

**Delaware Law School DEI Annual Report:**  
**2020-2021 Academic Year**

**Prepared by: Joseph D. Farris, III – Asst. Dean of Diversity, Equity & Inclusion**

In 2020, the Delaware Law School (DLS) undertook an institution-wide approach to diversity, equity, and inclusion. DLS recognized that it had not done enough in the past about these issues and apologized, pledging to commit to do more. Through the collaborative efforts of students, alumni, faculty and the administration, DLS instituted its inaugural Diversity, Equity, and Inclusion (DEI) Strategic Plan, as an initial step to address matters relating to diversity and race and to help create and foster a more diverse, inclusive and equitable learning and working environment for all its constituents.

The following report is provided pursuant to the DEI Strategic Plan, encompassing a compilation of data provided for therein. In particular, this report details the efforts by the DEI Committee related to programming, efforts to transform the culture and address and develop institutional and strategic responses to various DEI-related issues.

The report also includes the results of the student and employee culture surveys administered during the Spring 2021 term along with relevant admissions data.

As with any systems change within an organization, these efforts will take time to develop and implement. It remains incumbent upon DLS that we continue to approach DEI efforts and issues in a thoughtful, strategic and meaningful way. As the Dean of DEI, with the support of the administration, faculty, staff, and students, I will endeavor to lead by example through listening to and learning from others' experiences and approach DEI-related matters in a collaborative manner that recognizes perspectives and needs of all parties involved, seeking to achieve appropriate resolutions and outcomes that are inclusive, impactful and effective.

Collectively, with the support of the DEI Committee, we will seek to guide and hold the institution accountable in the integration of diversity, equity, and inclusion into all aspects of the work at DLS, endeavoring to:

- Prepare our students to successfully understand diverse perspectives and backgrounds by teaching critical thinking, empathy, and a deeper appreciation of others.
- Create an inclusive, equitable, culturally competent, and supportive environment where students, faculty and staff model behavior that enriches our community.



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## DEI Committee

### Year-End Report: 2020-2021

#### Prepared by: John Culhane (and Task Force Chairs)

The Diversity, Equity, and Inclusion (“DEI”) Committee was formed in the Fall of 2020. The membership was deliberately constituted to include faculty, administrators, current students, and alumni. This first DEI Committee comprised the following members:

- Prof. John Culhane, Co-Chair
- Prof. Erin Daly, Co-Chair
- Carlene Clark, Esq., Alumna
- Alice Eakin, Associate Dean for Student Affairs
- Wilson Gualpa, Esq., Alumnus
- Alicia Kelly, Associate Dean for Academic Affairs (*ex officio*)
- Prof. James May
- Jocelyn Mendez, Student (Class of 2021)
- Prof. Nyla Millar
- LeaNora Ruffin, Assistant Dean, Career Development
- Nicole Stokes, Student (Class of 2021)
- Prof. Serena Williams

The DEI Committee’s charge incorporated goals from the Strategic Plan, which the DEI Committee discussed and then categorized into three areas: (1) Transformational Culture; (2) Programming; and (3) Institutional Response. Each of these categories was then converted into a Task Force, each with three members (constituting, in sum, the full DEI Committee less the Co-Chairs and Alicia Kelly, who served on the DEI Committee in an *ex officio* capacity). At the conclusion of the academic year, each Task Force compiled a report on their activities for the year. Those reports follow this cover report, and should be read in conjunction with this covering report.

The DEI Committee met every two weeks to discuss the on-going work of the Task Forces, offer suggestions related thereto, and respond to other DEI-related issues that arose. (Most DEI-related issues related to events or concerns that took place outside of Delaware Law School, but for which the DEI Committee thought some response or action might be needful or warranted.) We also organized and moderated Town Hall-style meetings to discuss some of the pressing issues both on campus and in the wider society. As the Task Force reports illustrate, the combined efforts of the DEI Committee members resulted in numerous events and initiatives, including Diversity Training sessions, programs connected to milestone events (such as Martin Luther King, Jr. Day), and the creation of a newsletter.

Of the three Task Forces, the work of the Institutional Response group is the most complex, and is still underway. While the other Task Forces are responsible for creating and implementing

programs, and in thinking of creative ways of transforming the culture at the law school, this task force has several considerations that must be balanced in creating appropriate actions in response to campus-related events that implicate DEI concerns. University-wide policies (and personnel) must be considered and consulted. This task should be facilitated by the hiring of our new Dean of Diversity, Equity, and Inclusion, Joseph D. Farris III, Esq., in collaboration with the Dean for Student Affairs, Alice Eakin.

For the 2021-2022 academic year, the following are suggestions for consideration by the DEI Committee as it continues its work.

- Creating a set of by-laws that spell out the constituencies of the DEI Committee, and, at least for alumni and students, set forth terms of office.
- Creating a set of policy papers that reflect the DEI Committee's views on how to advance DEI goals in a number of contexts. For instance, the goal of achieving and supporting a more diverse faculty (including hiring, support for teaching and scholarship, and mentorship throughout the promotion and tenure processes) should be made plain and realistic by a document that commits the law school to putting into place concrete mechanisms for realizing the goal of a more diverse faculty. Correlating documents could then be created for administrators and other staff members, as well.
- If the DEI Committee decides the newsletter should be continued, establishing a clear schedule for its publication, a process for its wide dissemination, and assignment of responsibility for its content.
- Identifying a new chair, or co-chair (likely to work with Dean Farris).
- Improving and updating the website, to bring forward and emphasize DLS's commitment to the DEI mission.
- Continuing to work with our colleagues in Chester (and Harrisburg) on matters of mutual interest and importance.

In sum, the DEI Committee was able to achieve much in a short time. But the work has just begun. If anything, the commitment to DEI goals for DLS should be strengthened as the DEI Committee moves forward.

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**MEMORANDUM**

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**TO:** DEI COMMITTEE CHAIRS: ERIN DALY AND JOHN CULHANE

**FROM:** DEI TASK FORCE ON PROGRAMMING: NYLA MILLAR, LEANORA RUFFIN AND CARLENE CLARK

**SUBJECT:** **END OF YEAR TASK FORCE REPORT**

**DATE:** MAY 12, 2021

The Programming Task Force was tasked with creating resources and events that would inspire and educate all participants. Underlying that mission was the desire to spark challenging yet necessary DEI-focused conversations and, ultimately, provide tools to strengthen DLS and the DEI Committee's leadership capacity.

With these goals in mind, the Programming Task Force organized several events during the spring semester, including the following:

- On Martin Luther King, Jr. Day in January 2021, the Task Force invited the DLS community to watch the movie Selma and to reflect on Dr. King's life and the ongoing impact of the Civil Rights Movement in an online discussion.
- During Black History Month in February 2021, the Task Force celebrated the year's theme by organizing a panel discussion featuring local community leaders entitled "It Takes a Village: Representation, Identity, Diversity & The Black Family."
- During Women's History Month in March 2021, the Task Force organized a discussion on women's rights and film screening of episode 4 of Amend: The Fight for America, which explored the 14th Amendment and women's struggle to "achieve equality and control of their own destinies."

Additionally, the Programming Task Force created two newsletters that included a list of events, DEI resources, Black History Month quizzes, and feature stories on African American leaders that were distributed to students, staff, and alumni.

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**MEMORANDUM**

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**TO:** DEI COMMITTEE CHAIRS: ERIN DALY AND JOHN CULHANE

**FROM:** DEI TASK FORCE ON TRANSFORMATIVE CULTURE: JOCELYN MENDEZ,  
WILSON GUALPA AND JIM MAY

**SUBJECT: END OF YEAR TASK FORCE REPORT**

**DATE:** APRIL 21, 2021

Pursuant to Part V.5 of the faculty bylaws,<sup>1</sup> below please find the Task Force on Transformative Culture’s semester-ending report on activities, reconciliation with charge, and recommendations.

**A. Activities.** The task force prepared or contributed to statements, conducted surveys, and arranged workshops, summarized below.

1. Statements. We drafted the DEI Values Statement (reproduced below), and contributed to the statements to students (March 2021) and about the verdict concerning the murder of George Floyd (April).

**Values Statement**  
Widener University Delaware Law School  
Standing Committee on Diversity, Equity and Inclusion

Acknowledging that all human beings are born free and equal in dignity and rights, Widener University Delaware Law School (Delaware Law) values equity, inclusion, and diversity in all facets, including recruitment and admissions, curriculum and courses, hiring and retention, and licensure and career development. We invite all members of the Delaware Law family to participate in transforming our institution into a productive agent of progress, peace and social justice.

Delaware Law is committed to diversity, equity and inclusion. We strive to be racial justice educators and advocates. We denounce all forms of discrimination, hate groups, hate speech, systemic racism, white supremacy, antisemitism, misogyny, and injustice. We do not tolerate racial hatred and racial discrimination at the law school. We pledge to transform Delaware Law, to educate with purpose, and to make racial justice a reality for our students, our alumni, and our extended legal community.

Delaware Law stands by our students, faculty and clients who are Black, Indigenous, People of Color and members of the LGBTQIA+ community. We acknowledge our role in perpetuating systemic racism and white supremacy through unconscious bias, microaggression, privilege, and complicity. Restless

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<sup>1</sup> Art. V Sec. 5 provides: “Each committee or task force is to prepare ... one final written report due on or before the last faculty meeting for the Spring Semester. The reports should (a) describe the activities of the Committee, (b) reconcile such activities with appropriate committee charges and strategic plan components, and (c) make recommendations for the following academic year. Reports shall be shared with the Dean and the Faculty.

and energized, we are determined to assist in the dismantling of a legal system in Delaware and elsewhere that has excluded our Black and Brown brothers and sisters in particular from the values we hold dear.

We acknowledge the need to listen to those who have suffered from systemic racism, and will support those who have the courage to speak up and speak out in response. We are committed to do our part in bending the arc of history toward justice.

## 2. Surveys.

We designed and deployed the surveys to deliver results before spring break. We did this to provide a foundation for constituent-informed and evidence-based discussion about implementing the Values Statement, identifying real and practicable deliverables in the service of our educational aims, and advancing DEI on campus, in the classroom, and for the communities we care about. In short, while imperfect, the surveys aimed to inform not only what is said about DEI, but what to do about it. In that vein, the surveys were launched to help inform the workshops and ultimate deliverables.

Results were tabulated and posted: [Employee Survey Response Chart, DEI at DLS](#) and [Student Survey Response Chart, DEI at DLS](#).

*Survey Reflection.* Making conclusions based on a survey involves a leap of faith. No survey is perfect, and it's impossible to tell exactly how participants interpret questions or intend answers. Fair enough. That said, these surveys are the product of considerable investigation and conversation, and likely better than some and no worse than many others. Moreover, the participation rate well outpaced both that typically experienced at Widener as well as what was predicted for DLS.

With that in mind, the following reflects our review of the survey responses:

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**Employee Survey** (56 respondents). The employee survey suggests broad support for advancing DEI in our workplace and for better representation of the underrepresented communities. As the narrative comments speak best for themselves, a few takeaways about the categorical questions follow.

- Nearly Total Support for DEI in the Workplace. Most significantly, the survey demonstrates that DEI matters in the workplace across the board. Nearly 100 percent of respondents agree or strongly agree that: “Diversity, equity and inclusion (DEI) are important.” Most also agree that DEI should be a priority in student recruitment, faculty and staff hiring, and leadership. These features alone suggest support for interrogating if not incorporating transformative DEI-rooted considerations as a core professional function. The comments support this conclusion.
- Broad Support to do More for Underrepresented Communities. At least 4 in 5 respondents agree that we should do more to have our student body, staff, leadership, and faculty be more representative of underrepresented communities, especially those we serve or call home. A case in point is the observation that while our locus of Wilmington, Delaware is 70 percent non-white, only 5 percent of employees identify as a racial or ethnic minority.
- Strong Support for Training. Many respondents would like more training about DEI in the workplace. Notably, only 12 percent of respondents strongly agree that they “have been trained to participate in conversations about DEI in the workplace,” the lowest affirmative response rate of any category.

**Student Survey** (155 respondents). The student survey suggests that DEI is important and that efforts to advance DEI are appreciated. Yet a significant proportion of our students either feel uncomfortable discussing it and/or have strong reservations about its utility in the service of core learning outcomes, a sentiment that the comments reflect in sharp relief. Moreover, only a small fraction of respondents is satisfied with how DLS handles DEI-related incidents, including those involving discrimination and harassment.

- Mixed Perceptions About DEI at DLS. Nearly 3 in 4 respondents appreciate DLS’s rejection of anti-DEI norms (e.g., “DLS takes a firm stance against hatred and bigotry”). Yet only about 1 in 2 would like to see DEI incorporated in classroom conversation (“I would like professors to address national issues about DEI more often in class”). Notably, only about 1 in 3 are satisfied with how DLS responds to DEI-related incidents, including those involving discrimination or harassment, although it is hard to know which way that cuts, that is, whether the dissatisfaction lies with what is or isn't done or who is or isn't responding, etc.
- Interest in the Training and Conversation. Nearly 2 in 3 respondents express an interest in DEI learning (e.g., “I would like to see more opportunities to learn about DEI issues”) and context (e.g., “I would like professors to integrate DEI issues in class more often”).
- Concerns About Expression. The results here seem internally at odds. While 3 in 4 feel safe expressing points of view generally (“DLS provides an environment for the free and open expression of ideas, opinions and beliefs), fewer than 2 in 3 feel comfortable discussing DEI issues overall (“I am comfortable raising concerns about DEI issues at the Law School). Notably, only 2 in 3 feel comfortable doing so with professors (“I am comfortable raising concerns about DEI issues with my professors”), and only about 1 in 2 in the classroom (“I can voice a contrary opinion without fear of negative consequences in class) or outside of it (“I can voice a contrary opinion without fear of negative consequences outside of class”). Again, the comments are elucidating and underscore this sharp division.

3. Workshops. The Task Force arranged a DEI workshop series for DLS Faculty and Administrators as follows:

- March 16: Student Experience. This workshop provided an overview of the student experience at DLS as well as recommendations for improvement: Moderator/Discussant: Jocelyn Mendez.
- March 23: Classroom Experience. This workshop explored ways to advance DEI in the classroom. Moderator: James R. May. Discussant: Serena Williams.
- April 6: Student Recruitment. This workshop will explore efforts to advance DEI in student recruitment at DLS. Moderator: Jocelyn Mendez. Discussant: Eric Kniskern.
- April 13: Curriculum. This workshop will explore ways to advance DEI in the curriculum at DLS. Moderator: James R. May. Discussant: Erin Daly.
- April 20, 2021: Placement. This workshop examined DEI considerations in beginning a legal career. Moderator: Wilson Gualpa. Discussant: Thomas Hanson.

4. Other. We met weekly through early April, and tried to be responsive to all requests from the co-chairs and otherwise support the work of the committee and its task forces, including requests for input (below).



**B. Reconciliation with Charge.** The task force accomplished most of what was included in its action plan, which follows.

**Recommended Action Plan  
Transformative Culture Task Force  
Committee on Diversity, Equity and Inclusion  
Delaware Law School**

DEI Committee Charge: 1) Further develop Delaware Law School’s Diversity Equity and Inclusion Strategic Plan and facilitate implementation of same; 2) Assist in creating a transformative culture at DLS that embraces community diversity, equity and inclusiveness. 3) Promote increased diversity and inclusiveness; 4) Assist in planning and coordinating programming to both enhance and celebrate diversity and inclusiveness; 5) Help develop an optimal system of institutional responses to DEI issues when they arise; 6) Consider a variety of responses, including those that reflect the principles and practices of restorative justice.

**Recommended Action Plan, Task Force #1: Transformative Culture**

This action plan recommends adopting a values statement, gathering information and developing a plan.

1. Adopt Values Statement. Adopt a DEI values statement that reflects an aspirational, transformative belief systems that is open, transparent, and inclusive, addressing:

- Culture: creating community is collective & should be reflective of the richness of the diversity within the law school; aspirations & values should be collectively developed.
- Physical Space: Building, art & photographs
- Communication: internal & external
- Conversation: DEI should always be part of the conversation, part of our culture. How do we integrate values & beliefs into our daily life?
- Resources

2. Gather Information. Gather information with audits and surveys, including:

- A. Regular Audits. Conduct regular audits of all law school departments and programs, including the demographics of the student body (including admissions and retention of students), faculty, staff, and administration; and the rates of participation and inclusion of students of color in honors organizations, merit-based scholarships, externship opportunities, and other leadership opportunities.
- B. Student Climate Survey. Conduct a Student Climate Survey. Such survey will include DEI, the Associate Dean for Academic Affairs, the Assistant Dean for Diversity, Equity, and Inclusion and the faculty sponsors of Student Honor Societies, in consultation with all leaders of all Student Honor Societies, including the Widener Law Review, the Delaware Journal of Corporate Law, the Transactional Law Society, and Moot Court Honor Society, to develop a plan to promote and increase diversity, equity, and inclusion in Student Honor Societies and to eliminate implicit bias in the selection of students participating in those organizations. All governing by-laws, admissions processes, and scoring rubrics should be reviewed as part of the plan.

3. Develop a Plan. Develop a plan that makes recommendations for advancing DEI holistically, including concerning:

- A. Student life. Require that each Honor Society Board 1) integrate workshops on diversity into orientation for new members; 2) provide ongoing training for members on the importance of diversity in legal scholarship; and 3) create a Board position dedicated to diversity, equity, and inclusion. The faculty sponsors of each organization will work in conjunction with the Board to implement the plan. The Diversity, Equity, and Inclusion Board member should 1) serve on the Executive Board; 2) review the policies, practices, and procedures of the organization to ensure that the organization promotes diversity in the selection of members and in the selection of scholars and other participants in publications and events sponsored by the organization; and 3) report annually to the faculty on the demographic information of the Honor Society.
- B. Hiring
- C. Curriculum
- D. Teaching
- E. Research
- F. Service

*Comment:* Category #3 was to some extent overtaken by other events, including the decision to engage in a national search for a full-time administrative hire to coordinate DEI at DLS, and the decision to have the committee issue policy statements involving many if not most of these subjects.

**C. Recommendations.** We offer the following recommendations going forward:

1. *Establish a Mission* that is productively disruptive and aims to advance human dignity in its educational mission in all facets on campus, in the classroom and in the community, from student recruitment, through faculty and staff hiring and retention, to leadership.
2. *Develop an Action Plan* for implementing DEI in the classroom, on campus and in concert with our home communities at DLS based in part on input gleaned from the workshops, surveys, committee conversations and other sources.
3. *Clarify the continuity* of the DEI committee including membership, terms, duration, charges and expectations so as to provide continuity and predictability going forward; invite applications/invitations for open positions.
4. *Upgrade the Webpage* in a way that foregrounds the strategic plan seems worth considering, perhaps that falls more or less into the categories for the task forces. The website should include the Values Statement, charted survey responses, and suggested resources, including the following (hyperlinks embedded):

Video:

- [Why colorblindness is not the right approach to race](#) (2:44)
- [Implicit Bias: Peanut Butter, Jelly and Racism video](#)
- [Implicit Bias Test](#)
- “Addressing Cultural Bias in the Legal Professions”  
<https://repository.law.umich.edu/cgi/viewcontent.cgi?article=2874&context=articles>
- “Lawyers Need Cultural Competence” (2020) editorial  
[https://www.memphis.edu/law/about/ml\\_12\\_demetriafrank\\_op-ed.php](https://www.memphis.edu/law/about/ml_12_demetriafrank_op-ed.php)

Articles:

- [How should I talk about Race in My Mostly White Classroom?](#) (Anti-Defamation League.)

Podcasts:

- *Dare to Lead*, Brene Brown with Aiko Bethea: Inclusivity at Work: The Heart of Hard Conversations: <https://brenebrown.com/podcast/brene-with-aiko-bethea-on-inclusivity-at-work-the-heart-of-hard-conversations/>; (on Spotify): <https://open.spotify.com/episode/3IODQ37EurkFf0zMNhazqI?si=QyD7TZEtTNyGZVqLyArSlw>
- *Unlocking Us*, Brene Brown on Shame & Accountability: <https://brenebrown.com/podcast/brene-on-shame-and-accountability/>
- [1619 \(New York Times\)](#)
- [About Race](#)
- [Code Switch \(NPR\)](#)
- [Intersectionality Matters! hosted by Kimberlé Crenshaw](#)
- [Momentum: A Race Forward Podcast](#)
- [Nice White Parents \(Serial and The New York Times\)](#)
- [Pod for the Cause \(from The Leadership Conference on Civil & Human Rights\)](#)
- [Pod Save the People \(Crooked Media\)](#)
- [Seeing White](#)

In this vein, we also provided lists of required and/or recommended readings. We hope that this has been helpful.

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**MEMORANDUM**

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**TO:** DEI COMMITTEE CHAIRS: ERIN DALY AND JOHN CULHANE

**FROM:** INSTITUTIONAL RESPONSE TASK FORCE MEMBERS: SERENA WILLIAMS, NICOLE STOKES, AND ALICE EAKIN

**SUBJECT:** **END OF YEAR TASK FORCE REPORT**

**DATE:** MAY 8, 2021

The Institutional Response Task Force (IRTF) members for the 2020-21 academic year included Student Bar Association President Nicole Stokes, Professor Serena Williams, and Associate Dean for Student Academic Affairs Alice Eakin.

The IRTF was charged with addressing the following mandates of the DEI Strategic Plan:

Transparency: DLS will publish comprehensive records of incidents that impact diversity, equity, and inclusion at the Law School. Records will be published on or before August 1 of each calendar year, reflecting the records of the preceding academic year. The reporting practice will commence on or before August 1, 2021. The reporting protocols will parallel and be in alignment with the requirements of the federal Clery Act, 20 U.S.C § 1092(f). The records will be available on the law school's website.

Standing Committee Charge "v.": Work with the Dean, Associate Dean of Student Affairs and the Associate Dean of Academic Affairs to create a "Response Plan" should an incident of racial harassment or discrimination occur. (The "Response Plan" is separate from any Student Code of Conduct investigation or sanctions. It instead will seek to ensure that students impacted feel safe and continue to feel a part of the law school community. Such a plan may include bringing in speakers, consultants, or additional counselors.) In the wake of any incident of racial harassment or discrimination, the Standing Committee shall review in advance, any issued statement or comment from DLS.

The Task Force began meeting in December, 2020, and during a series of meetings identified two overarching objectives for the Spring 2021 semester, as indicated below, recognizing that the activities and goals listed under each would need to extend beyond the spring semester.

- I. **Develop procedures for processing and responding to complaints related to DEI issues**
  - a. The Taskforce has preliminarily identified the following activities and goals as being included within this objective:
    - i. Establishing a web page devoted to reporting DEI incidents
    - ii. Establishing a reporting mechanism
      1. Create an online form for this purpose
    - iii. Establishing a system of procedures and timelines for responding to any such complaints:

1. Who should receive the complaints?
  2. What should happen after a complaint is received?
  3. How would/should these procedures intersect with the Honor Code?
  4. How might the procedures differ depending on the type of incident and the people involved?
- iv. Meeting with the University's Interim Title IX coordinator to determine ways in which our procedures might intersect with or be informed by the University's Title IX procedures
  - v. Establishing procedures for collection and publication of incidents that impact DEI at the law school as required by the Strategic Plan in order to support the goal of transparency
    1. With respect to the broader concept of transparency, we discussed transparency as a value, rather than a concrete action item, and so discussed the need for a "transparency value statement" that specifically addresses the importance of transparency where DEI issues at the law school are concerned

II. **Develop protocols for healing and growth after incidents occur**

- a. The Taskforce identified the following activities and goals as being included within this objective:
  - i. Considering restorative justice principles
    1. Research the use of restorative justice for
      - a. DEI issues
      - b. Issues arising within law schools and among lawyers
  - ii. Working with the programming task force to establish a pool of potential presenters and facilitators who can help us respond quickly to events within or outside the law school
    1. Take advantage of existing infrastructure in place through Dean's Forums to provide such programming
  - iii. Researching counseling options to determine counseling needs
    1. Locate counselors who specialize in helping students cope with events that impact DEI concerns
    2. Explore existing counseling resources

After establishing the above objectives, the IRTF members began exploring the existing University framework for responding to complaints of harassment or discrimination as found in the school's Equal Opportunity, Harassment, and Nondiscrimination (EOHN) Policy.<sup>1</sup> Although the paradigm Title IX case

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<sup>1</sup> The University's EOHN Policy had been significantly revised as of August, 2020, to reflect new Title IX standards and procedural requirements established under the Trump administration. However, the Interim Title IX Coordinator for the University has informed us that the Title IX policy will likely be revised in the near future to revert to the previous (pre-August, 2020) standards with respect to how complaints of discrimination and harassment based on race, ethnicity, and other protected statuses are handled within the University.

relates to sexual assault and discrimination, the University's Title IX procedures are designed to also be used as a mechanism for responding to complaints of discrimination and harassment based on other protected categories and statuses. The Law School is required to abide by the EOHN Policy and the procedures and standards outlined within it. By virtue of being the Delaware Law Deputy Title IX Coordinator, Alice underwent approximately eight hours of training on the EOHN standards and procedures over the spring semester and attended a number of meetings on the topic. She reported back to the other members of the Task Force.

Based on what was learned about the EOHN Policy, the IRTF recommends a number of additional steps, including:

- Training for all law school faculty and employees regarding mandatory reporting of such incidents under the University EOHN policy
- Although a form exists online through the University's main web page for reporting incidents of harassment and discrimination, the form and the web page on which it is found seem more clearly focused on incidents of a sexual nature, i.e. incidents more traditionally thought of as Title IX incidents. The IRTF recommends creating a separate online form for reporting other incidents of discrimination and harassment.
- Developing a more robust offering of "remedial measures" for such incidents

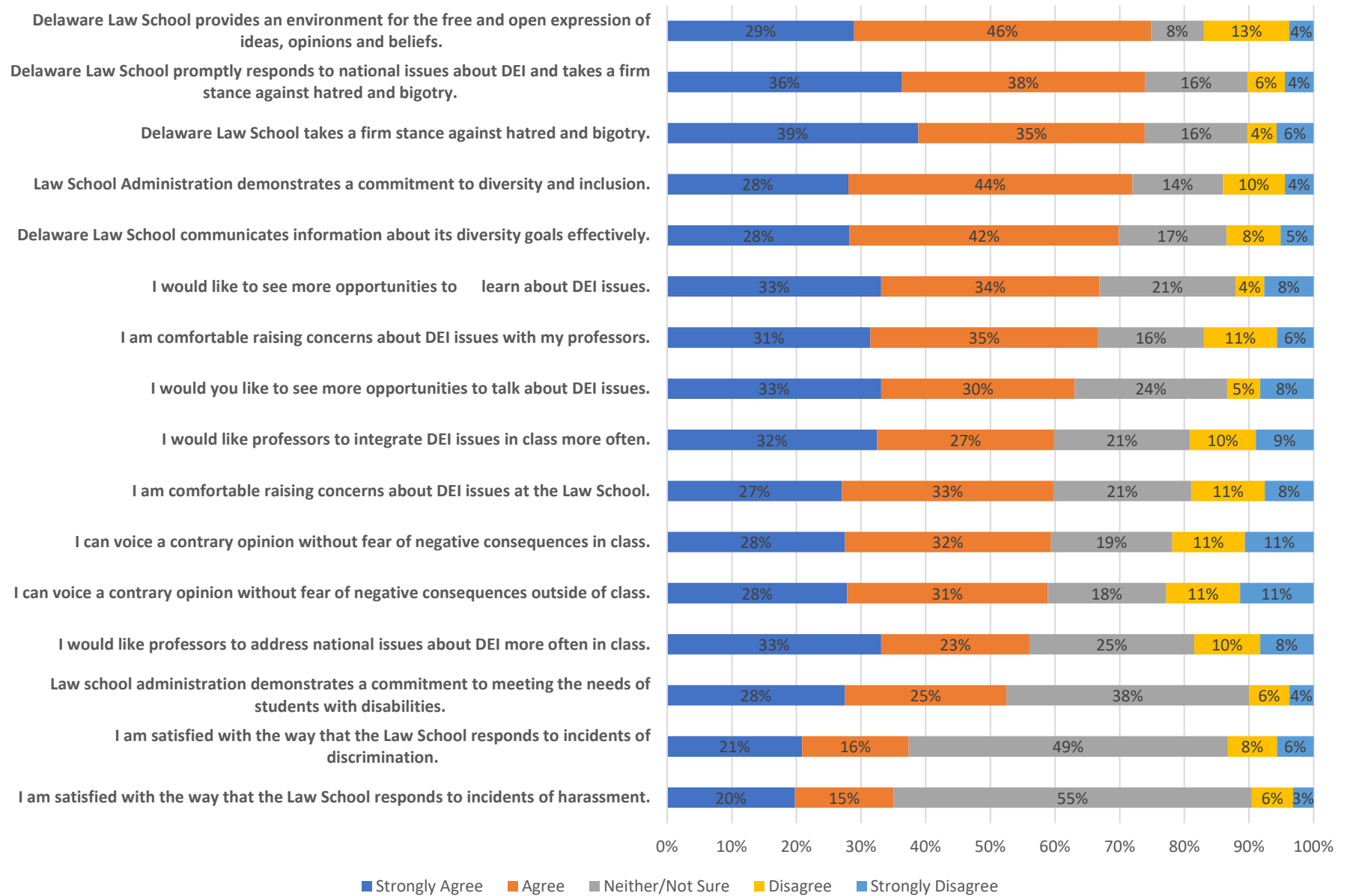
The IRTF also began exploring the potential use of restorative justice principles within the law school context. The IRTF recommends continuing with this research next year. The IRTF also began exploring counseling options in consultation with the law school's psychologist, Amy Dwinnell.

The work of this Task Force will need to continue over the summer. In particular, as required by the Transparency charge, by August 1<sup>st</sup>, data related to incidents of harassment and discrimination from the past academic year will need to be compiled and reported through the DEI web page by August 1<sup>st</sup>.

In the next academic year, the IRTF recommends continuing the work begun this year as noted above. In addition, the task force should focus on the development of protocols for healing and growth. We should consider how to include the student voice and the alumni voice in the development of these protocols as we aim for transparency in these matters. We should begin discussion regarding our goals for such protocols, what we hope to accomplish with healing and growth, and what resources are needed for such healing.

# Spring 2021 – Culture Surveys

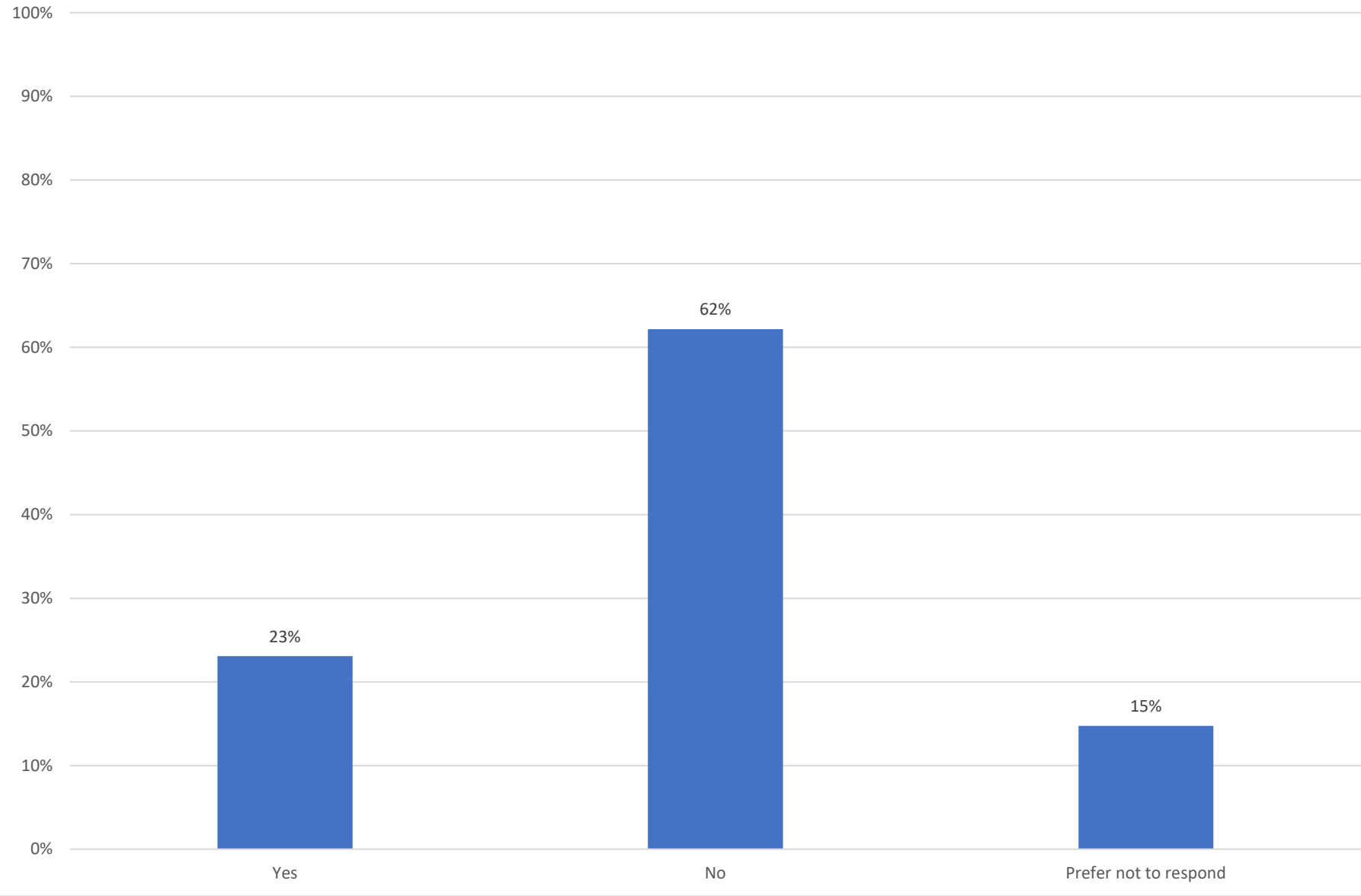
## DLS - DEI Student Survey, Spring 2021





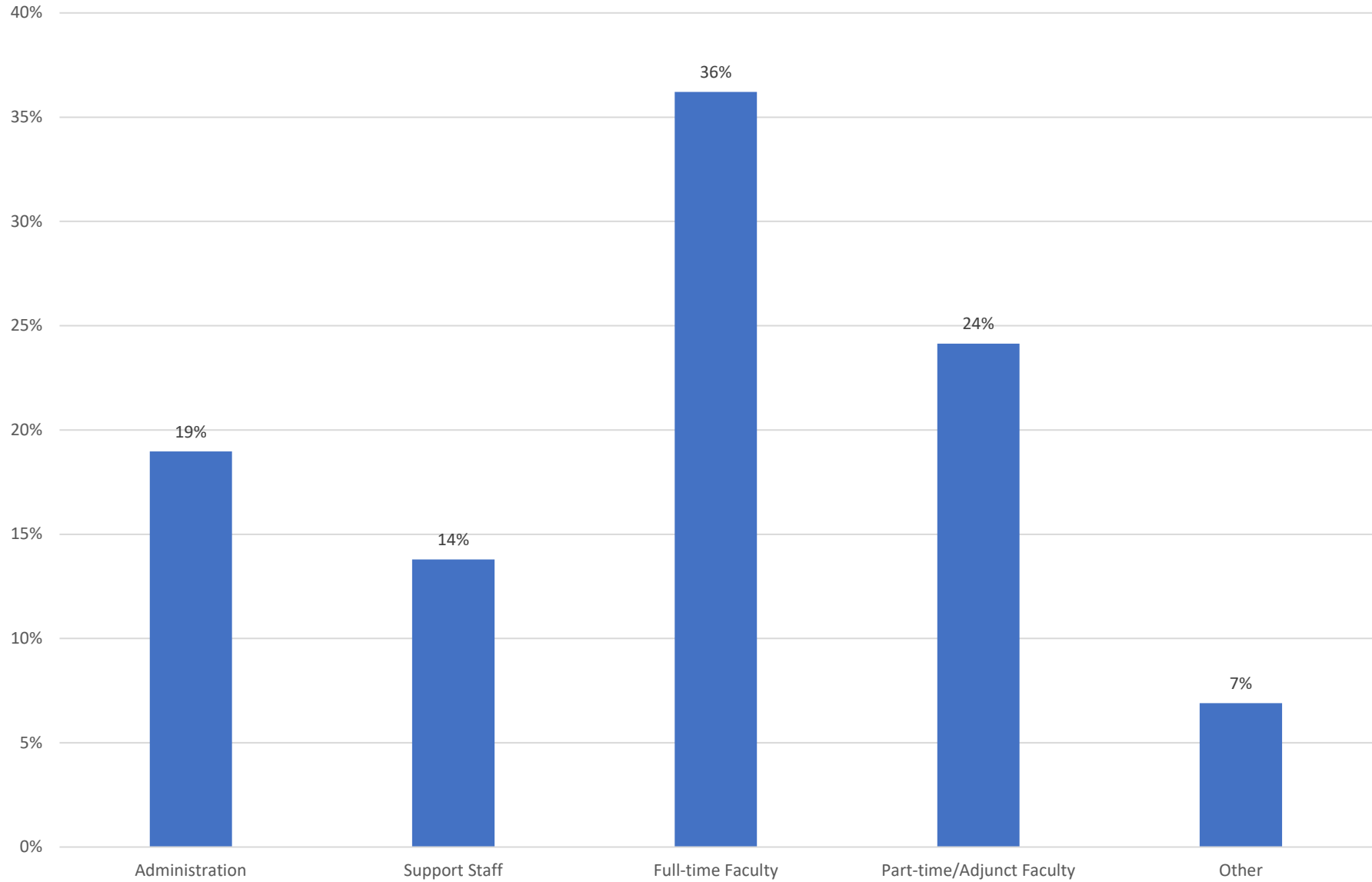
# DLS - DEI Student Survey, Spring 2021

I identify as a racial and/or ethnic minority.



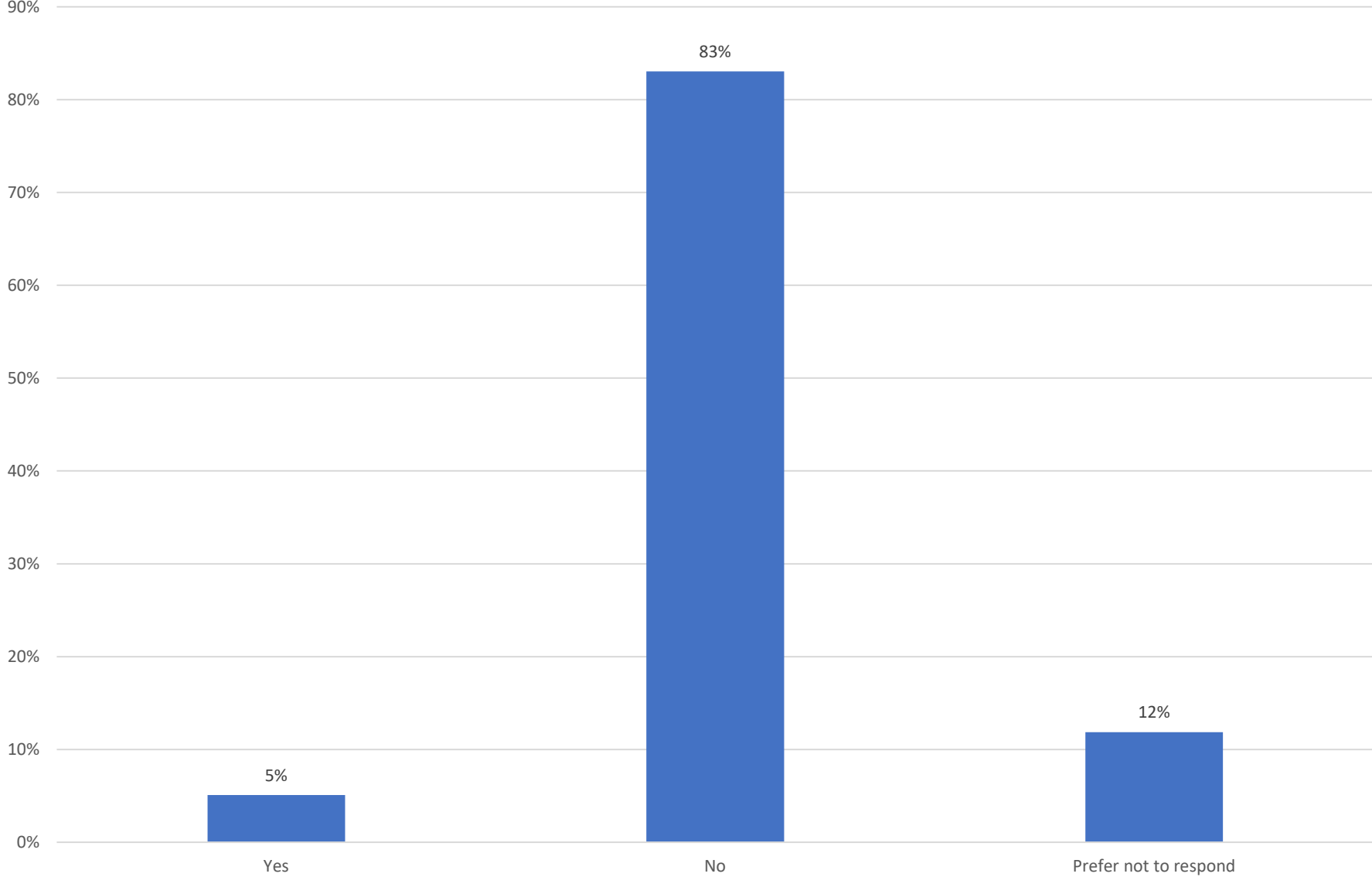
# DLS DEI Faculty/Staff Survey, Spring 2021

## Primary Role

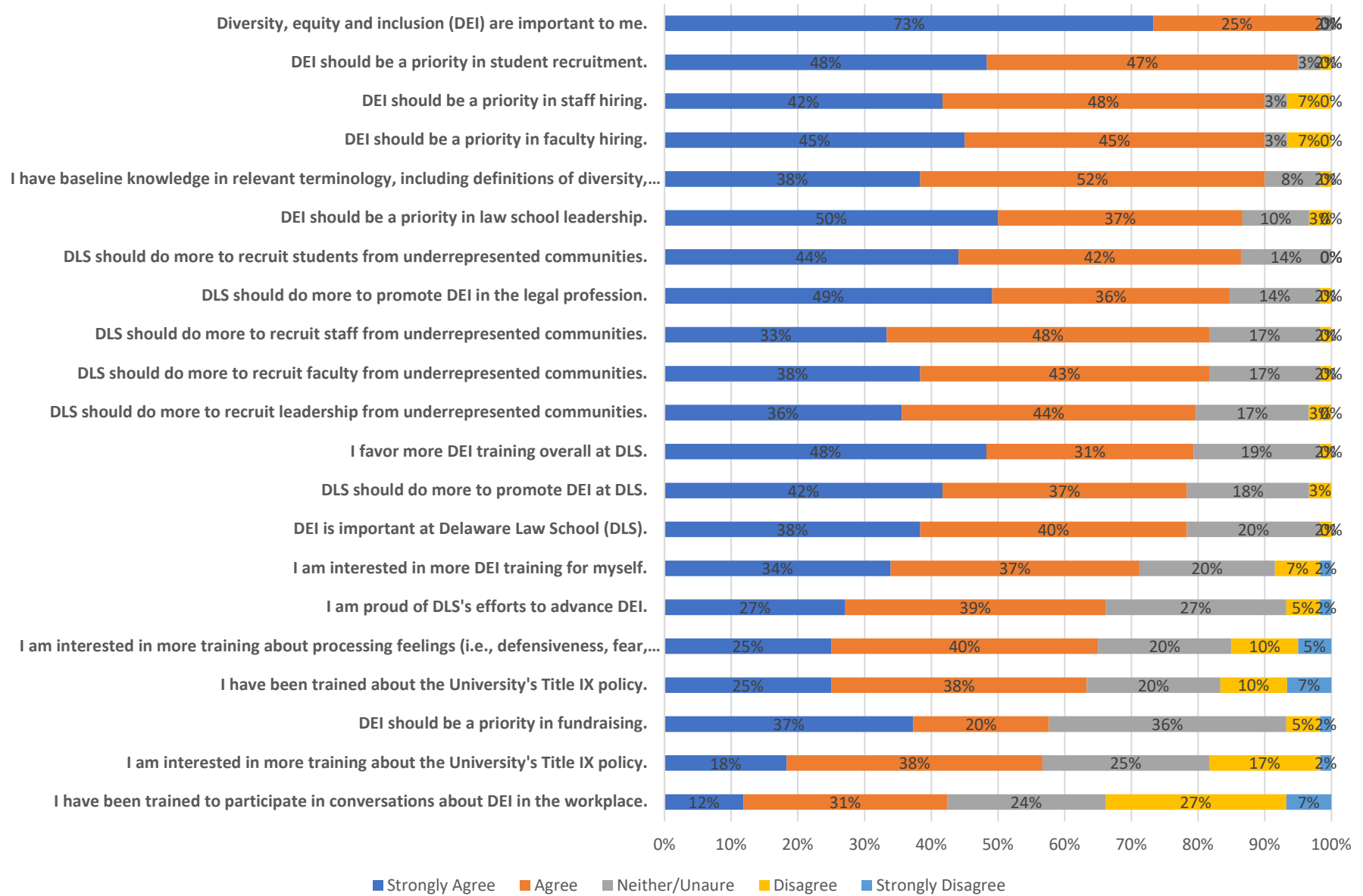


# DLS DEI Faculty/Staff Survey, Spring 2021

## I identify as a racial/ethnic minority



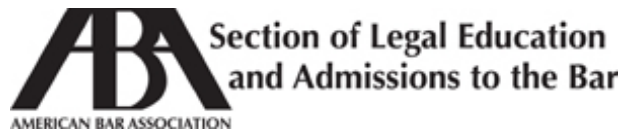
## DLS DEI Faculty/Staff Survey, Spring 2021



# Relevant Admissions Data

**WIDENER UNIVERSITY-DELAWARE - 2020**

4601 Concord Pike  
 Wilmington, DE 19803  
 Phone : 302-477-2100  
 Website : delawarelaw.widener.edu



**SECTION 2 APPLICATION, OFFERS & ENROLLEES**

**LAW SCHOOLS THAT HAVE A PART-TIME DIVISION OR PROGRAM APPROVED BY THE COUNCIL**

**NOTE : NA - Nonresident Alien, REU - Race and Ethnicity Unknown, HISR - Hispanics of any race, AI- American Indian or Alaska Native, Black - Black or African American, NH - Native Hawaiian or Other Pacific Islander, TMR - Two or more races, SUB - SUBTOTAL (Minority Categories).**

	Un-duplicated number of applicants who submitted completed applications to begin law school during the period October 6, 2019 to October 5, 2020.			Un- duplicated Number of offers from applicant pool			2020 first- year class (A):Un- duplicated Number of enrollees from the applicant pool			2020 first- year class (B and C): Un- duplicated number of deferred, transfers with less than 15 credits and previously admitted students			2020 first-year class Total enrollees (A, B, and C): Number of enrollees from the applicant pool plus any deferred and previously admitted students					
													FULL TIME			PART TIME		
	M	W	O	M	W	O	M	W	O	M	W	O	M	W	O	M	W	O
<b>NA</b>	8	14	0	6	11	0	0	1	0	0	0	0	0	1	0	0	0	0
<b>REU</b>	14	16	0	7	9	0	2	2	0	0	0	0	2	1	0	0	1	0
<b>HISR</b>	43	56	0	22	28	0	9	7	0	0	0	0	6	5	0	3	2	0
<b>:: non-Hisp only ::</b>																		
<b>AI</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Asian</b>	24	32	0	17	18	0	2	6	0	0	0	0	2	4	0	0	2	0
<b>Black</b>	86	171	0	36	54	0	14	19	0	0	0	0	8	11	0	6	8	0
<b>NH</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>White</b>	284	346	1	221	257	1	82	92	1	0	0	0	74	76	1	8	16	0
<b>TMR</b>	17	27	0	13	14	0	2	7	0	0	0	0	2	4	0	0	3	0
<b>SUB</b>	<b>170</b>	<b>286</b>		<b>88</b>	<b>114</b>		<b>27</b>	<b>39</b>					<b>18</b>	<b>24</b>		<b>9</b>	<b>15</b>	
<b>TOTAL</b>	<b>476</b>	<b>662</b>	<b>1</b>	<b>322</b>	<b>391</b>	<b>1</b>	<b>111</b>	<b>134</b>	<b>1</b>				<b>94</b>	<b>102</b>	<b>1</b>	<b>17</b>	<b>32</b>	

# WIDENER UNIVERSITY-DELAWARE - 2020 Standard 509 Information Report

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 Wilmington, DE 19803  
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<http://www.abarequireddisclosures.org>  
 Report Generated on: 12-09-2020

ABA  
 Approved  
 Since  
 1975



## The Basics

Type of school	Private
Application deadline	May 15
Application fee	Waived until February 1st, \$60 thereafter
Financial aid deadline	4/1/2021

## Academic Calendar

Term	Semester
Months students may begin studying law	August; also, June for Summer Advantage for 1st year entering students
Months the Law school confers degrees	May; August; December
# of credit hours required to earn the JD	90

## Curricular Offerings 2019-2020

	2019-2020
Typical first-year section size, excluding Legal Research & Writing	63
Number of course titles,beyond the first year curricular,offered last year	74
Number of upper division class room course sections with an enrollment:	
Under 25	82
25 to 49	29
50 to 74	14
75 to 99	8
100 +	0
Number of seats available in law clinics last year	40
Number of field placements positions filled last year	91
Number of seats available in simulation courses	606
Number of seminars	5
Number of co-curricular offerings	36

## 2020 First Year Class (Oct 6th 2019-Oct 5th 2020)

	2020
Completed Applications	1139
Offers of Admission	714
Acceptance Rate (Percent)	62.69%
Enrollees from Applicant pool	246
Enrollment rate from Completed Applications	21.60%
Enrollment rate from Offers of Admission	34.45%
Other first-year enrollees	0

	All	Full Time	Part Time
Total in First-year class	246	197	49

LSAT	All	Full Time	Part Time
75th Percentile	151	152	149
50th Percentile	149	150	148
25th Percentile	147	147	146
# not included in LSAT calculations	0	0	0

Other Admissions Tests	Number Enrolled	75th Percentile	50th Percentile	25th Percentile
UGPA		All	Full Time	Part Time
75th Percentile		3.46	3.44	3.50
50th Percentile		3.22	3.24	3.21
25th Percentile		2.95	2.96	2.88
# not included in UGPA calculations	1	1	1	0

## J.D Enrollment as of October 5th 2020

	JD1				JD2				JD3				JD4				Total
	T	M	W	O	T	M	W	O	T	M	W	O	T	M	W	O	
Hispanics of any race	16	9	7	0	17	5	12	0	6	2	4	0	1	0	1	0	40
American Indian or Alaska Native	0	0	0	0	0	0	0	0	2	1	1	0	0	0	0	0	2
Asian	8	2	6	0	4	2	2	0	12	6	6	0	0	0	0	0	24
Black or African American	33	14	19	0	16	7	9	0	15	3	12	0	6	2	4	0	70
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Two or More Races	9	2	7	0	4	1	3	0	4	2	2	0	0	0	0	0	17
Total Minority	66	27	39	0	41	15	26	0	39	14	25	0	7	2	5	0	153
White	175	82	92	1	160	74	86	0	122	62	60	0	30	10	20	0	487
Nonresident Alien	1	0	1	0	2	1	1	0	1	1	0	0	0	0	0	0	4
Race and Ethnicity Unknown	4	2	2	0	8	5	3	0	8	6	2	0	1	1	0	0	21
Total	246	111	134	1	211	95	116	0	170	83	87	0	38	13	25	0	665

## Faculty Resources 2019 - 2020

	Male	Female	Other	Minority	Total
Full-time faculty members	12	15	0	2	27
Non-full-time faculty	31	25	0	4	56
Total	43	40	0	6	83
	Full Time	Part Time	Total		
Librarians	3	2	5		
Administrators	11	0	11		

## J.D. Degrees Awarded 2019-2020

Hispanics of any race	9
American Indian or Alaska Native	3
Asian	4
Black or African American	15
Native Hawaiian or Other Pacific Islander	0
Two or More Races	3
Total Minority	34
White	115
Nonresident Alien	0
Race and Ethnicity Unknown	4
Total	153

## 1L Tuition and Fees 2020 - 2021

Per Semester:	Resident	Annual Fees	Non-Resident	Annual Fees	Other	Annual Fees
Full-Time	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Part-Time	\$ 0	\$ 0	\$ 0	\$ 0		
Per Credit:	Resident	Annual Fees	Non-Resident	Annual Fees	Other	Annual Fees
Full-Time	\$ 1,675	\$ 120	\$ 1,675	\$ 120	\$ 0	\$ 0
Part-Time	\$ 1,675	\$ 120	\$ 1,675	\$ 120		
Tuition Guarantee Program			No			

## Grants and Scholarships 2019-2020

	Total		Full Time		Part Time	
	#	%	#	%	#	%
Total # of students	599	100	463	77	136	23
Total # receiving grants	598	100	443	96	155	114
Less than 1/2 tuition	395	66	261	56	134	99
Half to full tuition	201	34	182	39	19	14
Full tuition	0	0	0	0	0	0
More than full tuition	2	0	0	0	2	1
75th Percentile grant amount			\$ 29,000		\$ 13,000	
50th Percentile grant amount			\$ 23,650		\$ 9,000	
25th Percentile grant amount			\$ 15,000		\$ 5,000	



## Living Expenses 2020-2021

Estimated Living Expenses for singles

Living on Campus	\$ 22,319
Living Off Campus	\$ 22,319
Living At Home	\$ 14,237

## Conditional Scholarships 2019-2020

The school does not award scholarships that may be reduced or eliminated based on law school academic performance other than failure to maintain good academic standing. Therefore, the school does not complete a 'conditional scholarship retention chart.'

## Academic Attrition 2019-2020

	JD1					JD2				JD3				JD4				UL
	T	M	W	O	%	T	M	W	O	T	M	W	O	T	M	W	O	%
Hispanics of any race	0	0	0	0	0.0	1	0	1	0	0	0	0	0	0	0	0	0	6.3
American Indian or Alaska Native	0	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0.0
Asian	0	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0.0
Black or African American	0	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0.0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0.0
Two or More Races	0	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0.0
Total Minority	0	0	0	0	0.0	1	0	1	0	0	0	0	0	0	0	0	0	1.2
White	0	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0.0
Nonresident Alien	0	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0.0
Race and Ethnicity Unknown	0	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0.0
Total	0	0	0	0	0.0	1	0	1	0	0	0	0	0	0	0	0	0	0.3

## Other Attrition 2019-2020

	JD1					JD2				JD3				JD4				UL
	T	M	W	O	%	T	M	W	O	T	M	W	O	T	M	W	O	%
Hispanics of any race	1	1	0	0	4.8	0	0	0	0	0	0	0	0	0	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0.0
Asian	1	0	1	0	16.7	0	0	0	0	0	0	0	0	0	0	0	0	0.0
Black or African American	1	1	0	0	5.9	0	0	0	0	0	0	0	0	0	0	0	0	0.0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0.0
Two or More Races	1	1	0	0	16.7	0	0	0	0	0	0	0	0	0	0	0	0	0.0
Total Minority	4	3	1	0	8.0	0	0	0	0	0	0	0	0	0	0	0	0	0.0
White	8	5	3	0	4.6	2	1	1	0	0	0	0	0	0	0	0	0	0.7
Nonresident Alien	0	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0.0
Race and Ethnicity Unknown	1	1	0	0	11.1	0	0	0	0	0	0	0	0	0	0	0	0	0.0
Total	13	9	4	0	5.5	2	1	1	0	0	0	0	0	0	0	0	0	0.5

## Transfers 2019-2020

JD1 Transfers Out	15
Transfers In*	0
75th Percentile JD1 GPA	0.00

50th Percentile JD1 GPA	0.00
25th Percentile JD1 GPA	0.00
*GPA Percentiles provided if School has 12 or more transfers in. If more than 5 but less than 12 transfers in only 50th percentile will be provided.	