

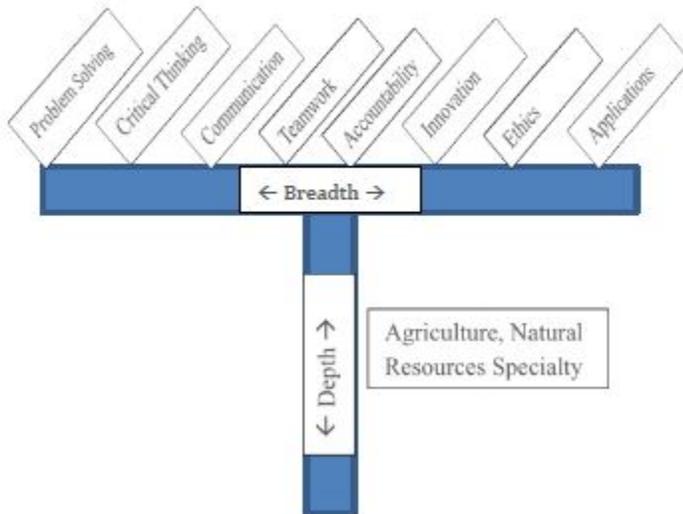
College of Agriculture and Natural Resources (CANR)

College Overview

Fundamentally, the mission of the College of Agriculture and Natural Resources (CANR) is synonymous with the Land Grant mission - the generation, translation and dissemination of knowledge in the public interest. Therefore, in addition to our research and teaching missions that align closely with other colleges, we also have a Cooperative Extension mission that is deliberately structured for engagement with the public through outreach.

Academically, CANR’s educational mission is driven by the University’s mission to cultivate learning, develop knowledge, and foster the free exchange of ideas. The College is known for its applied curricula, approachable professors, hands-on coursework, quality advisement, small class size, high rates of job placement upon graduation, and vast outdoor teaching resources located right on the main campus. Students appreciate the “small school feel within a larger research institution” that is often touted in our recruitment literature. As published in our 2013 “Master Plan: A Vision and Roadmap for the Next 25 Years” (<http://canr.udel.edu/blog/master-plan-vision-roadmap-next-25-years/>), we strive to develop “T-shaped” students that have a breadth of skills including problem solving, critical thinking, communication, teamwork, accountability, innovation, ethics, and practical application in addition to depth of knowledge related to their field of study (Figure 1).

Figure 1. An illustration of the “T-shaped Student” as envisioned by College leadership and informed by employer surveys.



The College has traditionally been strong in research relative to its size. The nature of research is becoming more collaborative and interdisciplinary, and will likely continue on this track for the coming decades. We strive for a balance between shorter term applied research, which is important to

remaining relevant to current stakeholders, and longer term fundamental research that lays the groundwork for new products and services that cannot be envisioned at present.

Cooperative Extension follows a more-or-less traditional model in that it is a federal-state-county partnership and most of the personnel are “county agents,” termed “professionals” in Delaware. The Cooperative Extension Plan of Work (<https://portal.nifa.usda.gov/web/areera/plans/2017-2021/2017-University-of-Delaware-and-Delaware-State-University-Combined-Research-and-Extension-Plan-of-Work.pdf>) is developed jointly with Delaware State University, and programs are focused into four main areas: Agriculture and Natural Resources, 4-H Youth Development, Lawn and Garden, and Family and Consumer Sciences. Thousands of Delawareans are reached annually through these outreach initiatives which dovetail with the University’s educational mission and guiding principles.

In 2016, CANR was home to 767 undergraduate students, 14 undergraduate major programs, 196 graduate students, 160 staff members, and 78 faculty members.

Diversity Goals, 2012 to 2017

In our College’s 2013 Master Plan, diversity was indicated as the first of our eight values: “We believe that fostering diversity of backgrounds, views and values among our ranks leads to better graduates, better research, and better service for our stakeholders.” Our College follows the University’s definition of diversity as the recognition and appreciation of all human differences, based upon, but not limited to, age, race, ethnicity, national origin, sex, class, gender identity, disability, sexual orientation, culture, ideology, politics, religion, citizenship, marital status, job classification, veteran status, and income and socioeconomic status. Institutional data is limited primarily to underrepresented minority groups, lower income groups, and first generation college students. Thus, this report primarily focuses on those three groups, but our mission extends broadly to foster the success of all underserved groups.

Over the past five years, diversity has been at the forefront of our efforts, and our primary goals have been to:

1. Diversify enrollment at the undergraduate level
2. Support and retain underserved undergraduate students
3. Diversify enrollment at the graduate level
4. Recruit and retain a more diverse faculty and staff
5. Reach diverse populations through Cooperative Extension
6. Generate a more inclusive web presence
7. Create a more welcoming physical climate

These goals are in alignment with the University of Delaware’s Inclusive Excellence Action Plan (http://sites.udel.edu/diversity/files/2017/01/Diversity_Action_Plan_PDF_R10-2jjcs1e.pdf). Specifically, our goals address four of the six guiding principles for action to 1) Recruit, develop, retain and promote a diverse faculty and staff (CANR Goal #4), 2) Continue to create and retain a diverse student body (CANR Goals 1, 2, 3, 6), 5) Building community and improving campus climate (CANR Goals 6, 7), and 6) Community outreach and engagement (CANR Goal 5). The other two guiding principles – 3) Curricular and co-curricular transformation and 4) Educational/professional development and training – will be incorporated into our College’s diversity action plan to be developed in the near future.

Diversity Goals – Action Steps and Assessment, 2012 to 2017

Goal 1: Diversity enrollment at the undergraduate level

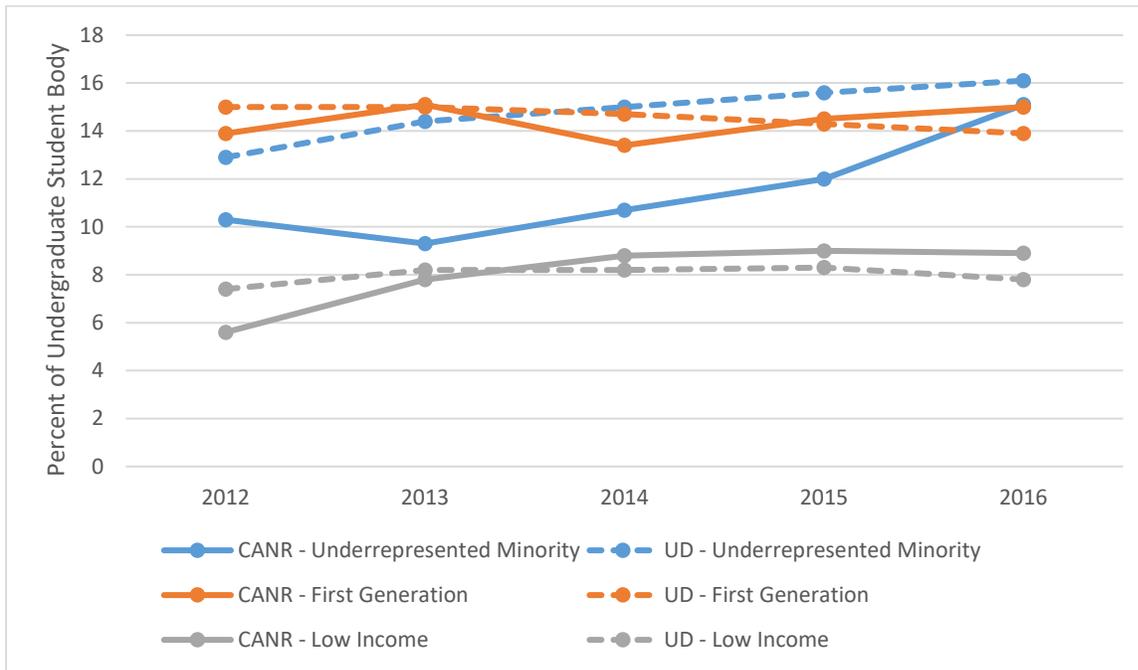
Action steps: Our dedicated staff in Undergraduate Student Services (USS) is committed to generating a welcoming environment for all prospective undergraduate students and their families. A cornerstone of this effort is our Ag Ambassador program, a group of ~65 undergraduate student volunteers who represent our College and its programs to prospective students. When we encounter current undergraduate students from underserved backgrounds that we think would be good Ag Ambassadors, we strongly encourage them to apply. The USS office coordinates 150 customized visits for prospective undergraduate students each year, most of which include a tour of the facilities led by an Ag Ambassador and a meeting with a faculty member. Some prospective students also elect to attend classes and have lunch in the dining hall with the Ag Ambassador. After these visits, prospective students receive handwritten thank you notes from the Ag Ambassador as well as letters from USS employees. Essentially we attempt to personalize each visit and “roll out the red carpet” for everybody, and our ultimate goal is to make all feel welcome and accepted here.

In preparation for University-wide recruitment events such as Decision Days and Discovery Days, each department selects representatives who do a good job of communicating to diverse audiences. Following those events and following admission decisions, USS reaches out to each prospective undergraduate student via individual letters thanking the student and encouraging him or her to take advantage of the opportunity for individualized visits.

Within the past 5 years we have completely revised all of our printed materials including curriculum flyers and banners to better highlight diversity within the College. As indicated in Goal #6 below, we have updated our web presence to convey a more inclusive community. Each semester we also host students from one to two diverse local high schools, and we provide those visitors with an undergraduate student panel discussion, information on majors, a tour, and sometimes a meeting with an admissions counselor. Recently, we have developed a partnership with William Penn High School. Our faculty members go there to present guest lectures, and their students regularly visit the College to take part in structured activities. Finally, the UDairy Creamery opened a branch in Wilmington in May 2017. All employees at the UDairy Wilmington location are current students in the Associate in Arts program, increasing public awareness of our institution and College. In addition, information about our curricula is displayed to the public in the storefront.

Assessment: Figure 2 tracks underrepresented undergraduate student enrollment between 2012 and 2016, with underrepresented groups identified as underrepresented minority (Black, Hispanic, Native American Indian, Hawaiian, or Other Pacific Islander), first-generation (students whose parents highest level of education is a high school diploma), and low income (students whose parents’ taxable income for the preceding year did not exceed 150% of the poverty level amount).

Figure 2. Underrepresented students as a percentage of the UD and CANR undergraduate student body between 2012 and 2016.



As can be seen in Figure 2, undergraduate enrollment by underrepresented minority students in CANR has traditionally lagged behind that of UD, but recently has been trending upwards, and in 2016 was 15.1% compared to 16.1% for UD as a whole. We believe this trend to be a preliminary indicator of success of our recruitment efforts, though additional data over the next several years will be needed to validate this assertion. We are hopeful that this upward trend will continue. In the future we plan to work with the Center for Teaching and Assessment of Learning to design and administer a survey to newly matriculated students to identify strengths and weaknesses of our recruitment techniques. Results of that survey will be used to further fine-tune our recruitment strategies and to ensure that we genuinely portray a welcoming and inclusive environment.

Individual comments from prospective students also confirm that CANR is successful at welcoming potential future students. One visitor from Puerto Rico stated “I cannot thank you enough for arranging the meeting and tour in such a short notice. It was an amazing experience and I hope you know my family and I are extremely grateful. Again, thank you very much for the attention and effort you gave. The University of Delaware was definitely wonderful, and you as well as Dr. Griffiths were extremely kind.” A parent of another prospective student wrote “Over the past 12-18 months, we’ve been back to UD numerous times for events that Justin was invited to participate in, and each time the university has always had a warm, friendly & inviting feel to it by both students we have run into on campus, and also by staff, who have learned to associate a name & face to Justin. So many thanks, and our family is glad to be joining the UD family these next four years!”

Goal 2: Retain and foster success of underserved undergraduate students

Action steps:

A cornerstone of our diversity-focused retention and success efforts has been the AGcelerate Enrichment Program. Started in 2013 through a President's Diversity Initiative grant, this program is now fully self-supporting through a line item in CANR's budget. AGcelerate participants are encouraged to GROW, LEAD, and SUCCEED, growing personally and academically, developing leadership skills, and preparing for success in future careers. Thus, programming is designed to provide academic development, community building, professional/career development, leadership development, service learning, and outreach opportunities for all members. Led by faculty program leaders Erin Brannick and Tanya Gressley, this program is open to all, but underserved undergraduate students are heavily recruited by referral and through personalized emails and mailings. Every year, AGcelerate matches freshman participants with upperclassman peer mentors, hosts free weekly group tutoring on South Campus, and moderates an online discussion forum. In its inaugural year of 2013-2014, AGcelerate hired one undergraduate student intern, recruited 30 freshman members and 22 peer mentors, and sponsored 8 events. In 2014-2015, AGcelerate hired two undergraduate interns, membership increased to 64 undergraduate participants (45% underrepresented minority students) and 26 mentors, and we sponsored 9 events. In 2015-2016, the Dean funded a graduate student assistantship and our core working group consisted of two faculty members, one graduate assistant, and one undergraduate intern. During that year, AGcelerate membership decreased slightly to 54 undergraduate participants (39% underrepresented minority students) and 30 peer mentors, and we sponsored 10 events. In 2016-2017, our core group remained the same except that we hired a second undergraduate intern to focus specifically on our diversity outreach efforts. Membership increased to 111, we developed an online weekly newsletter, and we sponsored 13 events. The AGcelerate annual report from the 2016-2017 academic year is included in Appendix I.

In addition to AGcelerate, the College has multiple other mechanisms to actively promote retention and success of all of our undergraduate students. All new undergraduates receive a postcard prior to the start of the semester welcoming them to our programs and indicating our commitment to their success. Seventeen RSOs are housed with CANR (<http://canr.udel.edu/current-undergraduate-students/student-clubs-and-organizations/>), including MANRRS, Minorities in Agriculture and Natural Resources and Related Sciences. During orientation the day before classes start, all CANR RSOs are invited to participate and highlight the opportunities their organizations provide. Most faculty and many Ag Ambassadors also attend orientation. Beginning in 2015, we started a new tradition where every incoming freshman receives a plant to nurture for the next four years. Students whose plants are largest at graduation will receive a prize. Our goal is to promote active engagement and a sense of community from the first day.

Our commitment to success of undergraduate students begins at orientation and continues to graduation. Beginning in 2016, every freshman is assigned an Ag Ambassador mentor to help acclimate them to UD. This is in addition to voluntary mentoring offered through the AGcelerate Enrichment Program. Undergraduate students who elect to become Ag Ambassadors themselves are also assigned peer mentors in addition to the formal training that they receive. All undergraduates are made aware of the "Talk of Townsend" blog (<http://sites.udel.edu/tot/>) where we regularly post opportunities for students including internships, resources, programs, and events. Beginning in 2016, all undergraduates

also receive a bi-weekly email newsletter highlighting opportunities and resources. Students are also regularly reminded of the many resources for current undergraduate students included on our website (<http://canr.udel.edu/current-undergraduate-students/>).

In addition to those resources provided to all students, we also have the UCanDolt program specifically for undergraduate students on academic probation or at risk for academic probation. All students that qualify are automatically enrolled to UCanDolt which follows a rigorous advising model. Those students are contacted biweekly and are strongly encouraged to participate by meeting regularly with Academic Program Coordinator Katie Daly. During those individual meetings, Katie works with students to identify weaknesses and those academic strategies and support services which will best foster success. The University's move to the Blue Hen Success Collaborative platform has enhanced this program by providing a better communication and appointment platform and through success tracking.

Assessment Retention and graduation rates of undergraduate students are presented in Figures 3 and 4, respectively. Of 2009 through 2011 admits, there are no obvious trends over time, but retention of underrepresented groups does lag behind that of all students. Over that three year span, first year retention of all undergraduate students, underrepresented minority students, first generation students, and Pell Grant eligible students averaged 91%, 89%, 89%, and 81%, respectively. Retention through the fourth year averaged 84%, 72%, 79%, and 75%, respectively, for the same groups. Similarly for graduation rates there are no clear trends over time. Of 2007 through 2011 admits, four-year graduation rates averaged 68%, 41%, 65%, and 55% for all undergraduate students, underrepresented minority students, first generation students, and Pell Grant eligible students, respectively. Five-year graduation rates of 2007 through 2010 admits averaged 79%, 53%, 71%, and 70%, respectively, for the same groups of undergraduates. A clear need exists for improving both retention and graduation rates of underserved undergraduate student groups, particularly underrepresented minority students.

In the 2016 academic year, the Office of Undergraduate Student Services implemented a biweekly newsletter to all CANR undergraduate students and the AGcelerate Enrichment Program implemented a weekly newsletter. Both newsletters are aimed at providing students with resources to promote academic success and engagement. We are quite pleased with the response thus far, with an average of 66% and 68% of students opening each Undergraduate Student Services and AGcelerate newsletter, respectively.

The AGcelerate Enrichment Program implemented an optional peer mentoring program for freshman admits beginning in 2013. We have heard quite a few success stories that have stemmed from this effort. For example, two mentor/mentee pairs traveled to foreign countries together and one mentee reached out to her mentor for help when she was hospitalized during the semester. We believe stories such as these indicate that peer mentoring is providing undergraduate students with additional tools to acclimate to and succeed in college life. Prior to 2017, mentoring was relatively unstructured, but we have since instituted formal guidelines and suggestions for peer mentoring.

As indicated by the 2014 National Survey of Student Engagement (NSSE), CANR undergraduate students are highly engaged. Of 2014 seniors, 77% participated in an internship or similar experience, 62% held a formal leadership role in a student organization or group, and 31% participated in study abroad. Additionally, 55% worked with a faculty member on a research project and 75% completed a culminating experience, both of which were significantly greater than their non-CANR peers.

Figure 3. Retention rates of undergraduate students between the first and second year (A) and between their first and fourth years (B).

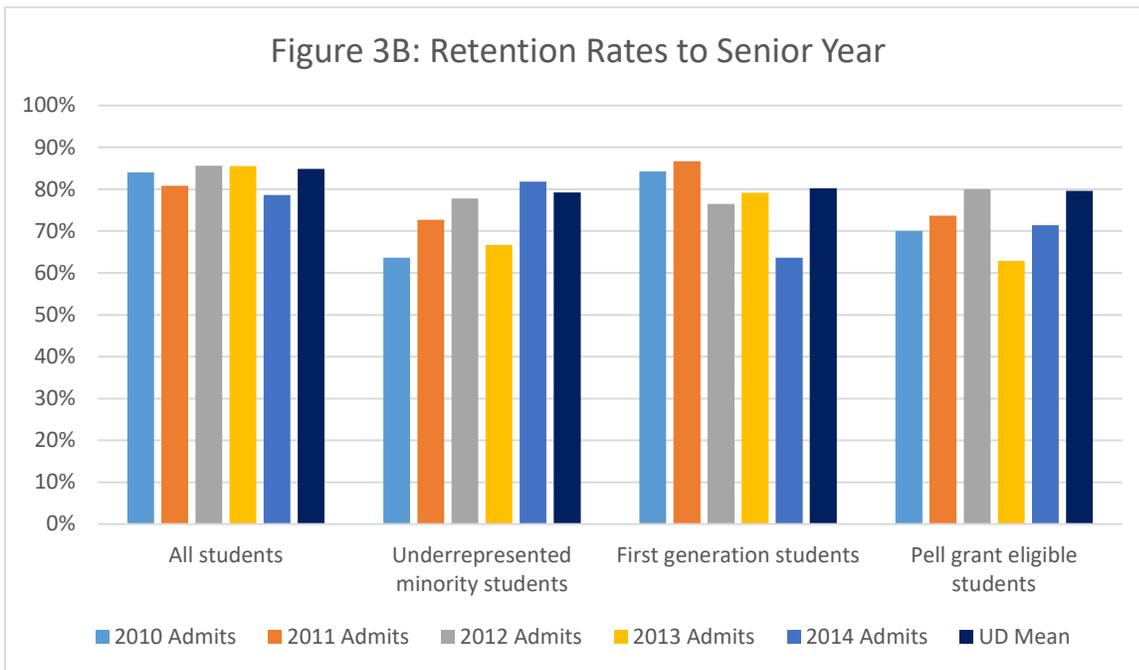
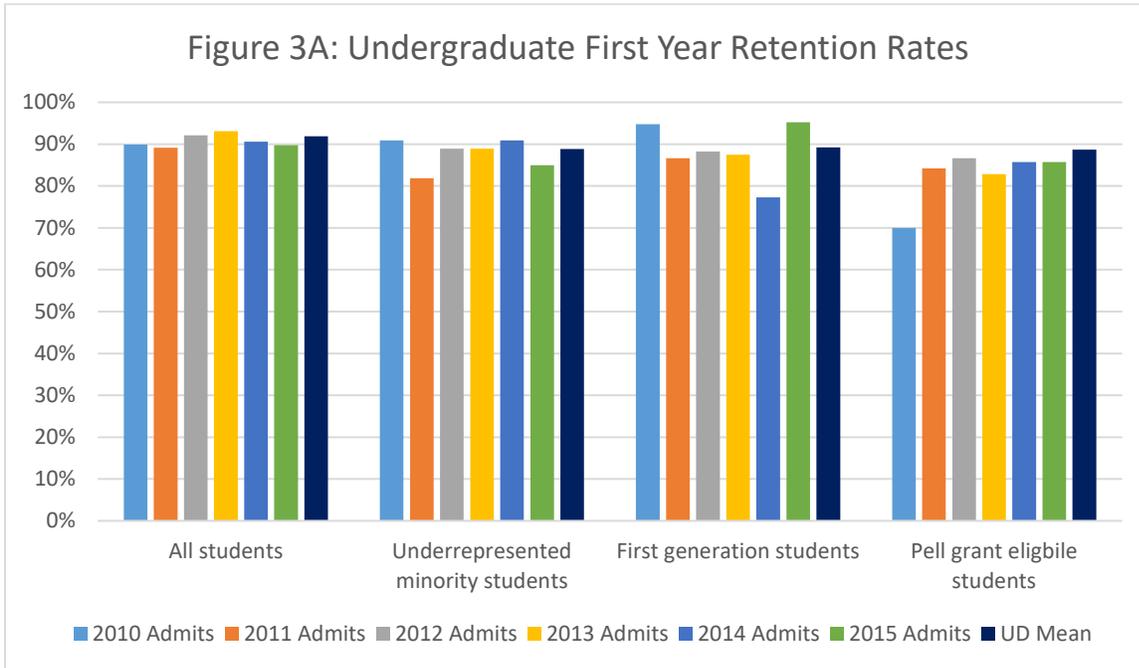
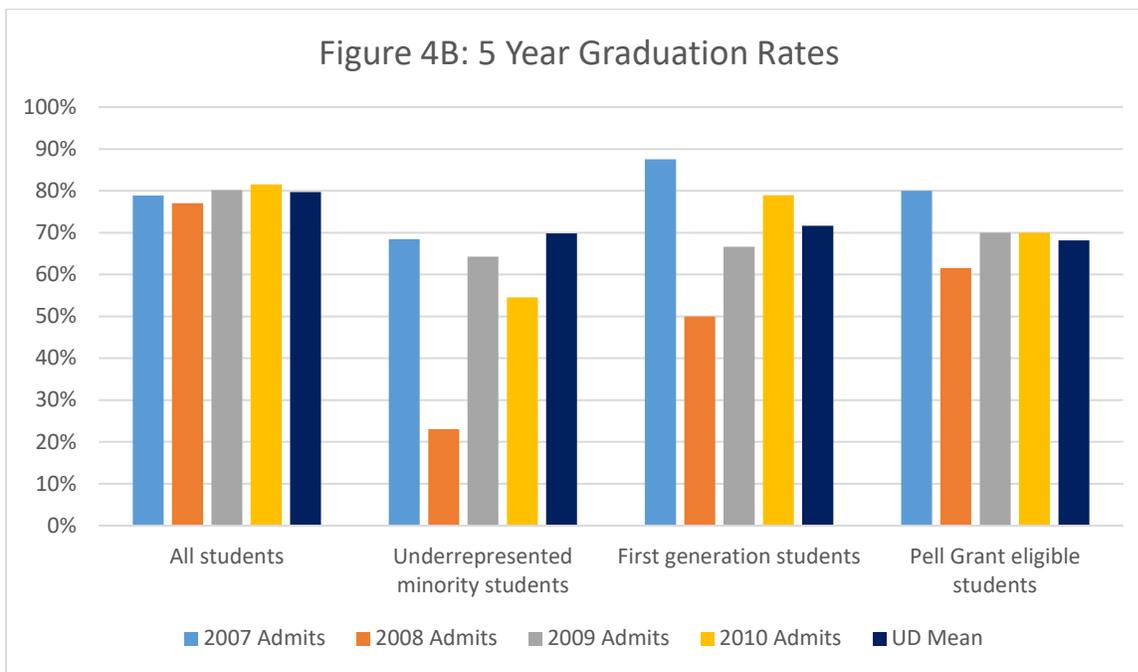
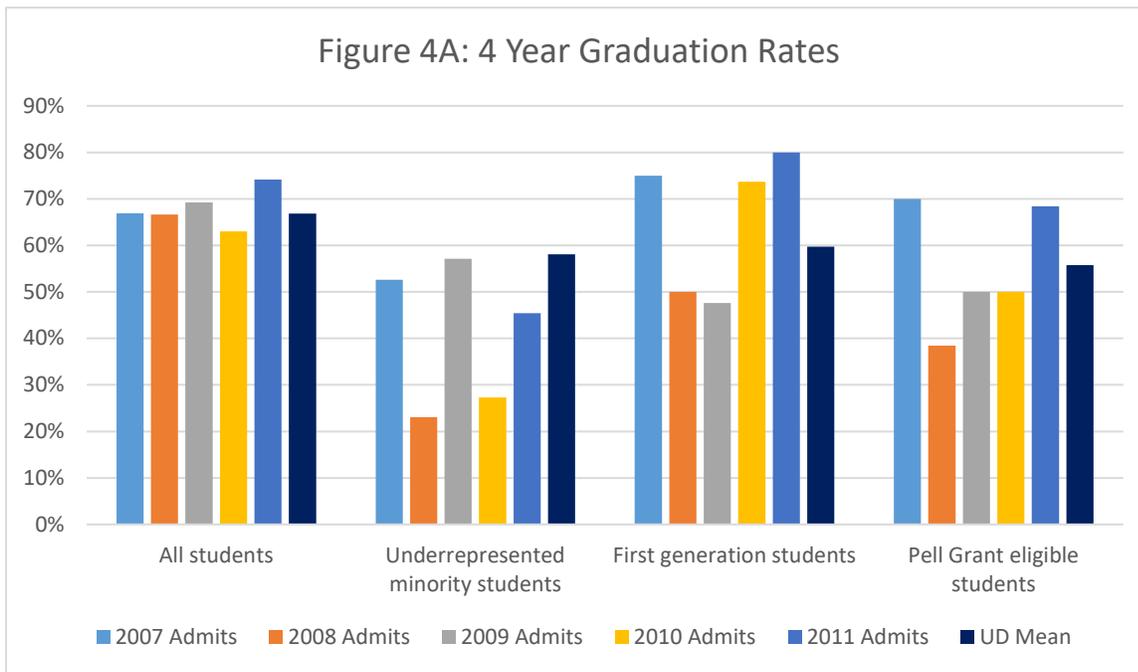


Figure 4. Four year (A) and five year (B) graduation rates of 2007 through 2011 admits.



In 2017 a poll was administered to all CANR faculty to identify courses with a diversity component. Specifically, faculty were asked to address whether courses they teach addressed any of the six diversity competencies outlined by Dr. James Jones. Response rate of faculty was 72%, and of those that responded, 76% indicated that they collectively teach 52 courses that address one or more of the diversity competencies. The full report can be found in Appendix II.

Goal 3: Recruit and support diverse graduate students

Action steps:

In 2009, CANR developed the Summer Institute program (<http://canr.udel.edu/canrsi/>) to provide undergraduate students with a 10-week summer research experience. During that experience, students receive a \$4,000 stipend and are paired with a faculty mentor where they develop scientific skills. Participants also take part in team-building activities and attend seminars and events hosted by the UD McNair Scholars Program and UD Undergraduate Research Program. CANR covers all costs of the Summer Institute, and this program has occurred annually with an average of 4 to 5 undergraduates participating per year. We strongly encourage applicants from underserved groups, and to date 82% of participants have been underrepresented minorities.

The Summer Institute is CANR's primary centralized method of diversifying graduate enrollment. Outside of this initiative, recruitment efforts primarily lie at the level of the department and PI. Recruitment is dependent upon individual PIs, and graduate students are formally mentored by their PIs. Graduate students attend weekly seminars within their departments to foster community and develop scientific skills. Additionally, graduate students are invited to take part in activities hosted by the South Campus Graduate Student Association. Some departments also provide additional support such as an orientation for new graduate students.

In 2013, CANR led the development of the Delmarva Land Grant Cooperative Seed Grant Program. This program is funded by deans of six participating institutions, three 1862 schools (UD, University of Maryland College Park, and Virginia Tech) and three 1890 schools (Delaware State University, University of Maryland Eastern Shore, and Virginia State University). Each year, 5 to 6 awards of up to \$30,000 are granted, and each award must involve a partnership between 1862 and 1890 institutions to strengthen cooperation and provide a springboard for investigators to obtain long-term sustainable funding. Graduate training is an integral part of most of these awards and this therefore allows us to contribute to training of underserved graduate students both at our institution and at partnering institutions.

Beginning in 2016 we started a new tradition, the CANR Research Symposium. This half-day symposium takes place each spring and provides a venue for graduate students to display and discuss their research with faculty, staff, and students in the College. In 2017 there were 49 posters presented. Prizes are given to first, second, and third place winners in both MS and PhD categories, and winning posters are displayed in the Townsend Commons for the week following the symposium. This event fosters camaraderie among graduate students and exposes students to the work of their peers.

In 2017, Dr. Mark Parcels was awarded a three-year undergraduate research experience funded through the United States Department of Agriculture (USDA) National Institute of Food and Agriculture (NIFA) program known as Envision, which is focused on developing the next generation of agricultural scientists. Partnering with the Lincoln and Delaware State Universities, both historically black colleges and universities, 10 undergraduates work with project investigators for 10 weeks over the summer, from June through mid-August, to develop their own hypothesis-based research projects, document the process using video production training, and present their work to both public and scientific audiences. The first group of 10 undergraduate students completed the program in summer 2017.

Assessment:

Since its inception in 2009, the CANR Summer Institute has had 39 participants, and 32 of these (82%) have been from underrepresented backgrounds. During and following the program, we ask students to assess the strengths and weaknesses of the program. Student feedback about the program has overall been very positive. One participant indicated “I owe a great deal to my summer with CANR. The following years I was able to secure 2 internships with DuPont where I was able to network and was even paid for my second internship.” Another noted “The greatest thing I’ve taken away from the Summer Institute is most definitely the research experience. I’ve worked with professors before, but never had the opportunity to do things in labs, hands-on. I think it’s really good to get that experience.” We have also implemented changes in response to suggestions, for example by including more group fellowship activities. Following graduation, we reach out to the former participants annually to ask them about their employment and postgraduate education status. Between 2009 and 2013, 21 students participated and 19 of those (90%) were from underrepresented groups. Of those, we have successfully stayed in contact with 16 of the 21 (76%). Of those 16, 4 enrolled in graduate programs in CANR (25%), 9 enrolled in graduate programs elsewhere (56%), and 3 took jobs instead of pursuing graduate education (19%). Though we had hoped for greater matriculation to UD graduate programs, we find the 81% postgraduate education rate to be indicative of a very high level of success for our program. A list of where past program participants have gone can be found in Appendix III.

As illustrated in Figure 5a, graduate enrollment of underrepresented groups is low, and lower than UD averages. Enrollment by underrepresented minority students has trended upward over the past two years and in 2016 was 2 percentage units below the University’s enrollment compared to 6 percentage units below in 2012. Graduate enrollment by first generation students has not substantially changed over time and enrollment by low income students has trended down over time. Collectively these data suggest that CANR should work in the future to increase graduate enrollment by underrepresented students. We do not have data on this time about climate or attrition but plan to collect and incorporate that data into our action plan.

Figure 5a. Underrepresented students as a percentage of the CANR graduate student body between 2012 and 2016.

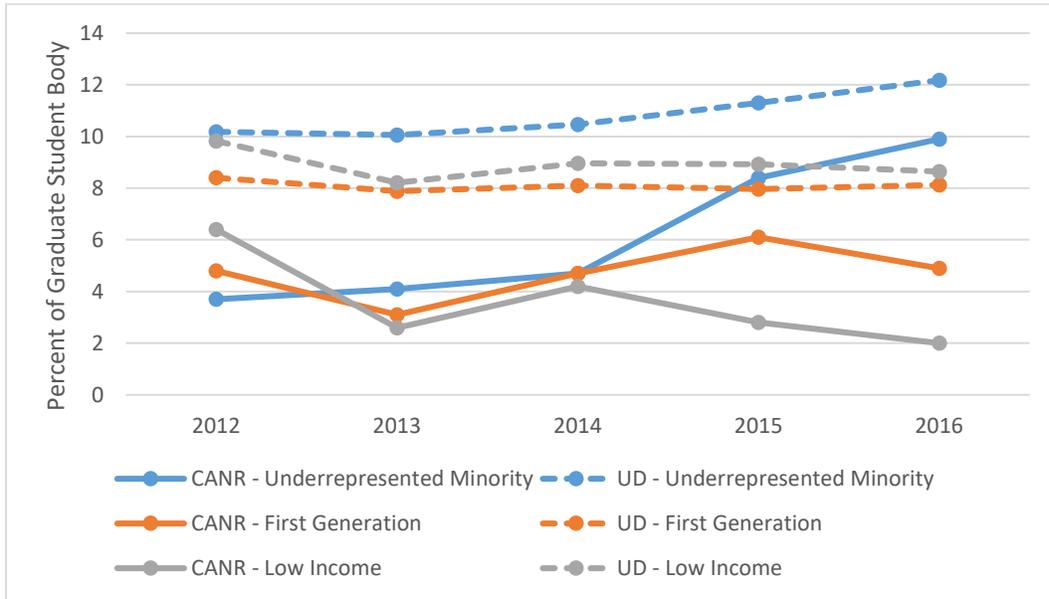
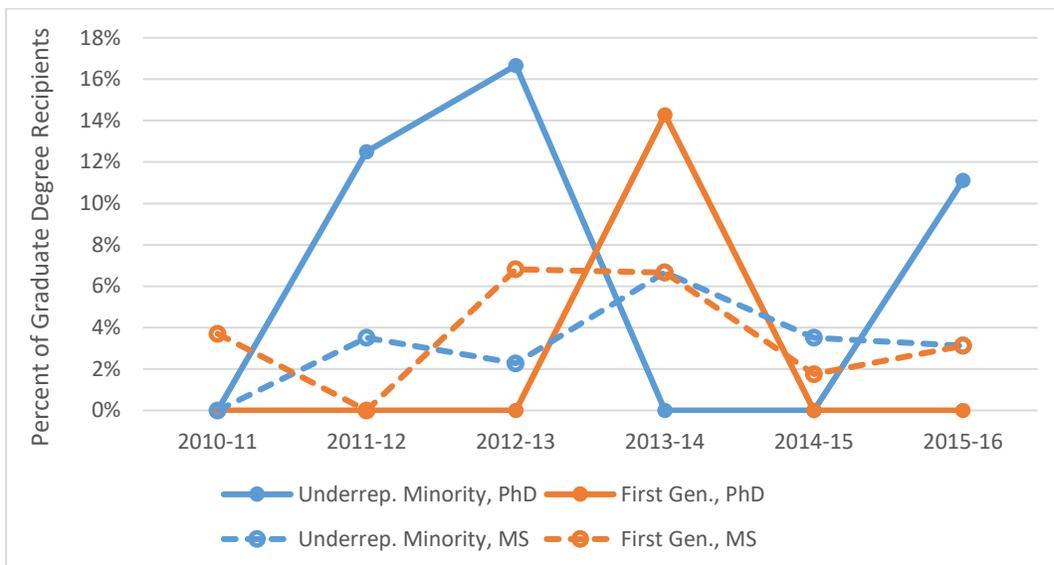


Figure 5b. Percentage of underrepresented minority and first generation students that graduated with PhD and MS degrees between 2010 and 2016.



One obstacle we have found is lack of financial support for underserved students who apply for our graduate programs. Funding for graduate students is completely dependent upon individual PIs, and often PIs would like to accept underserved graduate students but lack the funding. Although UD does have graduate assistantships available for highly qualified underserved graduate students, these are not available until after the students have been accepted into the program. Therefore, PIs often do not accept these students due to lack of current funding, even though institutional funding may be available

following acceptance. Our programs would substantially benefit from financial commitment by UD to highly qualified underserved graduate students prior to acceptance. We are looking forward to the formation of a Graduate College and our Deputy Dean Eric Wommack is in the Graduate College working group. Following formation of that College, we plan to propose a fellowship for underserved CANR applicants that have not yet been admitted that would be funded with matching funds from the Graduate College and CANR.

Goal 4: Recruit and retain a more diverse faculty and staff

Action steps:

Efforts to recruit diverse faculty and staff have focused primarily on the training of search committees and the broad distribution of job postings. Members of search committees are formally trained through Human Resources. Beginning in 2016, job postings are routinely distributed through an 1890’s institution listserv and Dean Rieger personally contacts deans at Delaware State University and the University of Maryland Eastern Shore to make them aware of the positions. In addition, job postings are advertised in Hispanic Outlook and Diverse.

In 2017, former Delaware Agriculture Secretary Ed Kee agreed to a three year appointment as Executive in Residence. In this role, takes new faculty and staff throughout the state to meet with key stakeholders. He also helps new employees to develop “elevator speeches” to discuss their work and impact to a broad community.

In effort to orient new faculty, project a welcoming environment, and ultimately retain new faculty, the dean has instituted the Spring Semester New Faculty Mentoring program. The first two offerings occurred in 2015 and 2016, and due to a lack of new hires, the next offering will be in Spring 2018. The program consists of five two-hour sessions and is designed to start the mentoring process, handing off to departmental mentoring programs:

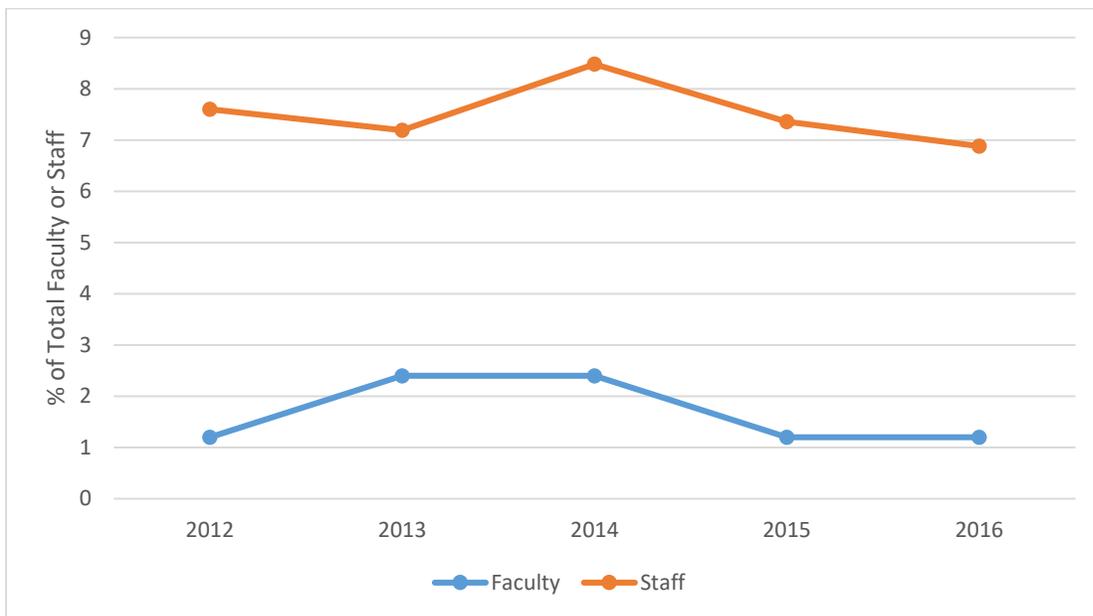
Session	Topic	Guest Speakers
1	CANR Overview P&T Basics	Mark Rieger, Dean
2	P&T continued Advice from department chairs and others	Department Chairs Recently promoted faculty
3	Grants and Contracts	Kathy Lyons, Contracts and Grants Specialist II www.canr.udel.edu/about-us/staff-resources Eric Wommack, Deputy Dean www.canr.udel.edu/research www.canr.udel.edu/graduate-programs-by-department
4	Great Teaching	Kathy Pusecker, Director Cheryl Richardson, Associate Director Center for Teaching & Assessment of Learning
5	Centers and Institutes	Delaware Environmental Institute (DENIN) www.denin.udel.edu Center for Energy and Environmental Policy (CEEP) www.ceep.udel.edu Delaware Biotechnology Institute (DBI) www.dbi.udel.edu

For future offerings, we will include a session on inclusive excellence and outreach, facilitated Ed Kee, ADVANCE liaison Jung-Youn Lee, and Tanya Gressley. This will help new faculty to engage in the community and to be aware of UD's and CANR's diversity initiatives.

Assessment:

As illustrated in Figure 6, underrepresented minorities make up a small proportion of CANR faculty and staff, and there has not been an upward trend over the past five years. Increased advertising and personal contacts to increase diversity of the applicant pool began in 2016. In 2017, we brought in Ed Kee as Executive in Residence to increase awareness of our programs throughout the state and we will begin search committee training through the ADVANCE program. We are hopeful that these new and continued efforts will start an upward trend in faculty and staff diversity.

Figure 6. Underrepresented faculty and staff members in CANR between 2012 and 2016.



Goal 5: Reach diverse populations through Cooperative Extension

Action steps:

Through the Cooperative Extension System, land-grant colleges and universities bring vital, practical information to agricultural producers, small business owners, consumers, families, and young people. The U.S. Department of Agriculture, the National Institute of Food and Agriculture (NIFA) and its land-grant partners recognize the importance of diversity and inclusion in the development and implementation of Extension programs. These Extension programs must be handled in a manner that treats every customer and employee with fairness, equality, and respect. This applies to all aspects of the Extension programs including identifying needs, setting priorities, allocating resources, selecting and assigning staff, conducting programs, and getting feedback. Delaware Cooperative Extension (DCE) is committed to the realization of the spirit and letter of federal and state civil rights law and regulations. Michelle Rodgers, Associate Dean and Director of Cooperative Extension and Outreach, oversees CANR's extension activities and is also a partner in UD's Community Engagement Initiative.

Cooperative Extension's civil rights, diversity, and accessibility plans are formally outlined in the Handbook For Civil Rights Compliance For Extension Programs. That handbook is shared with all Extension staff and volunteers, and all personnel are expected to read and understand the content of the handbook. The document is broken down into four broad goals, each of which have been further broken down into 1 to 5 objectives. Each objective also outlines procedures required for ensuring compliance toward that objective as well as who is responsible for ensuring compliance. The four goals are:

Goal 1. Increase participation of people of underrepresented groups on county and state extension board and on program planning and advisory committees.

Goal 2. Modify educational programs to increase participation of people of underrepresented groups.

Goal 3. Educate and involve staff and volunteers in civil rights programming.

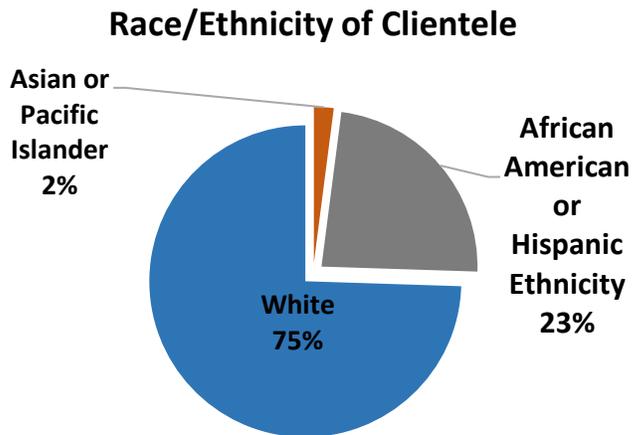
Goal 4. Advise all potential recipients of program availability and Cooperative Extension's policy of equal access.

Assessment:

Composition of advisory committees is reported and monitored to ensure diverse committee composition. As a result of our concerted effort to increase diverse representation on these committees, we expect that we are able to better meet the needs of our diverse clientele.

As illustrated in Figure 7, our programs continue to reach a diverse audience. Approximately 25% of our clientele come from racially or ethnically diverse backgrounds, and this is close to matching the demographics of the state of Delaware which was estimated in 2015 by the US Census Bureau to be 70.4% white, 22.4% Black or African American, and 9.0% Hispanic or Latino. In addition, although our programming has classically emphasized the rural over urban areas, we have been reexamining urban outreach and programming and increasing our outreach in Wilmington and Dover.

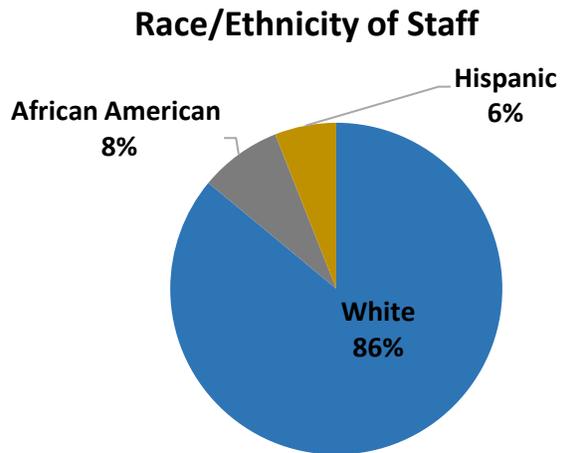
Figure 7. Race or ethnicity of Cooperative Extension clientele.



Cooperative Extension programs are regularly assessed and feedback is quite positive. One participant of a Dining with Diabetes program remarked: “It improved the way I choose the food the kind of food that I eat and cook. Because of the recipes DWD offered, I tried some of them and they are a lot healthier. I really enjoyed the classes, the recipes, the gathering, the cooking, the low fat and low carb food. Everything about it I enjoyed so I recommend it to everybody!” A member of the Master Food Educator program remarked “interacting with the public at all levels: classes, farmer’s markets, food judging, and giving food demos have made me more confident and comfortable. Have met so many interesting and diverse folks along the way. I receive more than I give I believe.” Additionally, an article about our Master Gardener’s “Garden Smart – Garden Easy” program resulted in unexpected feedback from a Master Gardener’s group member in Texas: “I am working on a presentation on adaptive gardening which will cover many ways of helping people with disabilities get back to gardening.... I would like get more information and photos to use in the presentations which will be given in community settings, garden clubs and other activities.” Finally, 4-H Afterschool and Summer Programs reach thousands of children throughout the state. A few quotes from parents of participants include: “I am very happy to see how much my son Pablo has progressed in the 4-H program. I am one of the happiest mothers. Thanks a bunch to the 4-H staff”, “The 4-H After School program has been a positive impact on my children socially and academically. Without this program I don’t know what I would do”, and “My daughter has done so well in the 4-H program! It has helped her with her self-esteem and she has made many new friends. She has Aspergers so that is a challenge for her, but 4-H has helped tremendously! I am so glad she is in this program!”

In contrast to low levels of faculty and staff diversity in CANR, Cooperative Extension is more diverse in terms of race or ethnicity (Figure 8), with 14% of Cooperative Extension staff identifying as African American or Hispanic. The greater diversity of staff in Cooperative Extension compared to staff in CANR is of interest and suggests that Cooperative Extension employs a model that could be built upon for CANR position advertising.

Figure 8. Race or ethnicity of Cooperative Extension staff.



Ongoing professional development has been a cornerstone of Extension efforts to promote and enhance diversity. Extension regularly provides diversity training to staff members, and Jennifer Daniels conducted 3 hours of that training over the past year. This training was made available to Extension personnel throughout the state through Zoom. In addition, members of the College outside of Cooperative Extension were invited to participate. Outside of formal training sessions, every staff member develops an individualized action plan, and at least one goal pertains to diversity. Staff members document all diversity related efforts and are evaluated on those efforts annually. CANR’s web developer and CANR Diversity Committee member, Christy Mannering, was recently awarded a grant to develop online social-emotional training opportunities to foster collaboration, understanding and a sense of belonging within units. She also serves as a member of a national issue corps that is focusing on diversity and inclusion.

Cooperative Extension must maintain compliance with federal regulations and for that reason has had formal diversity planning and programming for quite some time. We commend UD’s recent efforts to increase diversity training across campus, but it would be helpful to see more coordination among these efforts. Specifically, CANR Extension staff all took part in 3 hours of diversity training through OEI. Later that year HR mandated additional diversity training. It would have been helpful had the training been centralized.

One weakness in CANR’s Extension is the lack of an external Civil Rights Officer. Other land grant institutions have such officers to objectively and regularly assess performance related to diversity and inclusion. This person is key to holding Extension personnel and programming accountable to stated goals and is usually a person from a professional development office on that campus. We would greatly benefit from such a partnership with another unit on campus, perhaps OEI.

Goal 6: Generate a more inclusive web presence

Action steps:

Over the past 5 to 10 years CANR has done a complete overhaul of our web presence. One of our goals with those changes has been to demonstrate inclusivity and to increase appeal of our programs to audiences of all backgrounds. We have increased the use of pictures on our pages and have been conscious of displaying people from diverse backgrounds engaged in a wide range of activities whenever possible. In addition, CANR's diversity web page (<http://canr.udel.edu/diversity/>) was created in Spring 2016, and this page can be directly accessed via a link on CANR's home page. That page includes CANR's diversity mission statement, composition of CANR's diversity committee, a link to provide anonymous feedback or reporting, and links to diversity related resources and activities on campus. In addition, the AGcelerate Enrichment Program has a web page (<http://canr.udel.edu/agcelerate/>) that was launched with that program in 2013 to promote success of underserved undergraduate students.

In addition to changing our web pages, we remain cognizant of diversity in all other aspects of our communication. Adam Thomas regularly writes stories related to diversity within CANR that are posted internally on the CANR News Feed on the front page of our website, on our individual departmental pages and through UDaily. Two recent examples of articles that featured diversity include one that highlighted the recent retirements and lifetime accomplishments of four of our College's first female faculty members, and another that highlighted a first-generation college graduate who has found success with the Produce Marketing Association. We also regularly email the College community to make them aware of diversity programming within the College and across campus.

Assessment:

The College's diversity web page was developed in 2016 and between inception and July 2017 was viewed 1,327 times. The AGcelerate web page was viewed 546 times over the last year. The January 9, 2017 UDaily story about our new partnership with William Penn High School (<http://www.udel.edu/udaily/2017/january/next-generation-agriculture/>) was viewed by 136 people on CANR's blog (<http://canr.udel.edu/blog/category/canr-news/>) and by 1,390 people on Facebook. The May 8, 2017 UDaily story about pioneering women faculty in CANR (<http://www.udel.edu/udaily/2017/may/pioneers-in-college-of-agriculture-and-natural-resources/>) had 499 page views, 459 unique page views, and an average view time of 4 minutes and 6 seconds. We also promoted this article through social media where it was viewed by 44 on the CANR blog, 3,206 on Facebook, and 1,385 on Twitter. The April 5, 2017 UDaily story about Criztal Hernandez (<http://www.udel.edu/udaily/2017/april/alumna-finds-success/>) had 263 total page views, 253 unique page views, and an average view time of 3 minutes and 25 seconds.

Together, these data suggest that our web presence is noticed and impactful both within and outside of the CANR community. Though we have not formally assessed the impact that these changes have made on student recruitment, we suspect that our increased attention to an inclusive web presence may have contributed to our recent increases in underrepresented freshman admits. Beginning in 2017, we have started collecting data during New Student Orientation to assess the reasons undergraduate students from historically underserved groups are electing to come to CANR.

Goal 7: Create a more welcoming physical climate

Action steps:

Though we have always strived to welcome every visitor who enters our doors, our commitment to people from all backgrounds was not visibly apparent. Over the past five years we have made efforts to brighten our hallways and tangibly highlight our commitment to diversity. Individual departments have taken ownership of bulletin boards and made them more vibrant and inviting. For example, in 2015, Animal and Food Sciences highlighted internships and experiences of undergraduate students during the past summer and displayed pictures of each student next to their stories. We have also made changes to the atrium known as the “Townsend Commons” on the first floor of our main building, Townsend Hall. These changes have included displaying vibrant pictures of students engaged in activities on our campus. Within the past year similar pictures were hung on the walls of a small conference room often used for meetings with prospective undergraduate students.

Diversity related programming within CANR has increased since the advent of the AGcelerate Enrichment program four years ago and the establishment of the CANR Diversity Committee two years ago. We generate flyers for each of those activities and hang them throughout Townsend Hall. Although we also advertise heavily through email and the Talk of Townsend blog, we hang the flyers as a physical reminder of our commitment to diversity.

Assessment:

We believe our efforts have resulted in a more welcoming climate. Though we have not formally assessed this, we do have some stories indicating that we are moving in a positive direction. For example, prospective families who visit often comment on the pictures now hanging in the commons and conference room. These are also excellent springboards into conversation as we can describe what the undergraduate students are doing and how UD provided them with those opportunities. As another example, we generated an interactive and artistic display that people could use to highlight aspects of their identity. Specifically, this display consisted of a pegboard with 22 identifiers such as “I am a first generation college student” or “I identify as LGBTQ”. People could select individual colors of yarn and wrap their yarn around different aspects of their identity. Although this was designed for a diversity training session, we left it in the Townsend Commons and countless others contributed to this pegboard, including visitors during our annual outreach event “Ag Day”.

Future Plans

Over the upcoming years, we will continue with our core inclusive excellence-missioned programs and fundraising activities. As detailed above, Undergraduate Student Services, the AGcelerate Enrichment Program, and undergraduate research through the Summer Institute and Envision programs provide active undergraduate student support. Community outreach driven by Cooperative Extension and via our annual Ag Day event will reach thousands of local families annually. Active recruiting of diverse faculty and staff will continue as will mentoring of new faculty. The CANR Diversity Committee will host a seminar or workshop each semester, conduct other programming, meet monthly, regularly assess diversity and inclusion efforts and progress, and drive new initiatives.

Additional plans in the near future are to convert our website into an ADA compliant website and to include closed caption videos. We also plan to develop an award to recognize efforts in inclusive excellence to be delivered annually at convocation.

Outside of these components, our primary focus will be to develop CANR's Diversity Action Plan. As we are a small college with limited personnel, we will develop a series of four action plans over each of the next four years, which together will encompass the full Diversity Action Plan. These four plans will focus on:

- undergraduate student recruitment, development and retention
- graduate student recruitment and retention
- staff recruitment and retention
- faculty recruitment and retention

Individual ad-hoc committees will be formed to develop each of these plans. Committee structure will vary but will be as diverse as possible (gender, age, background, race, etc.) and include members of the target group (for example graduate students will serve on the committee to develop the graduate student recruitment and retention plan). Committees will work with CANR's Dean, Diversity Committee, and Chief Diversity Advocate to develop and finalize each of the plans.

Appendix I

Annual Report of the AGcelerate Enrichment Program, 2016 to 2017 Academic Year

The AGcelerate Enrichment Program (AGcelerate) in the College of Agriculture and Natural Resources (CANR) completed its fourth year in Spring 2017. AGcelerate aims to foster success for all CANR undergraduates under the motto, “Grow, Lead, Succeed”. Created with a 2013 President’s Diversity Initiative Grant, AGcelerate’s primary mission is to provide inclusive resources and programming to promote academic growth, leadership development, and career preparedness, fostering achievement at UD and in future careers. There are no participation or achievement requirements for AGcelerate student members, allowing flexibility for students to utilize the resources they most need. Students that joined AGcelerate during its inaugural year proudly wore AGcelerate stoles during the spring 2017 commencement and convocation ceremonies.

In 2016 to 2017, the AGcelerate Enrichment Program was managed by faculty directors Erin Brannick (ANFS) and Tanya Gressley (ANFS) and graduate student Ashleigh Bothwell (MS/PhD, Sociology). Undergraduate interns also assisted, with Tyler Lavender (Pre-Veterinary Medicine and Animal Biosciences, 2018) serving as Communications Liaison and Sameeha Zele (Wildlife Conservation, 2018) serving as Diversity Liaison. Funds to support Ms. Bothwell’s assistantship, intern wages, and all programming (nearly \$60,000 in 2016-2017) were provided by Dean Mark Rieger through CANR’s diversity budget.

Recruitment efforts primarily took place over the summer and early fall of 2016. First-generation, underrepresented minority, and low income incoming freshman and transfer students received a postcard delivered to their homes in August. The postcard described the resources provided by AGcelerate and encouraged students to enroll. An email was also sent to that group prior to the first day of classes reminding students of AGcelerate. In addition to those targeted advertisements, all students regardless of background were made aware of AGcelerate programming at New Student Orientation and were encouraged to participate. Though we typically enroll the majority of new members at the start of the school year, new students join throughout the year.

Table 1. AGcelerate Enrichment Program Active, Registered Members

	Underserved Members¹	Majority Members	Total
Previous Members (Pre 2016)	32 (38% of Previous Members)	52 (61% of Previous Members)	84
New Members Fall 2016	11 (48% of New Members)	12 (52% of New Members)	23
New Members Spring 2017	0 (0% of New Members)	4 (100% of New Members)	4
Total	43 (39% of Members)	68 (62% of Members)	111

¹Underserved students defined as first generation, underrepresented minority, and low income

As detailed in Table 1, 111 students participated in AGcelerate in the 2016-2017 academic year, accounting for 14.5% of the undergraduate student population of 767 students. Of these, 39% were from underserved student populations.

One core aspect of the AGcelerate Enrichment Program is the Peer Mentor Program (Table 2). New students who join AGcelerate are given the opportunity to be paired with a student mentor to ease the transition to university life. In 2016, 37 active members served or had served as peer mentors, and 7 of those students were from underserved groups. A goal for the future is to actively recruit upperclassmen from underserved groups to serve as peer mentors.

Table 2. AGcelerate Enrichment Program Active, Peer Mentor Program

	Underserved Mentors¹	Majority Mentors	Total
Peer Mentors (includes active members who had served as a mentor in previous academic years)	7 (19% of Mentors)	30 (81% of Mentors)	37
Peer Mentees	6 (50% of Mentees)	6 (50% of Mentees)	12

¹Underserved students defined as first generation, underrepresented minority, and low income

The AGcelerate Enrichment Program sponsored a wide variety of activities, and participation is detailed in Table 3 on the next page. AGcelerate hosts weekly chemistry and math group tutoring on south campus during each fall semester that was attended by 15 students in Fall 2016. AGcelerate students provided service to the College at Fall Fest in Fall 2016 and at Ag Day in Spring 2017. Each semester, we host a “Start the Semester Right Night” dinner on Main Street with a theme and one or more guest speakers. The themes for Fall 2016 and Spring 2017, respectively, were networking (students networked with 4 faculty members) and physical and mental health (dinner was preceded by an optional yoga session and the dinner facilitator was a Student Health Ambassador). A hayride and bonfire at Milburn Orchards in Fall 2016 served as a teambuilding activity. Additional Fall 2016 activities included a registration workshop for freshmen and a summer research panel advertised to all students. In Spring 2017, our “Dare to Make a Difference” workshop consisted of a facilitated discussion with guest panelists of how students can help to encourage and support inclusive excellence in their microenvironments. Students also participated in a service trip to plant beach grass in Dewey Beach, DE in Spring 2017.

Finally, AGcelerate hosted two events in Fall 2016, the Common’s Pit Stop and Study Break in the Commons, and one event in Spring 2017, Study Break in the Commons, in Townsend Hall that were open to all undergraduate and graduate students in CANR. Study Break in the Commons is an event AGcelerate began in the Fall of 2015 and has grown each semester. Every day during the last week of classes AGcelerate has committed to providing students with breakfast, lunch, snacks, and drinks throughout the day in the relaxing environment of the Townsend Hall Commons. This large open space is equipped with comfortable chairs and tables to encourage study. Additionally, stress management materials and activities are provided, such as visits from the UD service dogs, free coloring pages, and giveaways. This activity was founded to provide nourishment and a healthy study environment to improve student success on finals. As the space is open for students to come and go as needed and is not continually monitored, a true count of participants is not possible, and participation is estimated based on disappearance of food and giveaways. The Commons Pit Stop was tested in fall as a mid-semester smaller version of the Study Break in the Commons. This event featured a coffee station and snacks that students could grab and take to class or stay and study. Like the Study Break event, attendance was estimated. Though the event was popular, it was not continued in future semesters due to time constraints.

Table 3. Fall 2016 – Spring 2017 AGcelerate Enrichment Program Event Participation

Event Name	Underserved Members¹	Majority Members	Total
2016 Fall: Tutoring	4 (27% of Participants)	11 (73% of Participants)	15
2016 Fall: Fall Fest Cotton Candy Booth	2 (25% of Participants)	6 (75% of Participants)	8
2016 Fall: Start the Semester Right Night	8 (40% of Participants)	12 (60% of Participants)	20
2016 Fall: Milburn Orchards Hayride & Bonfire	6 (33% of Participants)	12 (67% of Participants)	18
2016 Fall: Common's Pit Stop	Unknown	Unknown	>150
2016 Fall: Freshman Registration Workshop	1 (33% of Participants)	2 (67% of Participants)	3
2016 Fall: Summer Research Panel	8 (36% of Participants)	14 (64% of Participants)	22
2017 Fall: Study Break in the Commons	Unknown	Unknown	>500
2017 Spring: Start the Semester Right Night Spring	7 (47% of Participants)	8 (53% of Participants)	15
2017 Spring: Dare to Make a Difference	5 (56% of Participants)	4 (44% of Participants)	9
2017 Spring: Beach Grass Planting Service Trip	8 (80% of Participants)	2 (20% of Participants)	10
2017 Spring: Ag Day Volunteer Booth	6 (75% of Participants)	2 (25% of Participants)	8
2017 Spring: Study Break in the Commons	Unknown	Unknown	>500

¹Underserved students defined as first generation, underrepresented minority, and low income

Appendix II

Report on Diversity Competencies Addressed by CANR Undergraduate Courses

Delivered to department chairs in October 2017 for distribution to CANR faculty

Introduction

In response to a request by President Assanis, Vice Provost for Diversity Carol Henderson asked each college to provide a list of courses that address UD's diversity initiatives. In carrying out this request, we were encouraged to use as a guideline the diversity competence model developed by Dr. James Jones and the corresponding six diversity competencies which are:

1. Diversity Self-Awareness: an understanding of the interrelationships between the self and others who belong to diverse social groups
2. Perspective Taking: the ability to engage and learn from perspectives and experiences different from your own
3. Cultural Intelligence and Communication: the ability to recognize the influences of one's own cultural heritage, to learn about the cultural diversity of other people, and to communicate across cultural differences
4. Personal and Social Responsibility: the ability to recognize one's responsibilities to society, and to develop a perspective on ethical and power relations between and among various social status groups within society, organizations and institutions.
5. Understanding Global Systems: the ability to understand the historic and contemporary roles of human organizations, how they influence how life is lived worldwide, and the options available to people in different strata and societies
6. Knowledge Application: An ability to apply knowledge and skills gained through higher education to real-life problem-solving both alone and with others.

Methods

A brief survey was developed in Qualtrics and a link to the survey was sent to all CANR faculty via email. In the survey, faculty members were first asked whether they taught any courses that addressed any of the six diversity competencies. Faculty members that indicated "yes" were next asked to list each course number that addressed at least one diversity competency and to indicate which of the diversity competencies each course addressed. Faculty members were also encouraged but not required to provide a brief description of how each course addressed the competencies. Emails encouraging participation were sent out on four occasions to faculty between February and March 2017.

Results

A total of 50 faculty members responded to the survey. This represents a 72% response rate among the approximately 69 faculty members in CANR that teach courses. Of the 50 responses, 12 (24% of respondents) faculty members indicated that their courses did not address any of the diversity competencies. Thirty-eight faculty members (76% of respondents) indicated that 52 of the undergraduate courses they collectively teach address one or more diversity competencies. The subject areas of the courses were 1 AGED, 2 AGRI, 22 ANFS, 2 APEC, 8 ENWC, 13 PLSC, 2 STAT, and 1 UNIV. Of those courses, 14 (26%), 31 (58%), 16 (30%), 26 (49%), 29 (55%), and 39 (74%) addressed Diversity

Competencies 1 through 6, respectively. The complete list of those courses and competencies addressed can be found in Table 1.

Though inclusion of comments in the survey was optional, most faculty members elected to include comments about how diversity competencies are addressed in their courses. Some select examples of methods faculty members employ to address diversity in their coursework are:

This collaboration among the students in each group and between groups requires understanding of interrelationships and the ability to engage and learn from different perspectives of the team members in performing the necessary duties and developing the group oral report.

These discussions require an understanding and openness to a diversity of values and beliefs so students can fully grasp how social diversity affects beliefs and administrative regulation and organization toward wildlife and the environment.

Students throughout the semester are put into positions where they must understand the relationships with others whose values and opinions may not reflect theirs.

We continue to explore the different/similar ways different cultures value plants and gardens.

They explore the problem with American citizens expecting Brazilians to protect the Amazon when Americans have already developed most of the land in their own country.

We have group lab work, team project, student presentation, and open discussion on various issues related with food components involved in real-life problems. These allow students learn from others with different perspectives and experiences. These exercises also help students to realize their personal and social responsibility when developing new food products or analyzing food quality.

We discuss the challenges facing the world as far as food production, and talk about how we can meet those challenges using technology, environmental sustainability, and ethical issues based on ones beliefs and perspectives.

We cover world food production and the role of the US. Why our agricultural approach works in parts of the world only (i.e. socioeconomic and environmental constraints).

Individual and group experiential learning activities and online discussions, particularly related to research ethics, require students to share unique perspectives/backgrounds while grappling with social, cultural, and organizational factors that influence ethical decisions in the sciences.

It is a problem based learning course and applies knowledge and skills gained in the classroom to solve real-life problems.

The course is strongly based on active learning and participation where students need to interact and collaborate to achieve a common goal.

Students complete readings on equity, social and environmental justice, and community participation. They are asked to examine their background and how it affects perceptions of other environments and other people.

Students gain an understanding of our relationship with animals and how it varies with the family structural characteristics, social class, religious belief, rural versus urban areas, and others.

In this course we discuss responsibilities to society and cultures and develop perspective on the relationships of different cultures that impact food safety, including the role of the migrant work force and different individuals and cultures who are involved in food production.

The entire course is about understanding the global food system from the perspective of a tiny export nation that relies on the rest of the world to buy its food products.

As demonstrated by the statements above, faculty were quite reflective in their comments. The breadth of examples given indicates that faculty are deliberate in incorporating diversity competency development in the undergraduate classroom.

Conclusions

Our college is comprised of four departments (ANFS, APEC, ENWC, and PLSC). In 2016 we had 767 undergraduate students, and offered 13 undergraduate majors. As indicated in Table 1, students in most majors regularly work on diversity competencies through their major required coursework. Faculty should be commended for developing innovative frameworks to incorporate diversity learning into the classroom.

Although results of this exercise were positive, there is always room for improvement, and the college should continue to actively work to increase diversity awareness in the undergraduate classroom. Approximately one-quarter of responding faculty do not address diversity in the classroom, and those faculty members might consider incorporating strategies such as those listed above. The least often addressed competencies are Diversity Self-Awareness and Cultural Intelligence and Communication, and all faculty could consider increased incorporation of those aspects into CANR courses.

Table 1. Complete list of undergraduate courses identified that address diversity competencies.

Instructor	Course Number	Diversity Competency ¹					
		1	2	3	4	5	6
Arba Henry	AGED 448	X	X	X	X	X	X
Mark Isaacs	AGRI 130	X	X		X	X	X
Ryan Arsenaault	AGRI 224		X				X
Marlene Emara	ANFS 100	X	X				
Lesa Griffiths	ANFS 101				X		
Kali Kniel	ANFS 102	X	X	X	X	X	X
Dallas Hoover	ANFS 159	X	X	X		X	X
Annie Renzetti	ANFS 220		X		X		X
Kali Kniel	ANFS 230				X	X	
Dallas Hoover	ANFS 305		X	X		X	X
Calvin Keeler	ANFS 332		X	X			X
Tanya Gressley	ANFS 404		X			X	X
Haiqiang Chen	ANFS 409						X
Lesa Griffiths	ANFS 417	X	X		X		X
Lesa Griffiths	ANFS 418	X	X		X		X
Lesa Griffiths	ANFS 419	X	X	X	X	X	X
Bob Alphin	ANFS 422	X	X				
Amy Biddle	ANFS 426		X		X		X
Changqing Wu	ANFS 428		X		X		X
Mark Parcels	ANFS 435			X	X	X	
Dallas Hoover	ANFS 439		X	X		X	X
Haiqiang Chen	ANFS 443						X
Rolf Joerger	ANFS 449					X	
Erin Brannick	ANFS 450		X		X		X
Eric Benson	ANFS 452				X		
Kent Messer	APEC 100	X	X	X	X	X	X
Leah Palm-Forster	APEC 406					X	X
Anastasia E M Chirnside	ENWC 103		X				X
Jake Bowman	ENWC 165	X	X	X	X	X	X
Kyle McCarthy	ENWC 201				X	X	
Ivan Hiltbold	ENWC 205			X	X	X	
Deborah Delaney	ENWC 205		X		X		X
Anastasia E M Chirnside	ENWC 314					X	
Chris Williams	ENWC 413		X	X	X		X
Jake Bowman	ENWC 453	X	X	X	X	X	X
Greg Shriver	ENWC 465	X	X		X	X	X
Rolf Joerger	HONR 291					X	
Sue Barton	PLSC 100			X	X	X	
Bruce Vasilas	PLSC 151					X	
John Frett	PLSC 212						X
John Frett	PLSC 214						X

Table 1 (CONTINUED). Complete list of undergraduate courses identified that address diversity competencies.

Instructor	Course Number	Diversity Competency ¹					
		1	2	3	4	5	6
Anna Wik	PLSC 220		X	X		X	
Jules Bruck	PLSC 232		X		X	X	X
Anna Wik	PLSC 350	X	X	X	X		X
Bruce Vasilas	PLSC 401						X
Bruce Vasilas	PLSC 441						X
Deb Jaisi	PLSC 445					X	X
Rodrigo Vargas	PLSC 467 Ecosystem Ecology		X			X	X
Deb Jaisi	PLSC 467 Environ. Forensics and Society					X	X
Tara Trammell	PLSC 467 Urban Ecology		X			X	X
Dianne Sisofo	STAT 200						X
Dianne Sisofo	STAT 409						X
Mark Parcels	UNIV 101		X		X	X	X
Total, all courses		14	31	16	26	29	39

¹Competencies Addressed:

1. Diversity Self-Awareness: an understanding of the interrelationships between the self and others who belong to diverse social groups
2. Perspective Taking: the ability to engage and learn from perspectives and experiences different from your own
3. Cultural Intelligence and Communication: the ability to recognize the influences of one's own cultural heritage, to learn about the cultural diversity of other people, and to communicate across cultural differences
4. Personal and Social Responsibility: the ability to recognize one's responsibilities to society, and to develop a perspective on ethical and power relations between and among various social status groups within society, organizations and institutions.
5. Understanding Global Systems: the ability to understand the historic and contemporary roles of human organizations, how they influence how life is lived worldwide, and the options available to people in different strata and societies.
6. Knowledge Application: An ability to apply knowledge and skills gained through higher education to real-life problem-solving both alone and with others.

Appendix III

Graduate schooling and employment of former participants of the CANR Summer Institute program¹

DVM, Michigan State University
DVM, Ross University School of Veterinary Medicine
Employment, American Energy Corporation
Employment, DuPont
Employment, Produce Marketing Association
Employment, US Air Force
Employment, USDA-GIPSA
Employment, US Department of Forensic Science
MA, Sustainable Development, University of Vermont
MS, Agriculture and Resource Economics, Michigan State University
MS, Agricultural and Resource Economics, University of Delaware
MS, Animal Biology, University of California – Davis
MS, Animal Science, University of Delaware
MS, Plant Molecular Genetics, Delaware State University
MS, Plant Pathology, University of Delaware
MS, Public Health Microbiology and Emerging Infectious Disease, George Washington University
PhD, Interdisciplinary Biomedical Sciences, University of Georgia

¹Graduate programs only listed for those students whose program name and institution were known. Individuals who obtained employment following completion of graduate school are listed twice.