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Mission Statement
The Office of Equity and Inclusion’s (OEI) mission is to provide leadership and support in creating an equitable, diverse and inclusive working and learning environment for all in our community. OEI is responsible for Title IX compliance, non-discrimination, affirmative action policies and compliance, University diversity initiatives, and on-going education to the campus community in all of these areas. OEI provides support and resources for complainants during grievance procedures and assists with informal mediation and problem-solving of issues.

The Staff
The Office of Equity and Inclusion is located in 305 Hullihen Hall. Our hours are 8 a.m. to 4:30 p.m. Monday through Friday. The office reports to the Chief Human Resource Officer (CHRO) and is a branch of HR. For Title IX purposes, the director reports to the President of the University.

Below is the current staffing for OEI.

Susan L. Groff, Ed. D., Director, Institutional Equity & University Title IX Coordinator

Sue began working in OEI in July 2014. Previously, she worked in the Division of Intercollegiate Athletics & Recreation Services in numerous leadership roles. Sue has been with the University for over 19 years.

Sue’s responsibilities include:

- Coordinates the activities of the office;
- Serves as the University’s Title IX Coordinator;
- Conducts strategic planning for the office;
- Manages the office budget;
- Oversees University policies, which address discrimination, sexual misconduct and affirmative action initiatives; and
- Manages the performance of the office.
Fatimah Stone, Sr. Associate Director

Fatimah was hired in June 2015. She came to the University from Notre Dame where she served as a consultant to Human Resources. Fatimah has a legal background and a wealth of knowledge in HR matters, investigations, and employee relations.

Fatimah’s responsibilities include:

- Investigates alleged violations of the sexual misconduct policy;
- Oversees Title IX education and prevention for the University community, including students, faculty, staff and visitors;
- Presents and facilitates trainings and educational workshops related to sexual misconduct;
- Develops, implements and monitors the University’s affirmative action compliance;
- Processes informal complaints involving allegations of harassment and discrimination; and
- Assists in investigations of other unlawful harassment and discrimination outside of sexual misconduct.

Jennifer Daniels, Associate Director for Diversity and Inclusion

Jennifer was hired in July 2015 and comes to OEI with a strong background in diversity, social work and presentation skills. Jennifer is not new to the University, as she served as an intern with HR prior to joining OEI.

Jennifer’s responsibilities include:

- Oversees all facets of diversity initiatives in collaboration with the Vice Provost for Diversity;
- Serves as the primary administrator and liaison to the University’s nine diversity caucuses;
- Assists with affirmative action compliance;
- Processes informal complaints involving allegations of harassment and discrimination;
- Plans, develops and facilitates on-going awareness programs to educate the University community on matters such as intentional and unintentional bias, harassment and discrimination, etc.; and
- Acts as liaison to the Center for the Study of Diversity on research and best practices for diversity and inclusion.

Mike Kelly, Associate Director, Special Investigations

Mike was hired in June 2015 and comes to the University with a strong background and skill set in investigations. Mike was previously employed by the Middletown Police Department and served for more than 28 years with the New Castle County Police Department.

Mike’s responsibilities include:

- Investigates alleged violations of the sexual misconduct policy;
- Presents and facilitates sexual misconduct education to the University community;
- Serves as the primary liaison to law enforcement agencies, including the University Police Department and the Newark Police Department;
• Studies best practices in the area of sexual misconduct investigations and education;
• Assists in the development of sexual misconduct training and education for University employees;
• Manages policies and procedures which govern programs on the University campus involving minors;
• Maintains a database of programs on the University campus involving minors and ensuring those programs are in compliance with University policies; and
• Maintains a database and files for restraining orders or protections from abuse orders submitted by students, faculty and staff.

Michelle Pergeorelis, Administrative Assistant

Michelle was hired in December 2014 to support the office in all facets of its operations and administration. Previously, Michelle worked at the Early Learning Center (ELC).

Responsibilities include the following:

• Assists and supports office staff as directed;
• Manages office operations;
• Manages nursing mother rooms; and
• Oversees records retention and archives.
Equal Opportunity Employer

The University of Delaware is an equal opportunity employer and ensures that its non-discrimination notice is appropriately disseminated and updated. The notice can be found, among other places, on the University website at the following link: http://www.udel.edu/aboutus/legalnotices.html.

Notice of Non-Discrimination

Equal Opportunity and Affirmative Action

The University of Delaware does not discriminate on the basis of race, color, national origin, sex, disability, religion, age, veteran status, gender identity or expression, or sexual orientation, or any other characteristic protected by applicable law in its employment, educational programs and activities, admissions policies, and scholarship and loan programs as required by Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, and other applicable statutes and University policies. The University of Delaware also prohibits unlawful harassment including sexual harassment and sexual violence. Inquiries or complaints may be addressed to:

Susan L. Groff, Ed. D.,
Director, Institutional Equity & Title IX Coordinator
305 Hulihen Hall, Newark, DE 19716
(302) 831-8063
titleixcoordinator@udel.edu

For complaints related to Section 504 of the Rehabilitation Act of 1973 and/or the Americans with Disabilities Act, please contact:

Anne L. Jannarone, M.Ed., Ed.S.
Director, Office of Disability Support Services
Alison Hall, Suite 130
Newark, DE 19716
(302) 831-4643

OR contact the U.S. Department of Education - Office for Civil Rights.

Title IX

Title IX Governance

In June 2014, Sue Groff was appointed as the University’s Title IX Coordinator and the Director of OEI. Title IX compliance is a priority at the University, and Sue’s appointment reaffirmed the University’s commitment.

In summer 2014, Groff implemented a strategic Title IX governance structure to ensure the University was monitoring compliance in all areas of Title IX. The structure and members are detailed in Appendix A. For the 2015-2016 academic year, the governance structure was streamlined as follows:
1. **Oversight Committee** – reviews and amends the sexual misconduct policy based on recommendations made by the Policy and Communications Committee; reviews and recommends changes to education and prevention for students, faculty and staff; reviews and recommends how UD responds to reports; and reviews and recommends changes to our data collection and dissemination of information to the UD community.

2. **Case Advisory Board** – serves as an advisor to the Title IX Coordinator and assists in coordinating the University’s response to reports of potential violations of the Sexual Misconduct Policy.

3. **Education/Training/Prevention for Students** – this committee will focus on the following 5 goals for final implementation in fall 2016.
   a. Review and recommend an online training program for all students (undergraduate, graduate, non-traditional, international);
   b. Formalize the Sexual Assault Prevention and Education committee (SAPE), a volunteer-based, grassroots group, to give it teeth and structure as well as consistent funding sources for its programming needs;
   c. Develop learning outcomes for NSO and 1743 Welcome Days to implement in the 2016-2017 programming;
   d. Recommend a bystander intervention program and begin to train staff to train others; and
   e. Work with the Policy & Communications committee on the “branding and messaging”, not only in sexual misconduct but all health and safety messaging.

4. **Policy & Communications** – monitors the implementation of the Sexual Misconduct Policy and makes recommendations to amend it to the Oversight Committee; continues to develop and implement communications to effectively communicate the policy content and related information; and

5. **Athletics** – monitors and assesses areas of gender equity as required by Title IX through the Faculty Athletics Advisory Board (FAAB) on an annual basis.

The members of these committees can be found in Appendix B.

### Sexual Misconduct Policy

The new comprehensive Sexual Misconduct Policy was implemented July 1, 2015. This policy pulls information together in a way that clearly explains how we will respond to reports of sexual misconduct and makes it easier to find information such as confidential resources on our campus. The policy was the work of the Title IX Policy and Communications Committee with input from the Faculty Senate Commission on Sexual Assault and Harassment, representatives from student leadership organizations, HR, the Board of Trustees, and the President’s Executive Council.

### The Investigation Process

In the past, we used a model that relied on a hearing process for students in sexual misconduct cases. The new policy implemented a procedure that is less intimidating to both parties and has been in place for employees. A trained, dedicated professional will work one-on-one to guide all parties through a fair and equitable process. The new process is based on “best practices” and is outlined in detail in the sexual misconduct policy. OEI serves as a resource for those interested in learning about rights, resources, reporting options and interim measures in matters pertaining to sexual misconduct.
Website Update
OEI redesigned and renamed the gender-based violence website now titled Sexual Misconduct. All information pertaining to sexual misconduct can be found at www.udel.edu/sexualmisconduct/. With the help and dedication of the Communications and Public Affairs team, this site went live on July 6, 2015. OEI maintains the website and ensures that the information on the site is complete and up to date.

Campus Climate Survey
In the spring of 2015, under the guidance and leadership of John Sawyer, Associate Provost for Institutional Research and Effectiveness, the Faculty Senate Commission on Sexual Assault & Sexual Harassment developed a survey instrument to gather data from undergraduate students to inform the institution in the areas of policy, communication, education and prevention, resources and response to incidents. The results of the survey will be available in fall 2015.

Education & Prevention
In the past year, OEI led three information sessions for the campus community to meet the Title IX Coordinator and to learn more about Title IX, its processes, response to reports and mandatory reporting.

OEI conducted 24 workshops on a variety of other topics and incorporated Title IX information into every one of those presentations. An additional 54 training sessions, with information solely about Title IX, were presented to faculty, students and staff by the Title IX Coordinator. All told, OEI conducted over 80 sessions containing Title IX information.

Prevention through education is an important area of focus for the University. The Title IX Education/Training/Prevention for Faculty & Staff committee recommended that an online education component be administered to all full-time and part-time employees. The committee identified and recommended a vendor for this education (Thomas Reuters – WeComply). Both the product and the recommendation for the training was approved by the President’s Roundtable in spring 2015. The online training module was administered this fall to all employees. UD has close to 15,000 employees, including part-time, student and graduate student employees. At the time this report was being written, 64 percent of the faculty and 91 percent of the full-time staff completed the training and 51 percent of the part-time staff completed the training.

The Title IX Education/Training/Prevention for Students committee presented its report in July 2015 to the Title IX Coordinator. The detailed report included recommendations for moving forward in educating our new and returning students, our international student community, as well as non-traditional and graduate students. This committee will spend the next year working on identified priorities from this report (the goals are listed on the previous page). UD currently provides education in a number of areas for students on sexual misconduct via online training, 1743/NSO days, and FYE/FYS courses.

The Sexual Assault Prevention and Education Committee (SAPE) – which is comprised of Student Wellness & Health Promotion, Student Conduct, Women and Gender Studies, Dean of Students Office, University Police, Student Government, Haven, ROTC, Mens Action Network, Office of Equity and Inclusion, Residence Life, International Global Studies, SOS and SAGE - ran a series of programs this past year including:
• Residence Hall S.O.S. program series:
  o Wanna Smush (September)
  o Where Do You Stand: Human Continuum (October)
  o Get Up, Stand Up, Be a Courageous Bystander (November)

• October Coffee Sleeve campaign for Domestic Violence Awareness Month (over 200 sleeves distributed):
  o Dining Hall coffee sleeves
  o Saxby’s coffee sleeves

• Dr. Jill McDevitt Sexologist presents “Virgins and Sluts” (http://udreview.com/dr-jill-mcdevitt-famed-sexologist-comes-to-campus-talks-virgins-and-sluts/)

• Residence Hall S.O.S. program series:
  o Why Doesn’t She Just Leave (February)
  o Where Do You Stand: Human Continuum (March)
  o Get Up, Stand Up, Be a Courageous Bystander (April)

• Co-sponsored The Hunting Ground premier and Q&A with producer Amy Ziering (March)
• Co-sponsored Take Back the Night featuring Kelly Zen-Yie Tsai (April)
• Jonathan Kalin presents “Party with Consent” lunch seminar with Presidents of Greek Organization and evening campus-wide keynote
• Promotional Kiosk in Trabant University Center once a month throughout the year and twice during Sexual Assault Awareness Month to promote programs and resources on campus.
**Summary of Incident Reports**

From July 1, 2014 through June 30, 2015, the Title IX Coordinator received a total of 204 reports from members of the University community alleging offenses such as sex discrimination, sexual harassment and sexual assault. Please note that these numbers may differ from the number of incidents contained in the University’s Annual Security Report (ASR). The Clery Act does not include sexual harassment or sex discrimination as a reportable crime and the geography requirements for the Clery Act are much narrower than the geography requirements for reporting incidents to the Title IX Coordinator.

**Summary of Incident Reports:**
- Sex discrimination – 1
- Sexual assault – 59
- Sexual harassment – 55
- Domestic violence – 6
- Dating violence – 25
- Stalking – 19
- Other\(^2\) – 42

The number of reports this year is significantly higher than in years past. (There were 51 reports in FY12; 59 in FY13; and 65 in FY14). We attribute this rise to the increase in education and awareness on our campus, UD’s improvement in tracking the information, and national attention to the issue of sexual misconduct on college campuses.

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\(^1\) The reported incidents total 207, because some reports alleged multiple offenses.

\(^2\) This number consists of reports that did not allege an offense that would fall under Title IX, did not have enough information to categorize appropriately, or alleged incidents that occurred prior to the reporter being a student or employee of the University.
Diversity & Inclusion

Education
The University of Delaware believes in cultivating a campus climate that celebrates our differences and eliminates barriers to a safe and productive working and learning environment. To this end, OEI conducts trainings for faculty, staff and students to help the community maintain that climate of inclusion and to provide awareness for departments and individuals regarding policy compliance.

In 2014-2015, OEI staff provided training to the campus in the areas of affirmative action, sexual harassment, LGBT Allies, diversity and inclusion up until March 2015, at which time two office positions were vacated. The remainder of scheduled workshops were canceled due to lack of staff to facilitate them. A detailed listing of workshops presented in 2015 – 2015 can be found in Appendix C.

Informal Complaints/Concerns in the Workplace
OEI is a place where employees can come and talk to a staff person, confidentially, about things that are occurring in their workplace. OEI met with campus community members with concerns and/or questions regarding harassment, discrimination, LGBT concerns, hostile environment/bullying/civility or equity issues during the academic year. These were handled informally, through either decision-making counseling, mediation, guided confrontation, or referrals to other offices equipped to handle the specific issue.

Campus Connections & Diversity Caucuses
OEI values its connection to the entire UD Community. As such, it provided support to a number of efforts, particularly those geared towards underrepresented populations. OEI welcomes the opportunity to support those offices, student groups, or departments that make a positive impact on diversity and inclusion when possible. See the list of co-sponsored events below as well as information pertaining to the caucuses.

Co-Sponsorships of Events
- HAVEN – Lavender Reception
- OISS and International Caucus – Welcome Back Reception!
- UD Hillel Mitzvah Project
- BGSA student programming
- Heritage Months - Center for Black Culture – Melissa Perry, speaker
- LGBT Caucus – Shane Windmeyer, speaker

Caucuses
UD believes strongly in hearing the voices of the entire diverse community. To that end, nine caucuses for faculty and staff to gather with like-minded/like-identified individuals. These groups provide a critical ingredient to finding common voice and grassroots-modeled steps toward awareness and change. The caucuses serve as a resource, an ally and an advocate to their constituents.

OEI worked with the nine diversity caucuses this past year. With administrative changes, and the Delaware Will Shine strategic plan in motion, the Diversity & Equity Commission (DEC) was put on
hiatus this year and the caucuses worked with the Vice Provost for Diversity and the Director of OEI to understand what the direction, and plan moving forward, was for diversity at UD.

There were four meetings with the caucuses this year to discuss administrative updates and to provide each caucus the opportunity to bring their constituents’ concerns to the attention of the Vice Provost for Diversity and to the Director of OEI. During the course of the year, we heard the following concerns from the caucus leadership group:

- Need clarity on the function and purpose of the caucuses
- Need guidance on improving/increasing membership
- UD needs a multi-cultural center
- What is the working definition of diversity?
- Need to create succession plans for the caucuses
- Role as caucus chair is not supported by individual’s department/supervisor

Individual caucus reports and updates can be found at each of their respective websites available at www.udel.edu/oei/get-involved/caucus.html.

**What is in OEI’s future?**

OEI continually strives for improvement as we focus on the following areas:

- **Education**
  - During summer 2015, we re-designed our educational resources making sure they were based on research and best practices, and responsive to the concerns of our campus community. Going forward, educational offerings will include a three-part series on unintentional bias, discrimination, harassment, etc. We also offer custom-designed education for units/departments in addition to our workshops.

- **Affirmative Action compliance**
  - We will continue to meet compliance requirements, and we are looking to share the data with our community. More to come in the near future.

- **Confidentiality and Advocacy**
  - We will continue to provide a confidential place for employees to have an informal conversation about issues occurring in the workplace. We are looking to improve our informal and formal processes as they relate to best practices.

- **Communications**
  - We are looking to improve our website, not only aesthetically, but also substantively. We need to ensure that the community has information and resources just a few clicks away. We want to better assist the caucuses in disseminating information about their mission/purpose to the campus community.

For more on OEI’s strategic plan, please refer to Appendix D.
APPENDIX
Appendix A

Title IX Governance 2014 – 2015
Title IX Governance 2015 – 2016

Title IX Oversight Committee
Dawn Thompson, VP Student Life, Chair
Frank Newton, Acting VP/Chief of Staff, Ad Hoc
Susan Groff, Director OEI/Title IX Coord, Ad Hoc
Jennifer Becnel-Guzzo, Associate General Counsel
Adam Cantley, Associate Dean of Students/Title IX Deputy Coord.
Chief Pat Ogden, UDPD
Rick Stumpf, Athletics/Deputy Title IX Coord.
Angela Seguin, Program Coordinator, SOS/VAWA PI
Jim Tweedy, Sr. Associate Director, Residence Life
Deborah Hayes, VP, CPA
Matt Kinservik, VP, Faculty Affairs
Ravi Ammigan, Director, OISS
Joseph Brodie, President, GSA
Matt Spicer, President, Haven
Paul Laux, Faculty
Miranda Wilson, Faculty

Case Advisory Board
Susan Groff, Chair
Holli Harvey, OSC
Angela Seguin, SOS
Yvonne Simpson, UDPD
Jim Tweedy, Res Life
Jennifer Becnel-Guzzo, Legal
Mary Martin, Graduate Office
Rick Stumpf, Athletics
Matt Kinservik, VP, Faculty Affairs
Adam Cantley, Assoc. Dean of Students
Maggie Andersen, Faculty
Fatimah Stone, OEI
Mike Kelly, OEI

Prevention & Education/Training for Students
Nancy Chase, Chair, SHWP
Jo Sampson, SHWP
Katie Morrison, SAPE
Katie Connolly, Dean of Students Office
Jim Tweedy, Res Life
Holli Harvey, OSC
Rick Stumpf, Athletics
Ismat Shah, Faculty
Cpt. Katie Citino, Faculty
Fatimah Stone, OEI

Policy & Communications
Jennifer Becnel-Guzzo, Chair
Susan Groff, Title IX Coord.
Cindy Hall, CPA
Mike Fernbacher, OSC
Matt Kinservik, VP
Yvonne Simpson, UDPD
Ravi Ammigan, OISS
Leland Ware, Faculty

Athletics
Monitored by the Faculty Athletics Advisory Board (FAAB)
& Outside consultant every 3-5 years

Appendix B
Appendix C

2014-2015 OEI WORKSHOPS OFFERED

COMPLIANCE TOPICS

HARASSMENT AND DISCRIMINATION TRAINING

At UD, we believe in the rights and dignity of all employees and students, regardless of their protected class status or any other characteristic protected by law. Supervisors, managers, and department heads have a tremendous responsibility for assuming an active role in the prevention of harassing or discriminatory conduct in the working environment, as well as responding if a situation should arise. This workshop enabled employees to correctly identify potentially troublesome issues, understand their mandatory reporting options, and practice responding to people and situations. Must have completed online briefing provided by OEI prior to workshop.

ADA & EMPLOYEE ACCOMMODATIONS

This training was designed to provide information about the university's policies, procedures, and resources for supporting those with disabilities in our community. The training also created familiarity with the American with Disabilities Act as it pertains to the workplace, and provided guidance about the best way to identify reasonable accommodations for those who need them. The workshop covered communicating with people with disabilities, and thoughts on how people with disabilities can be fully welcomed into the workplace.

EQUITY IN BRIEF SERIES

(This session was on Title IX policies and processes)

These one-hour seminars were provided to the campus community to respond to current equity issues in the news relevant to higher education, showcase underutilized resources on our campus, provide other need-to-know information, or introduce new topics for training. Each topic differed, and facilitators varied depending on topic. Last year’s sessions included parental leave policies and resources and search committee tips and tricks. Specific topics were updated on the Learn IT Calendar and announced on UDaily.

UNDERSTANDING GENDER-BASED VIOLENCE ON COLLEGE CAMPUSES

Gender-based violence on college campuses has been the focus of recent news articles, governmental regulations, and campus conversations. This workshop provided an overview and a foundation for understanding gender-based violence—including sexual harassment, sexual assault, rape, domestic violence, and stalking. Additional topics, such as how to access campus and local resources, and reporting obligations,
were also addressed. This contemporary conversation was especially encouraged for managers and department chairs, and anyone else looking to better understand the issue and to be part of the solution.

**SKILL/AWARENESS BUILDING PROGRAMS**

**ABCs OF LGBT**

Who is the LGBTQQIAA community and why do they need so many letters? For those who are unfamiliar, learning about the community can be a very daunting task. To be supportive and understanding, self-education is critical, but where do you even begin? This 90-minute workshop provided those first building blocks of awareness.

**LGBT ALLIES TRAINING**

For those with basic awareness of the LGBT community, this training offered individuals the opportunity to advance their awareness and sensitivity on LGBT issues. The Allies Training program covered the power of language, heteronormativity in our culture, the process of coming out of the closet, identity theory and models, and provided the resources necessary to help students and colleagues who may reach out for support. The goal of this program was to create a network of individuals who are prepared to openly support the LGBT community at the University and to address any issues that may arise in the working and learning environment. Must have completed the ABCs of LGBT or have some familiarity with the LGBT community.

**FINDING THE “U” AND “I” IN EQUITY**

Creating an equitable and inclusive community is critical at UD. But how does that happen? First, you find the “U” and “I”, then you’re ready to see the 3Ps – power, privilege and perception. Using a combination of statistics, policy, and group processing, this workshop provided the tools to help create a more inclusive environment and workplace.

**WORKPLACE BULLIES & BYSTANDERS**

Situations of bullying and harassment, whether large or small, can have a negative impact on the working environment if left unchecked. Studies have indicated that somewhere between one-third and one-half of all employees experience some type of workplace bullying – either as a victim or an observer. What does bullying look like in today’s workplace? Are you willing to do something if you witness this in your working area? This workshop helped constituents recognize and correctly identify troubling behavior, define the difference between bullying and harassment, and educated on how to be an effective bystander.

**MICRO-AGGRESSIONS: Small Acts & Subtle Behaviors**

Micro-aggression is a term that describes small acts and subtle behavior between people of different races that could potentially be interpreted as racially biased. This workshop analyzed the subtle ways that racial,
ethnic, gender and other stereotypes can play out painfully in an increasingly diverse culture, and provided participants with some strategies to become more aware of bias and prejudice.

STEWARDS OF CHILDREN:
Prevent, Recognize & Respond to Child Sexual Abuse

This program, created by Darkness to Light, was a prevention training program that taught adults how to prevent, recognize, and react responsibly to child sexual abuse. It is the only nationally distributed, evidence-based program proven to increase knowledge, improve attitudes, and change child protective behaviors. All participants receive a certificate of completion.

**Instructor:** Certified Stewards of Children Instructor, managed by a multi-agency collaboration, sponsored by the Delaware YMCA
Strategic Plan for the Office of Equity and Inclusion (OEI)
As of July 1, 2015

Mission Statement:

The Office of Equity and Inclusion’s (OEI) mission is to provide leadership and support in creating an equitable, diverse and inclusive working and learning environment for all in our community. OEI is responsible for Title IX, non-discrimination, affirmative action policies and compliance, university diversity initiatives, and on-going education to the campus community in all of these areas. OEI provides support and resources for complainants during grievance procedures and assists with informal mediation and problem-solving of issues.

1. Welcoming Climate
   a. **Goal** – Value diversity in the workplace by making it an integral and ongoing part of campus life.
      i. **Objective** – Educate the campus community in the areas of diversity awareness through on-going training and workshops (awareness).
         1. **Action Step** – Associate Director, OEI to develop, create and communicate awareness programs/workshops on a monthly basis for UD employees (faculty and staff) to attend. This can be vetted through the Connecting U system in addition to in-person workshops/training.
      ii. **Objective** – Bring awareness to the campus community of religious practices and holidays (awareness).
         1. **Action Step** – Post religious holidays on OEI’s website along with corresponding policies.
         2. **Action Step** – Post religious holidays and events on UD’s main website, diversity website and HR website.
      iii. **Objective** – Work with HR leadership to create a civility and bullying policy for UD (inclusiveness/welcoming).
         1. **Action Step** – Associate Director, OEI to serve on a steering committee, led by HR’s Employee Relations, in the development of this policy with the goal of implementing it in Fall 2016.
         2. **Action Step** – Associate Director, OEI to work collaboratively with HR and the steering committee, to develop appropriate publications/communications once the civility/bullying policy has been created.
3. **Action Step** – Associate Director, OEI in conjunction with the Program Coordinator, OEI, develop on-line training modules, via Connecting U, for practical implementation of the civility policy.

iv. **Objective** – Caucuses exist to serve as a resource, an ally and an advocate to their constituencies within the UD community which include faculty and staff and in some cases students. Caucuses develop their own mission statement and by-laws while aligning with the university’s overall mission as it relates to equity, inclusion and diversity. OEI is to provide administrative and financial support to the caucuses sponsored events and minor changes and updates to their web pages (inclusiveness, welcoming, equity, diversity).

1. **Action Step** – Hold an annual retreat for the caucus leadership to ensure their organizational productivity.

2. **Action Step** – Hold meetings twice a semester with the co-chairs of each caucus with the office staff from OEI, and the Vice Provost for Diversity, to report matters pertaining to their constituencies as well as monitor campus climate. The Vice Provost and the Director, OEI will then take concerns, with recommendations, forward to the senior administration.

3. **Action Step** – Send a bi-annual communication to the campus community sharing information about the caucuses to bring awareness to their existence.

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2. **Ensuring Equity, Inclusion and Representation**

a. **Goal** – Increase in the workforce amongst professional and salaried staff.

i. **Objective** – Hold unit managers accountable for efforts to increase diversity in their respective units (diversity/awareness/retention).

1. **Action Step** – Hold unit managers accountable via the performance evaluation process. Leaders need to communicate this expectation on an annual basis. OEI to send out an annual communication reminder to those in leadership roles about this expectation. OEI to work with the Vice Provost for Diversity as to how best to communicate this message.

ii. **Objective** – Work with HR Recruitment on Affirmative Action compliance (recruitment/awareness/compliance).

1. **Action Step** – Recruit and retain a diverse workforce by ensuring all searches involve a competitive and open process including senior administrative positions with the Affirmative Action report in the applicant pool. Use the employee “status” report from the Affirmative Action report to work with areas on campus to bring awareness to goal areas.

2. **Action Step** – Monitor and review all applicant pools to ensure a diverse pool of applicants for all searches. OEI will work with HR during this process.

3. **Action Step** – Monitor efforts made in the recruiting process as it relates to publications and advertising locations for recruitment purposes. OEI will work with HR during this process.
4. **Action Step** – Work directly with the consultant (DCI) on Affirmative Action compliance and reporting.

5. **Action Step** – Share the compensation analysis report from DCI with HR. Work together to identify areas that we are deficient in and document why. Work with HR to remedy these situations immediately. Be proactive reducing discrepancies and strive to eliminate unexplained differences in the future. File documentation to explain deficiencies and share information as appropriate with senior leadership.

6. **Action Step** – Provide training to search committees when a “goal area” is open. HR Recruitment/OEI will work together to provide search committee training when necessary.

iii. **Objective** – Educate those responsible for hiring about the intentional and unintentional bias that can limit opportunities for people because of gender, race, sexual orientation, or religion (recruitment/retention/awareness).

   1. **Action Step** – Offer regular workshops and/or online training via Connecting U on what works in hiring. Teach staff about practices and attitudes that result in successful diversity efforts.

   2. **Action Step** – Develop a tutorial on how to conduct a proper search. Provide the tutorial to all search committees and require them to review it prior to their work on the search committee.

   3. **Action Step** – Provide written information and reminders, as well as clear written instructions, to all search committees about their responsibility to meet the University’s commitment to diversity prior to each search. A meeting with the search committee prior to engaging in the search process is a goal. If an in-person meeting is not possible, OEI/HR recruitment will verbally reach out to search committees to ensure they have received this information.

   4. **Action Step** – Use the Affirmative Action Plan (developed by DCI Consultants) in the search process to monitor goal areas. Have OEI engage with the search committee during the search process and closely monitor the search when a goal area has been identified. (See 2.a.i.7)

iv. **Objective** – Recognize and reward those who make contributions to a welcoming, equitable environment.

   1. **Action Step** – Include the work that staff does to promote diversity in promotion and staff performance evaluations (ex: caucus leaders).

v. **Objective** – Provide more opportunities for advancement among hourly workers (inclusiveness/retention).

   1. **Action Step** – Provide more training opportunities for upwardly mobile career paths for hourly workers.

   2. **Action Step** – Hold workshops for hourly workers promoting college bound success for them and their dependents.
3. **Action Step** – Ensure that unit administrators are aware of University policies that allow flexible work arrangements so that staff can attend professional development events, including those focused on diversity.

4. **Action Step** – Develop a mentoring program for hourly workers.

### 3. Monitoring the Future and Assuring Accountability and Institutional Vitality

**a. Goal** – Better coordinate and oversee all diversity efforts on campus.

i. **Objective** – Provide consistency across campus in these efforts.

1. **Action Step** – Work closely with the Vice Provost for Diversity on campus diversity efforts. The Vice Provost sets the mission, tone and direction for our campus for diversity.

2. **Action Step** – Work and guide caucus leaders, as part of the diversity network on campus, to work towards our common goals of diversity.

3. **Action Step** – Encourage and educate departments, via frequent communications and reminders, to reward leaders who are increasing diversity through the performance evaluation process.

**b. Goal** – Provide a confidential place where people can speak informally with someone about issues they are having in the workplace.

i. **Objective** – Be one of the places on UD’s campus where an employee can have a confidential conversation with OEI staff about an issue they are having in the workplace. OEI can provide the employee with information about policies, processes as well as provide information about resources to assist the individual in seeking a resolution.

1. **Action Step** – Communicate bi-annually to the campus community the services and programming OEI has to offer.

2. **Action Step** – Provide an annual written summary of complaints to show trends, systemic problems and suggests change when appropriate without disclosing confidential communications and information.

**c. Goal** – Ensure that the university is in compliance with all Title IX requirements in all of our programs and activities per federal regulations, including athletics.

i. **Objective** – Develop a comprehensive policy for the UD community as well as a comprehensive education/training and prevention program to faculty, students and staff on an on-going basis. (See Title IX Strategic Plan document for more detail on this section.)

1. **Action Step** – Title IX Coordinator works with campus constituents via the Title IX Governance on policy, education, training and prevention for faculty, students and staff, case management and investigations involving faculty, students and staff, on an on-going basis.
2. **Action Step** – Work with UD Athletics and the Faculty Athletics Advisory Board in monitoring participating opportunities, financial assistance and the “laundry list” as it relates to gender equity and Title IX compliance.

3. **Action Step** – Institutionalize programs that support on-going prevention and awareness to reduce sexual misconduct on our campus to faculty, students and staff.

4. **Action Step** – Prepare and monitor required education to units and departments on policies on sexual and other forms of harassment and discrimination.