

**Center for the Study of Diversity**

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CENTER FOR THE  
**STUDY *of***  
**DIVERSITY**

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**ANNUAL REPORT**

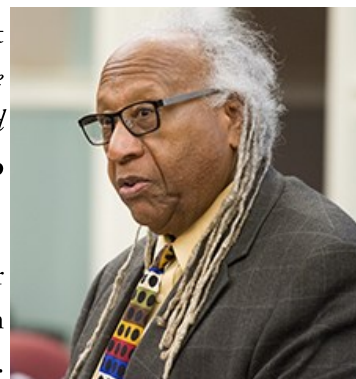
JAMES M. JONES, PH.D.  
DIRECTOR



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# WELCOME!

This Annual Report covers the period September 2015 through August 2016. The Center activities focus on our broad mission “...to promote academic research and scholarship that facilitate dialogues about and understanding of the social and academic impact of diversity”—**Scholarship that drives diversity practice** continues as our motto.



Dr. James M. Jones, Director

During the year, we hosted several outstanding scholars and higher education leaders who shared their wealth of knowledge and experience in diversity efforts. Drs. Sellers and Page from the University of Michigan, Dr. Hurtado from UCLA, Dr. Stevenson from University of Pennsylvania and Dr. Ana Mari Cauce from University of Washington brought enormous insight and knowledge about how diversity is conceived and implemented on their campuses. The UD community benefitted greatly from their presence and presentations.

We also had a vibrant undergraduate summer scholar research program that launched our “Tell it like it is” storytelling project. Undergraduates Brenham Menard, Season Cooper and Vanessa Hatton conducted original research and furthered their preparation for post-baccalaureate graduate study.

The Center continued its grant program for faculty and graduate students, giving awards to three faculty and two graduate students. The projects extend the Center’s mission and the funded projects promise innovative and important opportunities to learn about diversity issues and begin formulating approaches to meeting the challenges they present.

The Center continues to do original research and during the last year, engaged in three major efforts; development of the Diversity Competency Model—known as the DC6; initiating the Story Telling Project that examines students’ positive and negative experiences based on their social identities, and how they feel about and respond to them; and a climate survey of undergraduates that assessed their experiences with diversity on the UD campus.

Finally, we received significant funding from the Office of the Provost and the Vice Provost for Diversity that permitted us to undertake these projects, and the much needed additional staff (Maryam Hussain, Diversity Research Analyst) and graduate assistants (Jeong Min Lee-Psychology and April Davison-SPPA). This has enabled CSD to expand its ability to pursue its mission with greater effectiveness. We continue to work collaboratively with Dr. Carol Henderson (Vice Provost for Diversity) and Dr. Sue Groff (Office for Equity and Inclusion) on a variety of diversity issues and initiatives at UD.

This report provides greater detail on these CSD activities. As always, we welcome your thoughts about our work and your suggestions for ways we can improve on and better meet our goals.

## NEWS & ANNOUNCEMENTS

Welcome to our newest scholar -

### Dr. Maryam Hussain

Dr. Maryam Hussain began working as a diversity research analyst with the Center in September 2016. She has been working with the large Diverse Learning Environments Survey (DLE) that was administered at UD in Spring 2016. Upon her arrival on campus, she was introduced to the basic components of the survey and received access to the identifiable raw dataset in mid-September. Since then, she has created composite variables that are of interest to the UD campus at large, as well as to select administrative offices. Her main task has been to create a meaningful interpretation of how UD students perceive campus climate and how this perception impacts their academic and social outcomes. She has written a brief report for Dr John Sawyer (Institutional Research) and a presentation for the Center for the Study of Diversity's Faculty Scholars based on her findings. Currently, she is writing a white paper for the Provost's offices that will highlight major findings from the DLE. This paper will also provide the foundation for a public forum on campus climate at UD.



## FACULTY SCHOLARS

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

**Robin Andreasen**, Linguistics & Cognitive Science  
**Erica Armstrong-Dunbar**, Black American Studies, History  
**Jose Aviles**, Admissions  
**Karl Booksh**, Chemistry  
**Julio Carrión**, Political Science & International Relations  
**Pamela Cook**, Mathematical Sciences  
**Emily Davis**, English  
**Ted Davis**, Political Science & International Relations, Black American Studies  
**Patricia DeLeon**, Department of Biology  
**Rosalie Rolón Dow**, School of Education  
**Jessica Edwards**, English  
**Mieke Eeckhaut**, Sociology & Criminal Justice  
**Chad Forbes**, Psychology  
**Gabrielle Foreman**, English  
**Colette Gaiter**, Department of Art  
**Tiffany Gill**, History, Black American Studies

**Maria Johnson**, Sociology & Criminal Justice  
**Stephanie Kerschbaum**, English  
**Muqtedar Khan**, Political Science & International Relations  
**JP Laurenceau**, Psychological & Brain Sciences  
**Barret Michalec**, Sociology & Criminal Justice  
**Kassra Oskooii**, Political Science & International Relations  
**Lynnette Overby**, Theatre  
**Yasser Payne**, Black American Studies  
**Ismat Shah**, Physics & Astronomy, Material Science  
**April Veness**, Geography  
**Leland Ware**, School of Public Policy & Administration  
**David Wilson**, Political Science & International Relations

FACULTY SCHOLARS EMERITUS/A  
**Margaret Andersen**, Sociology & Criminal Justice  
**Sam Gaertner**, Psychological & Brain Sciences  
**Elizabeth Higginbotham**, Sociology & Criminal Justice



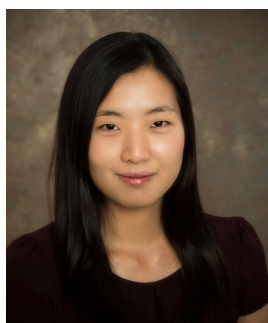
## GRADUATE ASSISTANTS



In the 2016-2017 school year, **April Davison's**, graduate assistant with the Center for the Study of Diversity, work focuses on carrying out qualitative data collection and analysis for the Tell It Like It Is, a storytelling project at UD. The project's objective is to understand how various identities of UD students influence their feelings of inclusion and contribute to the overall campus climate. Diversity highlights the attributes of a presence, but may not accurately measure the feelings of belonging, or inclusiveness.

The *Tell It Like It Is* storytelling project uses qualitative methods to understand if students of identities have fundamentally different or impactful experiences at UD.

The pilot program was successfully completed in the Summer of 2016 and focused on how racial identities influenced feelings of belonging and exclusion for McNair Summer Scholars. Going forward, the center is refining the analytical framework for data collection and analysis and hoping to continue with the identities of other groups, such as, but not limited to, student athletes, women in STEM fields, and ELI students. The research work that drives practice also influenced April's work outside in the center, focusing on making public policy more inclusive for individuals of all backgrounds through her involvement with the Disaster Research Center.



**Jeong Min Lee**, doctoral student in Psychology, performs statistical analysis and

survey design for the Center. Her current research with Dr. James Jones at CSD focuses on understanding the factors and qualities that lead to a "diversity competent" individual. They developed and validated a measure of diversity competency and found that the Diversity Competency Scale (DCS) has a one-factor structure with good measurement reliability (test-retest, internal) and measurement validity (convergent, discriminant). For example, individuals with high diversity competency were more likely to have friends and interactions with classmates of a different racial/ethnic group, reject social dominance and system justification, and have greater

empathy and egalitarian beliefs.

Currently, they are expanding on examination of diversity competency by looking at the behavioral correlates of diversity competency. To do this, they will have individuals who disagree on an issue come together for a discussion, and ultimately provide a joint statement (whether they agree or not). The groups will either be composed of all high DCS or low DCS individuals. They predict that diversity competent individuals should be less uncomfortable by the fact that they will interact with a partner that disagrees with them because they have the competencies to navigate these types of situations. In addition, they also predict that they should be better able to take the perspective of the other, be aware of their own biases (show integrative complexity), and be able to work together to successfully produce a joint statement even if they disagree.

Min is interested in how understanding the impact of historical discrimination in current day can encourage openness towards diversity. Participants read a paragraph about the relationship between understanding racial history in the U.S. and support for diversity initiatives on college campuses citing "research" from "social scientists about how past discrimination either impacts, or does not impact disparities in the current day. Dr. Jones will receive data from a nationally representative sample and they will collect data from UD as well. This will allow a look at how priming individuals with a narrative differing on whether history can

## SUMMER SCHOLARS' RESEARCH



*Summer Research Group (l to r): Rosalie Rolon Dow, April Davison, Season Cooper, Vanessa Hatton, and Branham Menard*

The **storytelling project** began as a pilot research project, led by **Rosalie Rolón Dow** in the summer of 2016. Working with two McNair/Center for the Study of Diversity research scholars **Season Cooper** (AS17, Communications) and **Branham Menard** (AS17, Political Science and International Relations, Black American Studies), 34 stories were gathered of students' experiences. For the pilot project, the focus was on capturing stories of times when students experienced microaggressions, described as being stereotyped, invalidated or excluded based on their social identity. Additionally, they captured stories of experiences with micro-affirmations, described as experiences that lead students to feel affirmed, supported and included based on their social identity.

This pilot study is being refined and expanded to capture stories from other under-represented groups to broaden understanding of inclusion and exclusion. In addition to collecting and analyzing the data, the students presented their research at the Undergraduate Research and Service Celebratory Symposium in August 2016.

Among their preliminary findings were geographical locations of experienced microaggressions, including social gatherings, residence halls, classrooms, and casual contact on campus; and of micro-affirmations, including the Center for Black Culture, multicultural Greek life, multicultural programs and initiatives, and classrooms. Other preliminary findings focused on the impacts of microaggressions with responses ranging from activism to educating perpetrators to seeking out reaffirming spaces to mitigate the effect on self. Microaggressions created or fostered self-doubt, isolation and loneliness in the targets, impacting student academic success.

Our other undergraduate Summer Scholar, **Vanessa Hatton** (AS18-Psychological and Brain Sciences, Black American Studies), worked with **James M. Jones** to develop an "Implicit" measure of diversity attitudes based on the **Implicit Associations Test (IAT)**. She used the Diversity Competency Scale (see p. 16), as a explicit measure of diversity attitudes, and a personalized IAT to measure implicit diversity attitudes. She found that the DCS was a good measure of explicit attitudes, but was unrelated to the implicit measure. Her work suggests that both approaches are needed to get a complete understanding of diversity attitudes.

## CAMPUS PARTNER - RESIDENCE LIFE

The 2016 Winter Session **Residence Life & Housing** and the Center for the Study of Diversity (CSD) collaborated on the second annual Unidel funded grant, Dive In+: Diversity Institute. This co-curricular learning experience—implemented as a series of workshops, exploratory learning opportunities, and dialogue—invited students to dive into Art, various aspects of social identity and into the community assets in Wilmington, DE. Though each workshop focused on a specific aspect of social identity, they also helped students to develop an intersectional approach toward understanding diversity by providing them with moments to explore and discuss personal characteristics of social identity and their intersection with their lived experiences.

The first event in the series “Dive Into Art” invited students and alumnae to perform. The event featured spoken word performances by Daniel Farmer, INX, Gemelle John, Joshua Morris and musical performances by Khayden Arts. Each of these performances provided a platform to share narratives, provide critique and instill hope based on life experiences related to diversity. The subsequent workshops continued to build on these narratives and provided students with opportunities to connect to faculty and staff on their areas of expertise related to diversity. Faculty, staff and students from the **Center for Disability Studies** facilitated the first workshop on ability status. The second workshop on Gender and Sexual Identity was collaboratively facilitated by faculty in the Departments of **Women and Gender Studies** and **Physical Therapy**, and the **LGBT Program Coordinator** in the Office of the Dean of Students. Staff in the **Institute for Global Studies** facilitated a workshop on intercultural communication, and CSD director **Dr. James Jones**, and **Jennifer Daniels** from the **Office of Equity & Inclusion** facilitated the final formal workshop on racial identity. The series culminated with an experiential learning trip that helped students to apply asset-based thinking to the community involvement and ownership occurring in Wilmington, DE.

Ultimately, this series helped students reach the following learning outcomes:

- Recognize the diversity of social identities, beliefs, and backgrounds present at UD and in the broader community;
- Discuss aspects of social identity;
- Compare and contrast diverse cultural experiences;
- Explain at least two ways in which social identity can impact one's lived experience
- Identify at least three benefits of interacting across lines of difference.



If you wish to learn more about Dive In +: Diversity Institute's implementation, the cross-functional education design teams and the effectiveness of this model attend the Brown Bag Session “The Dive In Diversity Institute-- Exploring the influence of cross-functional educational design models on student learning outcomes” on April 6th.



## YEAR IN REVIEW

### 2016 DISTINGUISHED LECTURE

#### ANAMARI CAUCE

In collaboration with the Vice Provost for Diversity and the Office of the President, the Center welcomed **President AnaMari Caucé** of University of Washington to speak about “Building an Inclusive Campus: Challenges and Opportunities” on April 22, 2016 for the 2016 Distinguished Lecture on Diversity in Higher Education.



*University of Washington President AnaMari Caucé Photo credit: Lane McLaughlin, UDaily*

Dr. Caucé told those attending the talk that, although the past two years have been “a really tough time” for those who value diversity and inclusiveness, she is hopeful because incidents of bias have often been met by resistance. Student discussions and engagement have stood against the often troubling climate around the country. “We’re all struggling, but I’m impressed by what the University of Delaware is doing. You’re sending a very clear message that diversity really does matter,” Caucé said. She went on to address the concept of “color blindness” and how it presents an unrealistic approach. Different experiences and frames of reference must be acknowledged to understand them and address the inequalities that still exist. Caucé urged bystanders to speak up against offensive language or jokes and to address their own inherent prejudices, which exist in all members of society. “With time and effort, habits and thought processes can change” by facing our inherent biases.

Throughout the lecture, Caucé provided examples of her belief that a university community of faculty, students, and staff have “... the power and responsibility - individually and collectively- to create an inclusive society where all can achieve their full potential.” She holds to the proposition that “We can only all be better off when we really are all better off.”

Caucé, who became Washington’s 33rd president in 2015, has championed higher education throughout her career. That career started as a UD faculty member, which Director James M. Jones said, “Although her stay at the University of Delaware was short - three years - we claim her as our own.”



*Director James M. Jones, UW's President AnaMari Caucé, and UD's Acting President Nancy Targett Photo credit: Lane McLaughlin, UDaily*

## 2015 LECTURE ON EXCELLENCE IN DIVERSITY

### ROBERT M. SELLERS

To kick off our 2015-16 lecture series, we welcomed **Dr. Robert Sellers** to speak on "Diversity in the Service of Excellence" on October 5, 2015. Dr. Sellers is the Vice Provost for Equity, Inclusion and Academic Affairs as well as the Charles D. Moody Collegiate Professor of Psychology and Professor of Education at University of Michigan.



He spoke on how diversity is essential to our mission of educational excellence but that it is not the only component necessary to achieve that excellence. Using Michigan as a case study, Sellers delved into the multiple components of diversity identity. He then laid out Michigan's Strategic Planning Process and the initiatives they use to create an inclusive and equitable community.

Sellers proposed four reasons why Diversity in Higher Education was important: It is morally, socially just, the world is becoming diverse, and diversity is the key to excellence!

He suggested that if Diversity Equity & Inclusion (DE&I) is a core value, then it needs to be a core part of the way that the university functions. Sellers described the ways in which UM launched a strategic planning process beginning at the bottom with the development of strategic plans by units within colleges, which in turn were incorporated into College plans that ultimately were incorporated into a University-Wide Diversity Strategic Plan driven by the President. Among the goals for the planning process were a comprehensive evaluation of current diversity, inclusivity and opportunities for success. They were further charged to identify explicit and achievable short-, medium- and long-term plans; resources and points of accountability; inclusion of all campus constituents, and provide regular review and updates on the plan.

Dr. Sellers gave two examples several U of M initiatives designed to realize the objectives of the comprehensive strategic Diversity plan.

**1. Wolverines Pathways Pipeline Academy**--Substantially increase the number of students from select underserved Southeastern Michigan school districts who are admitted to, matriculate through and graduate from the University of Michigan. Students are identified in the 7th and 10th grades, given supplemental educational experiences and if admitted to UM, provided full four year scholarships. They foresee 160 students per year over five years—a total of 800 students.

**2. DE&I Faculty Development Initiative**—Experts from several academic departments developed a framework and curriculum to enhance faculty skills in teaching inclusivity in diverse classrooms. Although the initial focus was on new faculty, long terms goals are to include all faculty.

Finally, Dr. Sellers outlined a five-year TimeLine for implementation, assessment and reporting on progress toward the Strategic diversity goals.

## SOCIAL JUSTICE AND A DIVERSE DEMOCRACY

### SYLVIA HURTADO

In the 2016 Lecture on Excellence in Diversity, **Dr. Sylvia Hurtado**, professor of education and former director of the Higher Education Research Institute at University of California Los Angeles, asked the question “Why would diversity be related learning?”



*Dr. Sylvia Hurtado, UCLA  
Photo credit: Wenbo Fan, UDaily*

The March 17 lecture on “Social Justice and a Diverse Democracy: Challenges and Opportunities in College” showed how being part of a diverse community is an educational experience in itself. Exposure to and collaboration with people from different backgrounds, experiences and views challenge us to open our minds and think more deeply as we realize “that the world isn’t the way we always saw it.”

Hurtado’s work with higher education institutions across the country has included creating positive campus climates. She has led several national projects on diverse learning environments and retention, STEM (science, technology, engineering, and mathematics) education and diversification of the scientific workforce, and innovation in undergraduate education. She presented the audience with findings from research reports, including employer surveys (showing they increasingly value employees who have the skills to respect and communicate with people of different backgrounds and to work in a diverse environment) and of college students themselves. UD students took such a survey during the spring semester.

Hurtado said that in survey results, students from underrepresented groups reported numerous incidents of discrimination and bias on campuses, most commonly in the form of verbal comments or feelings of being excluded. Such incidents, whether intentional or unintentional (implicit) came from all quarters including faculty and staff. Suggestions to overcome inequality include practices of encouraging students to share personal stories and ask questions, using conflict as an opportunity for learning, acknowledging the multiple social identities of individuals and finding ways to make “solo status” students feel comfortable.

The Center is currently conducting a pilot study of storytelling by students from underrepresented groups (details on page 17).

# IF ELEPHANTS COULD TALK: RACIAL LITERACY

## HOWARD STEVENSON

University of Pennsylvania's Constance Clayton Professor of Urban Education and professor of African Studies **Dr. Howard Stevenson** brought his strategies on addressing racial conflicts and racial stress in educational contexts to UD on March 1st and 2nd, 2016. In a public lecture, he discussed racial encounters drawing on his experience growing up in Southern Delaware, and engaged the audience in exercises to focus on their own racial awareness and encounters.



Dr. Howard Stevenson Photo credit: Wenbo Fan, UDaily.

Stevenson presented details on his RECAST theory - Racial Encounter Coping Appraisal and Socialization Theory from his recent book *Promoting Racial Literacy in Schools: Differences that Make a Difference*. After the public lecture, an undergraduate student panel organized by Residence Life and Housing and moderated by Stevenson continued the conversation. Student panelists Garry Johnson, Harry Lewis, George Morales, ChiChi Madukwe, Jahaan Davis, and Lovely Lacey discussed their encounters with race, racism, and discrimination and responded to audience questions.



The public engages in discussions on racial awareness and encounters. Photo credit: Wenbo Fan, UDaily



Student Panel (l to r): George Morales, Garry Johnson, Dr. Howard Stevenson, Harry Lewis, ChiChi Madukwe, Jahaan Davis and Lovely Lacey. Photo credit: Wenbo Fan, UDaily.

On March 2, Dr. Stevenson presented a workshop for faculty, graduate students, and staff to delve further into methods and techniques useful for classroom teachers, educational leaders, psychologists, and parents on how to develop culturally relevant, strength-based responses and interventions that promote healthier school climates. The workshop and public lecture were co-sponsored with the College of Education and Human Development and the School of Education.



## THE BONUS LOGIC - SCOTT E. PAGE

Are two heads better than one? Dr. Scott E. Page, Leonid Hurwicz Collegiate Professor of Complex Systems, Political Science and Economics at University of Michigan addresses that question with arguments from his book *The Difference*. On May 5, 2016, Page spoke to students, faculty, staff, and members of the public in Gore Recital Hall on the benefits of diversity. His research demonstrates that groups with a range of perspectives outperform groups of like-minded experts and shows ways to bring diversity to bear against a variety of problems.



Scott E. Page speaks at Gore Recital Hall  
Photo credit: David Barczak, UDaily

“The diverse group almost always outperforms ‘the best’ group by a substantial margin,” Page told the audience. He went on to offer concrete examples of this in fields from economics, politics, computer science, engineering, management, and more. Using a framework he developed with Lu Hon from Loyola University, Page wants to encourage people to look at diversity beyond the legal, political, and moral arenas and see the scientific results of collaborating among teams with distinct toolsets and viewpoints. “The best papers and patents are written by diverse teams, people who have worked on different stuff. ‘B+ Land’ is working with people like yourself. ‘A Land’ is where people of different ethnicities are involved. The best stuff is done by diverse people with diverse ideas.”

In *The Difference*, Page notes how complex diversity is by distinguishing several types of diversity: Cognitive diversity reflects differences in patterns of thinking, analysis, perception and point of view, including: Identity diversity (differences among people based on social categories like sex, gender orientation, religion, race, ethnicity, age, sexual orientation, immigrant status, etc.) is reflected in one's affinity for and identification with those social categories; Demographic diversity (differences among people are based on social categories or social roles) is described without regard to their psychological salience for the person; Preference diversity reflects differences in taste and values, including, preference for specific outcomes and the means by which we pursue them. We often focus on demographic diversity but Page's taxonomy points to a much more complex picture.

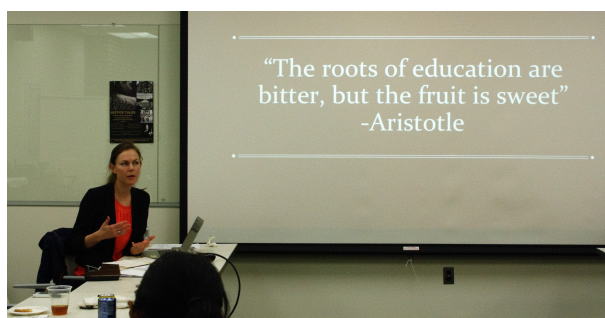
This final lecture in the Excellence in Diversity series was co-sponsored with the Office of the Provost, the Research Office and the Vice Provost for Diversity.



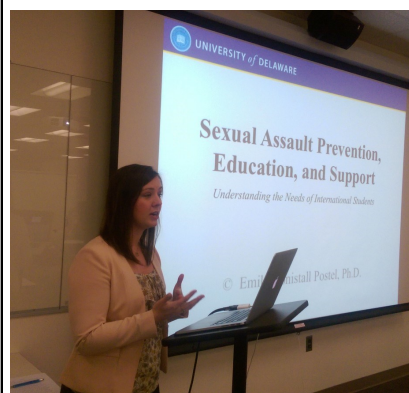


## BROWN BAG SERIES

This year, we held nine Brown Bag sessions. Our presenters were faculty and graduate student recipients of Diversity Grants and brought their research, both past and in progress, to the Faculty Commons Sandbox where they shared results and received feedback and suggestions on how to implement their ideas. Among the topics were: Latino/a student perspectives; kinship among enslaved black families; gender code switching and political decision-making; colored education in Delaware; arts-based research projects; perceptions of race and diversity; international graduate student vulnerability to sexual violence; critical thinking among Chinese students; and fostering interest in STEM among students from under-represented backgrounds.



**Top left:** Attendees at “Making Visible the Invisible”  
**Top right:** Dr. Esme Allen-Creighton,  
**Middle left:** Dr. Lynnette Young Overby, Theatre  
**Middle right:** Dr. Emily Bonistall Postel,  
**Bottom left:** Samantha Kelley, doctoral student in Political Science & International Relations  
**Bottom right:** Lei Chen, doctoral student in Education



All photos courtesy of James M. Jones



# GRANTS

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

## FACULTY GRANTS

### Lindsay Naylor, Geography

*"Food Geographies and Food Justice: Diversity, Inclusion and Equity in the Newark Food System"*

The aim of this project is to provide an experiential and transformative learning opportunity to upper-division students, while also building a stronger alliance with a community-based organization and facilitating community outreach around issues of diversity in Newark. Students will undertake a community-based project with the Food Bank of Delaware (FBD) as a core component of their coursework.

### Lynnette Young Overby, Theatre

*"Arts for Social Change: Communication Issues of Oppression, Resilience and Liberation"*

The overarching goal of this project is to promote a deep understanding of social/cultural issues of oppression, resilience and liberation for local and global community partners through the design and dissemination of arts based content. This initiative will build upon projects currently funded by the UD Interdisciplinary Research Center and the Doris Duke Charitable Foundation. During spring and summer of 2016, workshops will be conducted in poetry, dance, music and visual arts for community residents to build their expertise in the art forms. Exhibitions and performances of community arts will take place in the summer and fall of 2016.

Results of this project will be compiled and disseminated through various formats including, presentations, publications, and various media outlets.

### April Veness, Geography

*"The Importance of Place: a Pilot Project Comparing UD Students' Experiences on the Wilmington, Dover, Georgetown, and Newark Campuses"*

This collaborative research project is designed to bring UD students from all four campuses together to discover whether and how place matters in terms of college experiences. Proportionally more Associate in Arts students come from lower-income, first-generation and underrepresented minority families than students on the Newark campus. But we know very little about how location, physical setting, social milieu, place knowledge, and place and people connections may differentially shape one's college experience on those separate UD campuses.

This pilot project invites UD students from different family backgrounds, attending classes on different campuses, to help generate primary data about the importance of place on University of Delaware students' college experiences and, possibly, future aspirations.

## GRADUATE STUDENT GRANTS

### **Adam Magerman, Psychological & Brain Sciences**

*“The Impact of Gender Identity and Diversity Competence on Stereotype Threat and Women’s Experience in Science, Technology, Engineering, and Math Domains”*

Currently only 30% of Ph.D. degrees in sciences, technology, engineering and mathematics (STEM) are awarded to women. Not only do these discrepancies lead to gender inequality within the STEM domain, but also limit the diversity that maximizes national creativity and innovation. As UD becomes more diverse, it is important to understand not only how majority group members can help facilitate a safer environment for minority groups, but also help minority groups buffer against perceived threats, even when they are not overt.

One important and prevalent and often times implicit phenomenon is known as Stereotype Threat (ST). The experience of ST impairs performance, but also leads to increased levels of stress. Due to the repeated exposure to highly stressful and negative experiences in STEM fields, women develop a learned aversion which drives them to leave the domain. Although this is commonplace for women in STEM, there is a small but significant group of women that are able to buffer against ST and thrive. The goal of the present study is to identify individual differences such as diversity competency and gender identity that help individuals buffer against ST and maintain engagement in STEM. Ultimately, this research could aid us in developing tools that help UD retain minority group members, particularly in domains where they feel stigmatized.

### **Joseph Pritchett, Educational Leadership, School of Education**

*“Supporting Religious Diversity and Interfaith Cooperation at the University of Delaware”*

This project is grounded in the assertion that focusing on religious diversity in higher education matters and contributes to an inclusive environment that supports student success. Research has demonstrated that religion and spirituality are salient aspects of college students’ lives, that campus climate around religion/worldview shape the experience of students in significant ways, and that interfaith cooperation contributes positively to students’ development and success in college. Bowman, Rockenbach, and Mayhew (2015) demonstrate that inclusion around religious and worldview diversity on college campuses is positively associated with participation in high impact practices such as study abroad, service learning, engaged learning pedagogies, and interactions across racial/ethnic difference.

This project is an exploratory study whose ultimate goal is to develop a set of recommendations for the University of Delaware around supporting religious diversity and fostering interfaith cooperation. These recommendations will be guided by current research and literature, best practices at public institutions who are proactively engaging religious diversity, and data collected from stakeholders at the University of Delaware.

This project will include three phases of original research. They include: exploring practices of other public institutions proactively engaging religious diversity on their campuses; conducting focus groups with stakeholders at the University of Delaware; quantitative data from the 2016 fall floor survey conducted by the Office of Residence Life and Housing.

## RESEARCH FOCUS

### DIVERSITY COMPETENCY - DC6

Engaging the variety of ways we are different from each other is challenging and doing it effectively takes skill—Diversity Competency! Diversity competency is characterized by self-awareness, ability to see others' points of view, valuing diverse experiences and relationships, recognizing the challenges and complexities of life and willingness to engage them, ability to learn about others' experiences and backgrounds and desire to grow from that knowledge. Over the past year, CSD has developed a diversity competency model (known as the DC6) consisting of:

**Diversity Self-Awareness:** “I understand that others may not hold the same ideas and beliefs that I do.”

**Perspective taking:** “Often I step back from myself and look at the world through the eyes of others to try to understand their point of view.”

**Cultural intelligence:** “It is important to learn about cultures that are different from my own.”

**Personal & Social Responsibility:** “I believe I have a certain responsibility to society.”

**Understanding Global Systems:** “Historical group conflicts still affect group statuses today”.

**Knowledge Application:** “I can use my knowledge/expertise to address my own experience of diversity.”

The Diversity Competency scale (DCS) we developed over the past year captures the characteristics described above, and predicts relevant attitudes and behaviors. Our data show that students scoring high on the DC6 fit a profile of empathy, perspective-taking, collaboration, egalitarianism, and positive self-esteem, guilt about injustice, pluralistic orientation and multiculturalism. Those who fit the model poorly, by contrast, demonstrate greater racial resentment, believe in social dominance, justify social inequality, fear difference, and endorse colorblind beliefs. Moreover, higher DC6 students are more likely to have or have had a roommate of a different race and, for white students, a smaller percentage of same race friends. For Black students, high DC6 scores are related to having more same race friends. Our data suggest that meaningful experiences across boundaries of difference are one important pathway to increasing diversity competence.

We also propose that diversity competence can be learned. Research shows that the more courses students take that provide opportunities for service learning, engage multicultural content, and provide opportunities for dialogue, have significant effects on diversity competence. Last year, UD's Faculty Senate approved new criteria for certifying courses to meet the multicultural course requirement that were based on the DC6. We continue to develop the DC6 measures, planning for assessing outcomes, and identifying specific behavior patterns associated with greater diversity competency.



## NEW RESEARCH PROJECTS

### STORYTELLING PROJECT



Associate Director Rosalie Rolón Dow

**"Tell it like it is"** is a storytelling project sponsored by the CSD, and directed by Associate Director, **Rosalie Rolón Dow**. This project employs qualitative narrative interviewing as a methodology to document particular experiences that students have or witness on UD's campus related to socially significant categories and/or their intersections (e.g. social class, student generational status, race/ethnicity, gender/sexual orientation, religion, etc.).

Narrative interviewing is useful in uncovering the ways experiences unfold in daily life and the meaning individuals attach to their perspectives and experiences. We are creating an archive of stories that illuminates ways that diverse individuals perceive and navigate their place and role in the campus community and the ways that campus climate perspectives are shaped in and through the stories that students live on our campus. Our goal is to use storytelling and storylistening to better understand how socially significant categories shape experiences of belonging, inclusion and student success at UD and to inform efforts on campus that seek to create a campus climate that fosters inclusiveness, equity and success for all students.

To create a more inclusive archive of students' experiences, CSD is expanding the storytelling project. The goal is to engage different programs or constituents on campus that are interested in better understanding the experiences of the students they serve and that can enrich the archive of stories by providing new insights on how particular social identities are experienced and negotiated on our campus and, in turn, how these experiences contribute to the campus climate.

This expansion of the storytelling project will include development of curriculum to teach additional students to conduct interviews as well as working with interested faculty and staff to develop a range of ways for different members of the campus community to engage in storylistening activities that provide learning opportunities that enhance diversity competencies. Future partners might include Department of Athletics, ADVANCE-IT, the Office of International Students and Scholars, Graduate Student Office, and the LGBT Program Coordinator, Center for Disability Studies among others, as we explore possibilities for implementing a model that expands the project to broader range of social identity experiences.



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