



PROJECT
WicCED
WATER *in the*
CHANGING COASTAL ENVIRONMENT
of DELAWARE

DIVERSITY PLAN

We will actively engage a diverse group of students, researchers, educators, and administrators throughout the state. Our current Track-1 has involved diverse participants whose demographics largely mirror the populations of the state and the nation. We propose to build on this foundation, exceeding our previous performance, in order to contribute to nationwide goals for a diverse STEM workforce.

First, we place extreme importance on involving women, minorities, low-income and first-generation college students, and persons with disabilities among our students, faculty, and professional staff. This is true for the entire project; however, we also recognize the particular needs at the University of Delaware (UD). Prior to the start of the project shortly after receiving the merit reviews in the spring of 2018, our team discussed the diversity concerns of the panel members and made plans to address immediately the issues raised and implement a strong plan moving forward.

In September 2018, we notified all UD EPSCoR faculty and research leads about our specific Programmatic Term and Condition to develop a plan with strategies to improve the diversity of participating UD faculty (including the new hires), postdocs, and graduate students over the five-year project period. Following the email notification, leaders from the EPSCoR office met with each team lead and participants to discuss and outline a plan for hiring a diverse set of participants in the project. In addition, the teams have provided action steps to diversify hires that have been included throughout our strategic plan. All faculty leads and researchers have agreed to work towards meeting the activities outlined below:

For faculty hires, we will commit to:

- a) Recruiting a diverse pool of candidates by advertising positions via groups, such as the Agricultural & Applied Economics Association's (AAEA) Committee on Women in Agricultural Economics (CWAE) and the Committee on the Status of Blacks in Agricultural Economics (COSBAE). Similar organizations will be identified for other fields.
- b) Hosting training sessions for our search committees, run by ADVANCE, on recommended practices in recruiting, and approaches to reduce the impact of implicit bias. All team members are required to take the training.
- c) Search committees will include diverse faculty from all colleges on campus and a wide range of disciplines.
- d) We will advertise widely, through online sites for a broad range of journals, publications targeting under-represented groups including but not limited to: *Diverse* (<https://diverseeducation.com>), *Hispanic Outlook* (<https://www.hispanicoutlook.com>), *The Journal of Blacks in Higher Education* (<https://www.jbhe.com/jobs>), SACNAS and NOBCCHE.

Overall, for faculty diversity, we will pursue a goal of involving at least 50% women and 15% URM in our applicant pools and 50% female, 4% URM and 10% persons with disabilities in our faculty involved or newly hired in the project.

For Postdoctoral Researchers and Research Staff

- a) Recruiting a diverse pool of candidates by advertising positions via groups, such as the Agricultural & Applied Economics Association's (AAEA) Committee on Women in Agricultural Economics (CWAE) and the Committee on the Status of Blacks in Agricultural Economics (COSBAE).
- b) Offers made to post-doctoral staff who will work on the project will have to be approved by the EPSCoR leadership in order to ensure that diversity goals are achieved.
- c) As part of the hiring process, every staff member on the project will be required to provide a photo to be loaded to the projectwicced.org website that allows us to showcase our participants.

Overall, for postdoctoral and research staff diversity, we will pursue a goal of involving at least 50% females and 4% URM and persons with disabilities.

For new graduate students, we will commit to:

- a) We will participate in recruitment events, organized by NSF EPSCoR EOD leaders across the country, specifically SACNAS, AISES, McNair Scholars, and NoBCCHE to promote graduate student opportunities
- b) Announce opportunities widely – faculty can discuss opportunities in classes at the four partner institutions, position descriptions will be distributed to HBCUs through identified partners and collaborators
- c) Offers made to graduate students who will work on the project will have to be approved by the EPSCoR leadership team in order to ensure that diversity is achieved.
- d) As part of the hiring process, every graduate student on the project will be required to provide a photo to be loaded to the projectwicced.org website that allows us to showcase our participants.
- e) We will expand collaborations to HBCUs in other EPSCoR jurisdictions and explore developing a program similar to the Fiske-Vanderbilt Masters-to-PhD bridge program (Stassun, 2010).

Overall for graduate students, we will pursue a goal of involving at least 50% women, 15% URM and 10% persons with disabilities.

For undergraduate and high school students, we will commit to:

- a) As part of the process of engagement, every undergraduate student on the project will be required to provide a photo to be loaded to the projectwicced.org website that allows us to showcase our participants.
- b) We will expand collaborations to HBCUs in other EPSCoR jurisdictions and explore developing a program similar to the Fiske-Vanderbilt Masters-to-PhD bridge program (Stassun, 2010).
- c) We will develop a collaboration with Colonial School District, and William Penn high school, which is a diverse school in New Castle (60% non-white). William Penn High School is one of three high schools in Delaware with an environmental science career pathway, and this number is set to grow.
- d) To engage underrepresented students, the S3 Team will coordinate with UD programs that include McNair, NUCLEUS and RISE.

Overall, we will commit to at least 50% females, 15% URM and 10% persons with disabilities in our undergraduate research programs

In an effort to increase student and faculty diversity, UD has developed an environment where not only is diversity welcomed but has become an integral part of the culture. In line with this, UD has established several initiatives including, but not limited to, Increasing Inclusion's website:

<https://sites.udel.edu/diversity>, the Multicultural Center Working Group, Center for Black Culture, Black Graduate Student Association, Campus Alliance de La Raza, Hispanic Graduate Student Association, We're first (first generation), and a chapter of the National Society for Black Engineers. In addition, UD houses several multicultural Greek fraternities and sororities. A list of these resources will be made available to new hires and any participant on the project as these groups are welcoming to all.

In addition, we will work directly with the Carol Henderson, UD's Vice Provost for Diversity and Office of Graduate and Professional Education to partner in helping to increase diversity at all levels at UD.

We will also work directly with the UD Human Resources department to track applicant pool diversity and post open positions on diverse websites to ensure that we are broadening our applicant pool.

Diversity strategies for Change Over 5 Years:

If there is a loss of personnel on the project, we will work to hire a diverse replacement to the best our ability and continue the practices we outlined above.