Department of Art described his work with the Hazda Hunter Gatherers of Tanzania.

Finally, professors **Jill Flynn** (English), **Hannah Kim** (History), and **Lynn Worden** (Human Development and Family Services) spoke together about the ongoing work of the Collaborative to Diversify Teacher Education at UD (see p. 12 of this report).



DISTINGUISHED LECTURE

In partnership with the University Diversity Initiative, we welcomed **Beverly Daniel Tatum**, President of Spelman College, to deliver the Distinguished Lecture on Diversity in Higher Education on November 12, 2013. Her talk was titled “Diversity, Democracy, and Leadership: Education for the 21st Century.”

Speaking to a packed audience, Dr. Tatum reflected on America's turbulent history of desegregation since 1954, and the more recent policy decisions that have led to *de facto* racial re-segregation in public schools today. More than fifty years after the *Brown* decision, today's students have few opportunities to interact with peers from different races, ethnic groups, or religions before they go to college.



*Beverly Daniel Tatum
President, Spelman College*

"We need an educated citizenry prepared to join an increasingly interdependent world," Dr. Tatum told the audience, adding that the capacity to form cross-racial friendships is a crucial part of learning to participate in civil society. As the country's most diverse generation comes of age, she continued, "we have to ask if our learning environments create opportunities for practicing the behaviors required in an effective democracy."

To promote an atmosphere of greater inclusion, Dr. Tatum concluded, universities should strive to follow an "ABC" model: affirming identity, building community, and cultivating leadership to counteract trends of school resegregation.

BROWN BAGS

2013 also saw the launch of the Diversity Brown Bags, an ongoing series of informal lunchtime discussions led by faculty and affiliates of the Center. In selected sessions, winners of the Center's Diversity Research Grants have shared the progress of their award-funded projects. Other sessions have featured faculty, researchers, and administrators exchanging ideas and updates on diversity topics, approaches, data, and concepts. The sessions included:

Jose Aviles, *UD Director of Admissions*: “Expanding Diversity at the University of Delaware.”

Yasser Payne, *Department of Black American Studies*: “The People's Report: The Relationship Between Structural Inequality and Physical Violence in Wilmington, Delaware”

Rebecca Covarrubias, *Department of Psychology*: “Academic Identity Development and College Success Outcomes for First-Generation College Students”

Barret Michalec, *Department of Sociology*: “The Path Less Taken: Understanding the Experience of Black Pre-Medical Students”



Yasser Payne, Department of Black American Studies, delivers a brown bag talk.

GRANTS

The Center's Diversity Research Grant Programs expanded greatly in 2013-2014. Our funds continue to support projects that facilitate wider understanding of the social and academic impact of diversity and promote diversity within our community. In the latest round of faculty and graduate student awards, we granted \$17,641 to faculty and \$5,706 to graduate students from a broad range of disciplines.

FACULTY GRANTS

Prof. Pier Gabrielle Foreman, English and Black American Studies.

"Discovering Delaware's Delegates: Brandywine Valley and the Colored Convention Movement," a Public Symposium

In the thirty-five years preceding the end of the Civil War, free and fugitive Blacks came together in state and national conventions to advocate for educational, labor and legal justice as Black rights were constricting locally and nationally. With this grant, the Colored Conventions Project (CCP) will hold a public symposium in April 2015 to share information about delegates' civic engagement, mobility, professions, and publications.

Yasser Payne, Black American Studies and Sociology

Wilmington Trap Stars - A Street Art Exhibition

This grant supported a community-based street art show on the topic of crime and its relationship to structural inequality. Held at the Delaware Center for Contemporary Arts in Wilmington, DE, the spring 2014 exhibition gave many city residents a platform to use visual art to communicate their personal and societal concerns.

Rebecca Covarrubias and Chad Forbes, Psychology

The Impact of Family Support and Identity Content on First-Generation College Student Performance

As the first in their families to attend college, first-generation college students are often challenged by cultural differences between their working-class home environment and the middle-class university environment. This study explores how family support can influence these students' identities and academic performance.

Rosalie Rolon Dow, Education

Rebecca Covarrubias, Psychology

Carla Guerrón Montero, Anthropology

Campus Goals of Diversity and Equity at the University of Delaware: Latino/a Student Perspectives

This project explores the nature and quality of lived experiences of Latino/a students at UD and how these experiences contribute to campus diversity. The researchers will address key major themes including issues of support, school belonging, visibility on campus, representations of Latino lived experiences across dimensions of campus life, and opportunities for learning about and from Latino populations.

Deborah Bieler, English

Expanding the Impacts of English Teacher Candidates' Urban SAT Course

The State of Delaware offered one free SAT session to all public high school juniors in Spring 2014, but no funding was earmarked for SAT preparation – potentially disadvantaging the lower-income or first-generation high school students who might gain the most from this program. In Spring 2014, this grant supported the efforts of English Education majors enrolled in ENGL295 ("Intro to English Education") to offer a free, after-school SAT Verbal prep course at Howard High School in Wilmington, DE.

Colette Gaiter, Art
Tiffany Gill, Black American Studies and History
Beauty in Action

On average, African American women visit a beauty salon 2.5 times a month, making beauty shops key places of community in their lives. This project, based in Wilmington, Delaware, addresses three areas in black women's lives: health and wellness, creative expression, and connecting to social services. The researchers plan to enhance current services for African American women performed by beauticians, disseminate information, and promote creativity.

Lynnette Young Overby, Theatre
African American History: Uncovered, Transformed, and Disseminated

To shine light on untold stories of nineteenth-century African Americans, Professor Lynnette Overby has developed a long-term collaboration with other scholars, poets, musicians and dancers to create several interdisciplinary performance projects. The most recent of these projects explores the life and work of David Drake, the enslaved South Carolina poet and potter. The CSD grant will fund the development of a website so that these performances have a sustained impact and will be accessible to K-12 students and teachers.

GRADUATE STUDENT GRANTS
Emily J Bonistall, Sociology
Call for International Graduate Student Essays

This award supports a dissertation examining international students' experiences of sexual violence on college campus, and whether those experiences differ from domestic students. The research uses essays ("personal narratives") as a venue for international students to express themselves regarding the topics of sex and alcohol and their impact on victimization.

Jennifer Ferris, History
African American History: Uncovered, Transformed, and Disseminated

This collaborative project led by Professor Lynnette Overby (see above) uses an interdisciplinary approach to reveal the overlooked experiences of American slaves. It links the stage with the classroom in two ways: first with a dance/drama production synthesizing multiple art forms, and then with an online social studies unit.

Michael Dickinson, History
Social Rebirth: The Enslaved Black Experience in the Urban British Atlantic, 1680-1800

This dissertation project examines how enslaved blacks formed social and kinship ties in urban New World spaces between 1680 and 1800. The project looks at community formation and familial construction in the starkly contrasting cities of Philadelphia, Kingston, and Bridgetown, while also noting gender divisions and emerging class distinctions among enslaved populations that persist in contemporary Philadelphia.

Samantha Kelly and Faith Okpotor, Political Science & International Relations
Gender Code Switching and Political Decision Making

In politics, "masculine" communication styles that are aggressive, direct, and succinct are often more highly valued than more submissive, indirect, and elaborate "feminine" styles. This research investigates the contexts in which female leaders might adopt masculine behavior or decisions to legitimize their leadership.

Christopher Bouton, History
Disrupting Slavery: Physical Confrontations in the Antebellum South

This CSD award supports archival research about physical altercations between slaves and whites in Antebellum Virginia. By cataloging records of slaves who attacked or killed whites in this time period, the research will shed light on the importance that slaves placed on protecting themselves and their families from punishment, how slaves resented intrusions by whites into their personal lives, and how white responses to slave violence varied according to personal, economic, and other considerations.

DISABILITY DISCLOSURE CONFERENCE

What does it mean to “disclose” a disability? This is a question relevant at all levels of university life. Students with disabilities must discuss their accommodations with their professors, with fellow students, and with disability services offices; disabled faculty and staff members must figure out how to arrange accommodations, although they may not be sure whom to approach or if it’s even safe to do so, due to concerns about how they may be perceived as a consequence of disclosing a disability. Ongoing research on disability and disclosure reveals that the process of disclosing a disability in a higher-education setting is multi-layered, often risky and generally not well-understood. In October 2013, nearly 100 other scholars and activists came together to explore these issues and more at the **Disability Disclosure in/and Higher Education Conference** sponsored by the Center for the Study of Diversity and held at UD’s Clayton Hall.



Conference co-director Stephanie Kerschbaum welcomes participants.

Exploring disability disclosure helps clarify some of the misunderstandings that persist where disability is concerned. For example, in January 2012, the American Association of University Professors issued a report titled “Accommodating Faculty Members Who Have Disabilities.” The report states at one point, “Unless a disability and the limitations it creates are obvious, the institution may need information about the nature and extent of the disability.” The implication here is that disclosure is not necessary when a disability is “obvious.” However, research as well as personal experiences of disabled faculty members indicate exactly the opposite: even if a disability is readily noticeable by others, there almost always remain significant gaps in understanding that affect access, accommodation, and social interaction. And when a disability is not immediately “obvious,” even if diagnostic labels are shared and information about a particular disability is provided, few people will know what to do or how to respond to build greater access, accommodation, and support. This kind of knowledge is referred to as “disability literacy.” Building broader disability literacy— not just for individual disabled people but for everyone involved in higher education—is vital, and it is hard work whether or not a disability is “obvious.”



Left: Conference attendees included Jay Dolmage, founding editor of the Canadian Journal of Disabilities Studies.



Right: Conference co-director Margaret Price’s book, Mad at School, was featured among other new works.

ACADEMICS

DIVERSITY DIALOGUES

Prompted by the wide range of responses to our fall 2012 poll on student perspectives on diversity, the Center launched a pilot one-credit Diversity Dialogues course in spring 2013. Led by graduate assistant **Sharelle Law**, the Diversity Dialogue sessions were designed to promote a deeper understanding of students' honest perspectives and private experiences related to diversity on campus.

The discussion-based curriculum included opportunities for reflective writing, a group project, and open-ended questions based on weekly topics. Readings and videos were used to stimulate conversation and give students permission to speak honestly about race, gender, and religion. The curriculum also gave rise to discussions on social capital, power, privilege, identity, authentic relationships, socialization, and self-segregation. Along the way, participants developed organic friendships and new skills to connect with students from different backgrounds from their own.

After careful consideration, ARSC 367 evolved from a 1-credit to a 3-credit course in fall 2013. Taught by Center director James M. Jones with dialogue sessions led by Sharelle Law, the fall course took a more rigorous psychological approach to understanding diversity.

As dialogue facilitator for both classes, Sharelle reflected, "I learned an enormous amount about the students' private interactions with their peers and professors. The students used the time to respectfully express their opinions and remain open to new ideas on diversity. They were receptive to other worldviews and took advantage of allowing their voices to be heard. Being part of this process with two very different groups of students has been nothing short of a life lesson for me."

Student Perspective

"Intergroup dialogues was one of my favorite courses at UD. The class was informal and open and I felt that my classmates and I were able to open up and be honest about things that matter to us. It was great because the class was full of people I wouldn't normally interact with. My biggest take away was that everyone has a unique set of struggles and privileges in their life, and we should be sensitive to individual experience."

- Alexis Wiggins, course participant

DIVERSITY SUMMER SCHOLAR

In summer 2013, we welcomed undergraduate Gregory Doolittle as our first Diversity Summer Scholar. With guidance from the Center for the Study of Diversity and the Office of Undergraduate Research and Experiential Learning, Gregory developed an independent research project about student attitudes toward diversity and the experience of Chinese international students at UD. Looking back on his experience, Gregory wrote, "The project was a valuable experience for me personally, as I was able to learn firsthand the subtleties of crafting a survey. My time at the Center for the Study of Diversity made me a better researcher and, I've recently discovered, a more competitive candidate in the jobs market."

RESEARCH AND ANALYSIS

FIRST-GENERATION STUDENTS

Rebecca Covarrubias (Postdoctoral Fellow of the University Diversity Initiative and the Center for the Study of Diversity), with **James Jones**, Center Director, and **Rosalind Johnson**, Assistant Dean, College of Arts and Sciences, have undertaken a project that uses mixed methods to explore how academic self-concepts influence academic success for first-generation college students.

As the first persons in their families to attend college, first-generation college students often feel less prepared academically for college, which may lead them to feel less confident in their abilities to succeed in college. This research examined the link between academic self-concepts and achievement. Students completed an online scale to measure academic self-concept, and their GPAs were obtained from university records. As predicted, first-generation-college students were found to have lower academic self-concepts than their peers who had at least one college-graduated parent, but academic self-concepts were positively related to grades for all students.

The project next tested how college preparedness (measured by a Parental Socialization Scale—how well their parents prepared them for college) influenced academic self-concepts and achievement. Again, first-generation-college students, compared to continuing-generation-college students, reported lower academic self-concepts, and also reported receiving less parent academic socialization.

Currently, the project is analyzing the results of focus group interviews conducted with freshmen and senior first-generation college and continuing-generation college students. The focus group data will be used to corroborate the survey findings, and identify specific steps that may prove fruitful for enhancing the academic performance of first-generation college students at the University of Delaware.

DIVERSIFYING TEACHER EDUCATION

The Collaborative to Diversify Teacher Education at UD is a diverse group of University of Delaware teacher education faculty, including several CSD Faculty Scholars. The goal of the Collaborative is to narrow the demographic gap between the teacher candidates they prepare and the public school students they serve.

With the support of a 2012 President's Diversity Initiative grant, the Collaborative conducted a research project during the 2012-2013 academic year that focused on how University of Delaware teacher education programs consider diversity and how underrepresented students perceive diversity. The project's findings were analogous with national trends and published research:

- The graduation gap between low-income and non-low-income teacher education students was twice that of the overall University of Delaware student population.

- Negative perceptions of the teaching profession and low salaries were the major reasons cited for not going into the teaching profession.
- The cost of teacher education programs (additional program fees, tuition and housing) is a serious challenge for many undergraduate students. UD has resources and programs in place to serve as potential financial supports for students from underrepresented groups; however, survey responses revealed that more than 90% of teacher education students are not familiar with the programs.
- Low diversity among the student body and teacher education program faculty contributes to a campus climate that will need to be addressed if UD hopes to recruit and retain diverse teacher candidates in the future.

Conclusions from the research conducted by The Collaborative suggest three major goals: advocating for the teacher profession, coordinating and supporting outreach efforts, and improving the campus climate at UD. The Collaborative believes that the investment in generating diverse teacher education programs will not only benefit its teacher candidates by creating strong teachers, but will also positively benefit the underrepresented groups served in the public schools by this pool of strong teachers.

CSD SURVEY

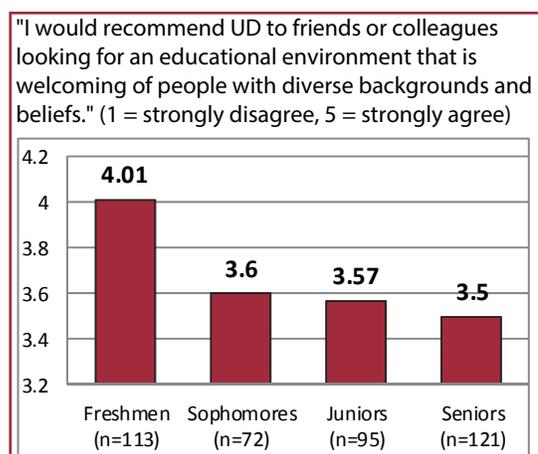
The Center launched its first research survey in December 2012. Primarily intended as a means to identify students to enroll in the spring 2013 Diversity Dialogues course (see p. 11), this survey also examined variations in student attitudes toward diversity as a function of race, gender, ethnicity, political orientation, and academic classification, among other identifiers.

With help from Office of Institutional Research and Effectiveness, the survey was sent to a random sample of 1,000 undergraduates with an oversample of Black and Latino students. 401 surveys were completed for a 40% response rate.

The survey data suggested several statistically significant findings:

- Diversity was found to be generally more important to Black, Latino, and female students than it was for White, Asian, and male students. However, no group believed that UD had enough diversity or was doing enough to promote it.
- Men indicated that they found UD's campus climate to be more accepting than women did.
- Freshmen had a generally more favorable and optimistic view of diversity than other classes. This favorable view declined over the four years.

In light of these findings, perhaps achieving a critical mass of diverse students would be beneficial to all. It may also be valuable to focus diversity efforts on freshmen and then work to sustain these efforts over their subsequent years at UD.



NUCLEUS EVALUATION

In Fall 2010, the College of Arts and Sciences institutionalized the Network of Undergraduate Collaborative Learning Experiences for Underrepresented Scholars (NUCLEUS) program. Developed in 1993 to target recruitment and retention of underrepresented racial-ethnic minority groups majoring in the Life Sciences, it was funded by a Howard Hughes Medical Institute (HHMI) grant.

CSD Faculty Scholars **David Wilson** and **Rosalind Johnson** conducted an Administrative Review of the NUCLEUS program on behalf of the Center for the Study of Diversity in April 2013. Employing surveys, interviews, and recommendations from CSD, they examined what has been learned from program activities, the extent to which the program meets expected outcomes, and how students feel about the program.

Main findings suggest that NUCLEUS students tend to have lower grade point averages, but they also tend to be more interested in taking student leadership opportunities, pursuing research opportunities, and attending graduate school. The review also finds several challenges in assessing NUCLEUS's effectiveness, including the fact that program participants are not characteristic of the UD population.

The review concludes that the future of NUCLEUS requires clear goals to hold the program and its leadership accountable, data collection for evaluating program effectiveness, and a decision if NUCLEUS should continue serving a select group of students or all students.

Spotlight on Public Scholarship

The Dave the Potter Project is the second research-based performance based on nineteenth-century African American history launched by UD Professors **Lynnette Overby**, professor of theatre and former director of Undergraduate Research, and **P. Gabrielle Foreman**, Ned B. Allen Professor of English and Black American Studies. Though David Drake is now considered one of the most accomplished artisans of the entire antebellum period, when enslaved in South Carolina, his family and friends were sold away almost as easily as were the wares he created.



*Photo from the "Field Cotton" performance.
Choreography: Lynnette Young Overby. Poetry: Glenis Redmond. Music: Ralph Russell. Dancers: Kaya Simonson, Aliya Clay, Dominique Oppenheimer, Monique Bland.*

This project's collaborators are motivated by a shared commitment to bringing Black histories to life, to interdisciplinary collaborations and to community engagement. As Artistic Director, Dr. Overby reached out to community partners to include young dancers not only from the University's dance minor but also from Christina Cultural Arts Center and Cab Calloway School of the Arts, in Wilmington.

The project resulted in dance performances at UD, Wilmington and Dover and in additional talks and presentations. The team visited South Carolina and met with archivists, community arts directors and presses. The project was supported by the Interdisciplinary Humanities Research Center, The Center for the Study of Diversity and the Delaware Humanities Forum.

LOOKING AHEAD

The last year has been a period of remarkable growth for the Center for the Study of Diversity. As we continue to support high-quality diversity research and programming at the University of Delaware, we recognize that most of our activities would not be possible without the creative and enthusiastic participation of our faculty scholars, affiliates, and students. We are grateful for all that our partners do to ensure the success of our programs and initiatives, and for the promise of their continued collaboration in the coming years.

The 2014-2015 academic year continues core CSD activities and initiates new ones:

- We have initiated, with support from the Center for Teaching and Assessment of Learning (CTAL), a new “**Multiversity Project.**” This project—in collaboration with CTAL scholar Barret Michalec—will assess the current general education multicultural course requirement against the goals set forth by UD policy, and a diversity learning rubric developed by CSD. A report on the findings with recommendations will be issued in February 2015.
- An active **brown bag series** will feature CSD faculty and graduate student grant recipients.
- **Richard Tapia**, mathematician, professor, and Director of the Center for Excellence and Equity in Education at Rice University, will deliver the 2014 Distinguished Lecture on Diversity in Higher Education on October 13. Dr. Tapia is a Congressional Medal of Science recipient and a noted activist and scholar on representation of racial and ethnic minorities in STEM fields. His lecture is co-sponsored by the Delaware Will Shine strategic planning executive committee.
- On September 22, **Jay Dolmage**, Associate Professor of English at the University of Waterloo and founding editor of the *Canadian Journal of Disability Studies*, will deliver a special public lecture—“Disabled Upon Arrival: Technologies of Disablement and Racialization at the Border”—sponsored by the English department and co-sponsored by CSD.
- Faculty Scholar Stephanie Kerschbaum, Center Director James M. Jones, and Laura Eisenman, director of the Disability Studies Minor, are editing a book—tentatively titled “**Perils and Prospects of Disclosing Disability Identity in Higher Education**”—which builds on the Fall 2013 conference (see p. 10) and expands to include articles based on a widely disseminated call for proposals. We anticipate finding a publisher and releasing the book in 2015.
- A special symposium—**Research Dialogues on Student Success**—is planned for spring 2015. Well-known and accomplished research scientists will be invited to discuss how universities can improve success outcomes for diverse students (e.g. first-generation college students, ethnic minorities, working class students).
- We will also continue our **research and project grant program** for graduate students and faculty, and conduct a variety of **surveys**, including an assessment of UD graduates who represent companies that recruit UD students to their firms.
- Finally, CSD will **continue to collaborate** with others on campus, especially the new Office of the Vice Provost for Diversity (Dr. Carol Henderson) and the Institutional Research Office (Dr. John Sawyer).

We envision another busy year ahead and welcome the interest and participation of the UD community.



CENTER FOR THE
STUDY *of*
DIVERSITY



Center for the Study of Diversity

309 McKinly Lab
University of Delaware
Newark, DE 19716
(302) 831-3033

www.udel.edu/csd

The University of Delaware does not discriminate on the basis of race, color, national origin, sex, disability, religion, age, veteran status, gender identity or expression, or sexual orientation in its employment, educational programs and activities, and admissions as required by Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, and other applicable statutes and University policies. The University of Delaware prohibits sexual harassment, including sexual violence. Inquiries or complaints may be addressed to: Susan L. Groff, Ed. D., Director, Institutional Equity & Title IX Coordinator, 305 Hulliher Hall, Newark, DE 19716, (302) 831-3666. For complaints related to Section 504 of the Rehabilitation Act of 1973, please contact: Anne L. Jannarone, M.Ed., Ed.S., Director, Office of Disability Support Services, Alison Hall, Suite 130, Newark, DE 19716, (302) 831-4643. OR contact the [U.S. Department of Education - Office for Civil Rights](https://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm) (<https://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm>)