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2016 – 2017 Office of Equity and Inclusion (OEI)  
Annual Report

Vision Statement
The Office of Equity and Inclusion strives to be an ally, advocate and leader in developing a more diverse, accountable, educated and inclusive University of Delaware community. OEI works to institutionalize diversity as a fundamental transformative force that fosters personal and professional growth and academic excellence.

Mission Statement
The Office of Equity and Inclusion works to ensure that diversity, in its many forms, is understood, respected and valued in all facets of the university community. To that end, OEI provides leadership and support to conceptualize, cultivate, and assess an equitable, diverse and inclusive working and learning environment. OEI is responsible for Title IX and affirmative action policies and compliance, supporting university diversity initiatives, and providing on-going multicultural education and awareness for the campus community. OEI offers private consultations to faculty, staff, and students to learn about their rights, resources and options regarding adverse experiences occurring in their working and learning environments.

Strategic Objectives
1. Build a foundation for inclusive excellence through access, climate, education, scholarship, language, and communication.
2. Promote a climate that is welcoming, supportive, and conducive to the success of all students, faculty, and staff.
3. Advance and broaden the university community’s understanding of multiculturalism as an integral part of academic excellence.
4. Foster a commitment to diversity and inclusion among all community members as a shared responsibility through collaboration and partnerships.
5. Create an institutional culture that grows and evolves through effective, proactive, and timely dialogue around issues of diversity and inclusion.

Web Presence
The Office of Equity & Inclusion homepage underwent a complete redesign during the summer and fall of 2016. The site was migrated to the University of Delaware WordPress platform. Additional content was created, and a new organizational architecture was instituted. The website is located here.
The Staff

The Office of Equity and Inclusion is located in 305 Hullihen Hall. Office hours are 8 a.m. to 4:30 p.m., Monday through Friday. The office reports to the Office of the President.

Below was the staffing for OEI during the 2016-2017 academic year.

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

Sue’s responsibilities include:

- Strategic Planning
- Fiscal Management
- Personnel Management
- University Title IX Coordinator;
- Oversees University policies, which address discrimination, sexual misconduct and affirmative action initiatives.

Alexandria de Aranzeta, Sr. Associate Director (January 2017 to August 7, 2017)

Alex’s responsibilities include:

- Development and implementation of the updated non-discrimination policy;
- Investigate alleged violations of the sexual misconduct policy;
- 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.
- Supervises the Associate Director for D and I.

Jennifer Daniels, Associate Director for Diversity and Inclusion

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;
- 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.

Jessica Rickmond, Associate Director, Title IX investigator

Jess’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 and manages all sexual misconduct online training and education for University employees and students;
• 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.

Adam Foley, Ph.D., Program Coordinator
Adam’s primary responsibilities include:

• Assist in the development and implementation of diversity and sexual misconduct educational programming;
• Design, develop and implement all facets of the kNOw MORE brand;
• Assist in the daily operations of education and compliance in the affirmative action plans;
• Collaborator and presenter in all areas;
• Design, develop and implement with IR all climate surveys for faculty, students and staff;
• Manage publications and all communications, including the website, for the office;
• Develop and implement data assessment techniques to determine program effectiveness; and
• Assist in any event planning and programming in OEI, VP for Diversity office and in matters pertaining to sexual misconduct.

Michelle Pergeorelis, Administrative Assistant
Michelle’s responsibilities include:

• Assists and supports office staff as directed;
• Manages office operations;
• Manages nursing mother rooms;
• Coordinates all program arrangements;
• Manages monitoring and implementation of all on-line trainings; 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 for 2016-17

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.

For inquiries or complaints related to Title IX, please contact: Susan L. Groff, Ed. D., Director, Institutional Equity & Title IX Coordinator, 305 Hullihen 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, ajannaro@udel.edu

For complaints related to Title VII and age discrimination, please contact: Patty Fogg, Director, Employee Relations, Department of Human Resources, 413 Academy Street, Newark, DE 19716, (302) 831-2171, pfogg@udel.edu

Title IX

Title IX Governance
For the 2016-2017 academic year, the governance structure was streamlined as follows:

1. **Oversight Committee** – reviewed and amended the sexual misconduct policy based on recommendations made by the Title IX Coordinator; reviewed education and prevention activities for students, faculty and staff; reviewed how UD responds to reports; and reviewed our data collection and dissemination of information to the UD community.

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

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

Sexual Misconduct Policy

**Sexual misconduct** is a term used to encompass a variety of behaviors. Prohibited offenses within our policy include sex discrimination, sexual assault, sexual harassment, dating and domestic violence and stalking. Sexual misconduct may be committed by anyone, including but not limited to, an intimate partner, a friend, an acquaintance, a supervisor, a faculty member, or a stranger. Anyone can be a victim or perpetrator of sexual misconduct, regardless of their sex, sexual orientation or gender identity. Sexual misconduct can occur when perpetrator and victim are different sexes or the same sex. Sexual misconduct can involve conduct that occurs on campus, off-campus, or via electronic means, including online, by social media, or by text. For the full definition of sexual misconduct and the prohibited offenses, please refer to the Sexual Misconduct Policy by [clicking here](#).

Summary of Incident Reports

From July 1, 2016 through June 30, 2017, the Title IX Coordinator received a total of 286 reports from members of the University community alleging offenses such as sex discrimination, sexual harassment, sexual assault, dating/domestic violence and stalking. 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 – 5
- Sexual assault – 81
- Sexual harassment – 42
- Domestic violence – 5
- Dating violence – 34
- Stalking – 25
- Other\(^1\) – 94

\(^1\) 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.
Below is a comparison to last three years of data:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex discrimination</td>
<td>1</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Sexual assault</td>
<td>59</td>
<td>91</td>
<td>81</td>
</tr>
<tr>
<td>Sexual harassment</td>
<td>55</td>
<td>38</td>
<td>42</td>
</tr>
<tr>
<td>Domestic violence</td>
<td>6</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Dating violence</td>
<td>25</td>
<td>19</td>
<td>34</td>
</tr>
<tr>
<td>Stalking</td>
<td>19</td>
<td>18</td>
<td>25</td>
</tr>
<tr>
<td>Other</td>
<td>42</td>
<td>46</td>
<td>94</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>207</strong></td>
<td><strong>221</strong></td>
<td><strong>286</strong></td>
</tr>
</tbody>
</table>

We attribute the increase in the number of reports to our education and awareness efforts on our campus. More and more students, as well as employees, are learning about OEI and are becoming comfortable with not only reporting but the process to investigate formal complaints. We fully anticipate this upward trend into next year.

**Education & Prevention**

During the 2016-2017 academic year, UD provided an online training module, EverFi’s Haven, to all new employees (faculty and staff/full-time and part-time) and to all new students with the purpose of educating and informing the community about federal and state laws as well as the university’s policy on sexual misconduct. This year’s completion rates are below:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time faculty</td>
<td>100.0%</td>
</tr>
<tr>
<td>Full-time staff</td>
<td>98.6%</td>
</tr>
<tr>
<td>Part-time faculty</td>
<td>94.3%</td>
</tr>
<tr>
<td>Part-time staff</td>
<td>100.0%</td>
</tr>
<tr>
<td><strong>Total overall completion rate:</strong></td>
<td><strong>88.3%</strong></td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate in Arts</td>
<td>99.1%</td>
</tr>
<tr>
<td>Continuing Ed</td>
<td>92.9%</td>
</tr>
<tr>
<td>First Year - Undergraduate</td>
<td>99.9%</td>
</tr>
<tr>
<td>Transfer – Undergraduate</td>
<td>99.4%</td>
</tr>
<tr>
<td>Graduate</td>
<td>99.9%</td>
</tr>
<tr>
<td><strong>Total overall completion rate:</strong></td>
<td><strong>99.6%</strong></td>
</tr>
</tbody>
</table>

In addition to online training, 13 in-person workshops were offered to further inform and educate our community about sexual misconduct. As a result, an additional 527 individuals received training.
The Title IX Education/Training/Prevention for Students committee recommended purchasing a bystander invention program, Prevention Innovations Research Center’s Bringing in the Bystander during the 2015-2016 academic year. The Office of Equity & Inclusion purchased this program for the university. During the 2016-2017 academic year, Student Wellness and Health Promotion facilitated two ‘train the trainer’ sessions. During the Spring 2017 semester, a collaboration between Student Wellness and Health Promotion, Fraternity and Sorority Life and Office of Equity and Inclusion introduced Bringing in the Bystander to 39 chapters of fraternities or sororities. In the inaugural semester, 7 sessions were offered between March and May were 257 members, primarily leadership, were trained in bystander intervention. The participation rate per council are below:

<table>
<thead>
<tr>
<th>Council</th>
<th>Number Attended</th>
<th>Percentage of Council’s Membership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interfraternity Council</td>
<td>88</td>
<td>6%</td>
</tr>
<tr>
<td>National Pan-Hellenic Council</td>
<td>106</td>
<td>4%</td>
</tr>
<tr>
<td>Multicultural Greek Council</td>
<td>34</td>
<td>26%</td>
</tr>
<tr>
<td>Special Interest Greek Council</td>
<td>30</td>
<td>7%</td>
</tr>
<tr>
<td>All</td>
<td>257</td>
<td>5%</td>
</tr>
</tbody>
</table>

The Sexual Assault Prevention and Education Committee (SAPE) in conjunction with Sexual Offense Support (SOS) and Student Wellness & Health Promotion offers year-round programming in the areas of sexual misconduct. To see this information please click here.

**Campus Climate Assessment**

Work was done to assess the campus climate as it relates to sexual misconduct and sexual violence over the course of the 2016-2017 fiscal year. Findings from the spring 2015 in-house survey instrument were further assessed within the Office of Equity & Inclusion and in conjunction with partners in various offices on campus, including the office of Institutional Research and Effectiveness. Findings from this survey helped to inform communication and programming initiatives related to sexual misconduct during the 2016-2017 fiscal year.

In addition, the Office of Institutional Research and Effectiveness administered the Diverse Learning Environment (DLE) survey in the spring of 2016. The survey results were analyzed by the Center for the Study of Diversity, in collaboration with IRE. A portion of this survey addressed aspects of unwanted sexual contact and sexual assault. These findings were disseminated in the spring of 2017 and provided additional campus climate data on several interconnected aspects of sexual misconduct and inclusive excellence. More information regarding the DLE can be found here.

Comprehensive research was also conducted to determine the best means of regularly and systematically assessing all aspects of sexual misconduct on the University of Delaware campus. Several different assessment tools were reviewed to this end.

**Sexual Misconduct Awareness Initiatives**

Following the assessment of sexual misconduct attitudes, beliefs, and experiences during the spring of 2015, work began to develop a comprehensive sexual misconduct campaign that would address a broad range of learning outcomes. A cross-departmental committee of faculty, staff, and students was convened to discuss...
the development and implementation of such a campaign. Work was finalized during the summer and early fall of 2016 on the kNOw MORE campaign. Informational sessions were held during the fall of 2016 with key stakeholders.

The University of Delaware kNOw MORE campaign is a reflection of the efforts by UD faculty, staff, and students to stand up, participate, and help to raise awareness about sexual misconduct and gender-based violence. Our goal is to create and foster an environment where sexual misconduct in any form is unacceptable and survivors are supported.

As a movement, the kNOw MORE campaign aims to:

- Encourage students to take matters of sexual misconduct, including sexual harassment, seriously and become informed about what assault and harassment looks like;
- Encourage reporting of sexual misconduct/raise awareness on how to report;
- Raise awareness about the importance of consent in all sexual relationships;
- Encourage students to be active bystanders and to watch out for the safety of their peers;
- Foster a campus climate that is supportive of victims and survivors of sexual assault and other related sexual misconduct; and
- Promote awareness of healthy sexuality and the prevention of sexual misconduct.

The campaign kicked off in October 2016 with a series of posters geared towards developing a common language around sexual misconduct and educating the campus community on the various forms of sexual misconduct. Nationally known sexual violence educator Dr. Jackson Katz provided a kick-off keynote address on Thursday, October 27th and discussed that nature of sexual violence and the role men play in ending sexual misconduct on campuses and beyond. The kNOw MORE campaign distributed additional posters, information, and resources throughout the 2016-2017 academic year.

A key aspect of the kNOw MORE campaign is the kNOw MORE pledge, which has been taken by over 1,000 members of the campus community as of June 2017. The pledge serves as a publically visible means of demonstrating a commitment to ending sexual misconduct on campus.

Additionally, a group of volunteer student ambassadors was recruited to assist in raising awareness about the campaign and helping to educate the campus community on issues of sexual misconduct. Over the course of the 2016-2017 fiscal year, numerous university departments and colleges participated in programming and outreach efforts.

The Office of Equity & Inclusion worked closely with the Office of Communications and Marketing (OCM) on outreach efforts through public media statements, information distribution, and marketing content creation. A social media presence was also established with the use of #kNOwMOREatUD.
Diversity & Inclusion

Affirmative Action (AA)
This year, OEI and HR Recruitment presented affirmative action data to all of the leaders on campus (Deans and VPs), to raise awareness about the demographics of their units perspective units as defined in the affirmative action/EEO categories. Going forward, HR will provide each unit with their respective AA goals and assist them in the development of a tailored recruitment and retention plan as well as provide search committee information and training to search committee members. OEI will conduct compliance reviews, as it pertains to affirmative action in the recruitment/hiring process on a quarterly basis. This information will be shared with respective units to identify and address any systemic issues.

Non-discrimination Policy
OEI and the Office of Dean of Students co-chaired the bias reporting committee. The committee, which was comprised of many different departments (HR, student conduct, faculty, UDPD, student life, grad school, CBC...) came out of the need for the university to develop a comprehensive non-discrimination policy, which would address the complaint and investigation process for allegations of discrimination based on race, ethnicity, national origin, age, ability status and veteran status, similar to what was done for Title IX/Sexual Misconduct policy. The committee made a policy recommendation to the Dean of Students and the Director of OEI. Our policies, addressing other forms of discrimination outside of sex, have been updated based on the committee’s recommendations and approved by UD’s leadership in June 2017. The new updated policy addressing discrimination and/or harassment in our working and learning environments was effective August 1, 2017.

Education and Awareness
OEI has continued its commitment to leveraging diversity, equity and inclusion. One of the diversity education goals for the 2016-2017 academic year was to expand opportunities for educational learning and broaden the scope of diversity related topics for UD employees and students. OEI provided UD with new and exciting learning experiences that allowed UD community members to engage in meaningful dialogues on diversity and gain knowledge and awareness on how to maintain equitable and inclusive environments. OEI continued to leave its mark on the University community as the hub for all diversity related resources and support.

OEI accomplished the aforementioned diversity education goal by expanding their diversity workshops and topics. In the 2016-17 academic year, OEI designated its programming into one of two categories; Core Programming and Supplemental Programming. The Core Program offerings are considered to be the foundations for understanding diversity and inclusion related issues and topics. Participants who engaged in Core Program workshops, were introduced to the basics of diversity and inclusion and its importance in higher education. These workshops allowed participants to gain understanding of the meaning of diversity and their role in incorporating diversity into their work and personal lives. Core Program workshops also gave participants an opportunity to explore aspects of their own identity and gain awareness of various barriers that underrepresented groups may face. The Core Program workshops were: ABCs of Diversity, Keys to Intercultural Communication and Dialogues on Diversity.
OEI’s Supplemental Program workshops focused on more provocative and trending diversity related topics and themes. The purpose of the Supplemental Program offerings was to push participants out of their comfort zone by talking about issues that inhibit and or support inclusion. Beyond Title IX: Sex, Gender, and Society, a Supplemental program, was designed to provide participants a better understanding of sexual misconduct and the underlying societal and cultural influences that lead to it. While Allying and Advocating for Others, also a Supplemental Program, provided participants the opportunity to understand the meaning and role of an ally and how one can advocate on behalf of others, both in the workplace and in one’s personal life.

OEI worked diligently to expand its outreach and create programming that was insightful and relevant to the experiences of many UD community members. This past academic year, OEI was able to provide diversity education to over 1000 UD employees and students.

For information about the workshops mentioned above, please see Appendix B.

**Informal Complaints/Concerns in the Workplace**

OEI maintains an open door policy for UD community members. OEI is a place where employees and students can have private conversations about adverse interactions they may have experienced in their working/learning environments. OEI has addressed concerns with employees and students regarding discriminatory harassment, workplace bullying/civility in the workplace, and other equity issues. Whether it be for informal conversations regarding employee/student rights or connecting UD community members to the appropriate resources in order to resolve various types of conflict, OEI was committed to supporting the UD community.
Campus Connections

As in years prior, OEI continued to be a campus partner and collaborator with various UD departments and units campus wide. Not only did OEI provide customizations and departmental workshops to various units across campus, OEI was able to contribute and be a part of an invigorating experience new to the UD community. OEI was fortunate to partner with Professional and Continuing Studies (PCS) on the first-ever Diversity Summit. This summit afforded UD staff the opportunity for professional development in the areas of diversity and inclusion. The focus of the summit was social justice and served as a forum for UD employees to engage in open, direct and candid discussions in which participants can share their experiences, beliefs, and concerns about the forms of oppression that are experienced on a daily basis. The summit was filled to capacity and reached over 225 employees. OEI and PCS will continue to partner on these kinds of initiatives in the future.

Another successful collaboration was with the Center for the Study of Diversity (CSD). OEI worked with CSD to contribute to the structure, as well as wrap up session, of CSD’s Implicit Bias week. Implicit Bias Week, also a first of its kind at UD, engaged participants in various workshops and educational opportunities that focused on various aspects of understanding implicit bias. In addition to CSD, OEI continued to partner with the Vice Provost of Diversity on several projects and initiatives. These initiatives included the DE-SHRM Award submission, the Diversity Appreciation Luncheon and other diversity related initiatives. Lastly, OEI partnered with the Division of Student Life to provide all of their 400 plus employees with diversity education. OEI will continue making partnerships and collaborations a priority in efforts to reach and educate UD community members.

Caucuses

OEI firmly believes in providing a platform for underrepresented and marginalized groups to be heard. During the 2016-17 year, OEI supported the nine diversity caucuses. The caucuses, similar to affinity groups, purpose is to champion and provide support to the populations they serve. The caucuses represent their constituents and the particular university concerns they may face. The caucuses serve as a resource, advocate and support system to various underrepresented groups.

Quarterly meetings were held with the caucuses this year to share administrative updates as well as 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. In addition to the regularly scheduled quarterly meetings, OEI staff created a working meeting with all of the caucus chairs to troubleshoot and brainstorm ideas on how to bring resolve to issues such as: increased membership, e-board caucus participation, and caucus visibility. OEI was able to determine several solutions that will be debuted during the next academic year.
APPENDIX
Appendix A

Title IX Governance 2016 – 2017

Oversight Committee
Dawn Thompson, VP Student Life, Chair
Susan Groff, Director OEL/Title IX Coord, Ad Hoc
Jennifer Becnel-Guzzo, Associate VP, Deputy General Counsel
Adam Cantley, Associate Dean of Students/Deputy Title IX Coord.
Chief Pat Ogden, UDPD
Jenn Judy, Sr. Associate Director, Athletics
Angela Seguin, Program Coordinator, SOS/VAWA
Jim Tweedy, Sr. Associate Director, Residence Life
John Brennan, Communications/Marketing
Matt Kinservik, VP, Faculty Affairs
Ravi Ammigan, Interim Assoc. Deputy Provost/Director, OISS
Cesar Caro, President, Graduate Student Government
Jay Alston, President, Haven Student Organization
Paul Laux, Faculty, Finance
Miranda Wilson, Faculty, English

Case Advisory Board
Susan Groff, Chair
Holly Harvey, Student Conduct
Angela Seguin, SOS
Jeff Evans, UDPD
Jim Tweedy, Res Life
Jennifer Becnel-Guzzo, General Counsel
Mary Martin, Graduate Office
Jenn Judy, Athletics
Matt Kinservik, VP, Faculty Affairs
Adam Cantley, Assoc. Dean of Students
Maggie Andersen, Faculty
Jessica Richmond, Title IX Investigator
Arwen Mohen, Chair, History

Athletics
Monitored annually by the Faculty Athletics Advisory Board (FAAB) &
external review every 3-5 years
Appendix B

2016-2017 Educational Programs

CORE PROGRAMMING:

ABCs of Diversity

This training is an introduction to the basics of diversity and its importance in the higher education community. Participants will gain an understanding of the meaning of diversity and their role in incorporating diversity into their work and personal lives. We will discuss the status of various identity groups, as well as explore aspects of each individual’s personal identity.

Keys to Intercultural Communication

This workshop aims to assist departments with unifying individuals comprised of diverse backgrounds and cultures. Participants will gain an understanding of individual and collective cultural differences, and the impacts these differences can have on values, beliefs, and day-to-day work interactions. Emphasis will be placed on creating positive and collaborative work relationships by educating participants on strategies for effective communication and conflict management.

Dialogues on Diversity

This workshop will afford participants the opportunity to explore the “-isms” (racism, sexism, ableism, homophobia/heterosexism, classism, body-shaming) and the way in which we discuss them. You will have an opportunity to explore aspects of your own identity, and explore how to better engage in often difficult dialogues around issues of oppression, as well as discover a sense of empowerment in doing so. The conversations might be difficult, but that doesn’t mean we shouldn’t take them on!

Beyond Title IX: Sex, Gender, & Society

This workshop is designed to provide participants with a better understanding of sexual misconduct and the underlying societal and cultural influences which lead to sexual misconduct. The University of Delaware is committed to eliminating sexual misconduct within the university community, and to educating university community members on the nuances of the sexual misconduct policy. On a broad level, this issue continues to be of concern to university administrators and faculty members across the country, and our goal is to provide you with the tools to fully understand and support the policy in your individual work environments.

Allying and Advocating for Others

This workshop will provide participants with an opportunity to understand the meaning of and role of an ally and how they can advocate on behalf of others, both in the workplace, and in their personal lives. Participants will examine the impact of allies throughout history, develop a greater understanding of equity and equality, and engage in steps towards becoming an ally. The importance of bystander intervention will also be examined.
ELECTIVE PROGRAMMING:

Understanding Unintentional Bias

This workshop analyzes the subtle ways that racial, ethnic, gender and sex biases inhibit a positive and inclusive campus environment. The training provides participants with strategies on increasing awareness of microaggressions and how to mitigate the effects of unintentional biases.

Respect & Courtesy in the Workplace

This workshop will provide participants with an opportunity to understand the meaning of and role of an ally and how they can advocate on behalf of others, both in the workplace, and in their personal lives. Participants will examine the impact of allies throughout history, develop a greater understanding of equity and equality, and engage in steps towards becoming an ally. The importance of bystander intervention will also be examined.

Understanding Harassment (online only)

This training enables employees to correctly identify issues of harassment and discrimination, understand their mandatory reporting options, and implement strategies on how to respond to people and various scenarios.

Additional Programming by Request