

Delaware Law School

DEI ANNUAL REPORT

2021-2022 Academic Year

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Asst. Dean of Diversity, Equity & Inclusion



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I. INTRODUCTION

The Delaware Law School continues to build upon its Diversity, Equity, and Inclusion (DEI) Strategic Plan, created in 2020 to address matters relating to diversity and race, with the goal of fostering a more diverse, inclusive and equitable learning and working environment for all Law School constituents and the broader community.

The following report is provided pursuant to the DEI Strategic Plan,¹ encompassing a compilation of data, along with detailed highlights of DEI efforts at Delaware Law related to programming, student engagement and campus culture, and institutional and strategic responses to various DEI-related issues.

The report also includes highlights of culture survey responses by students and employees from the Spring 2022 term along with relevant admissions data for the 2021-22 academic year.

Collectively, Delaware Law administration, faculty and staff will continue pursuing plans to integrate 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; and
- Create an inclusive, equitable, culturally competent, and supportive environment where students, faculty and staff model behavior that enriches our community.

II. DEI STRATEGY & COMMITTEE

Delaware Law faculty and administration created the DEI Strategic Plan in 2020. The plan outlined the creation of an Asst. Dean of DEI position² along with the creation of a DEI Standing Committee. The DEI Committee membership was deliberately constituted to include faculty, administrators, students, and alumni.³ The DEI Committee started with two faculty co-chairs. Starting in 2021, and with support of faculty, the Asst. Dean of DEI agreed to fill one of the co-chair positions on an ongoing basis with a faculty member serving as the other co-chair.

The DEI Committee's charge incorporated goals from the Strategic Plan and the DEI Committee organized into the following three (3) subcommittees: (1) Programming; (2) Transformational Culture &

¹ A copy of the DEI Strategic Plan is available on the Delaware Law School's website, *available at*, <https://delawarelaw.widener.edu/files/resources/strategicplanfordiversitynov172020.pdf>. Through the DEI Strategic Plan, Delaware Law has explicitly expressed its ongoing commitment to DEI, denouncing "all forms of discrimination, hate groups, hate speech, systemic racism, white supremacy, antisemitism, and injustice"; stated its stance against racial hatred and discrimination; and pledged to educate with purpose, make racial justice a reality for students, alumni, and the extended legal community, while endeavoring to be racial justice educators and advocates.

² Pursuant to the DEI Strategic Plan, the Asst. Dean of DEI collaborates with faculty, faculty committees, administration, alumni and student leaders in reviewing and implementing a range of DEI-related programming and policies. The Asst. Dean of DEI also collaborates with the University's Chief Diversity Officer and is a member of the University's Diversity Leadership Inclusion Council, among other DEI administrative and faculty groups or committees.

³ Former and current members of the DEI Committee are listed on the law school website, *available at* <https://delawarelaw.widener.edu/diversity-and-inclusion/dei-committee/>.

Engagement; and (3) Audit & Institutional Response. The subcommittee composition is indicated in the table below:

DEI Committee (2021-2022 Academic Year)			
Joseph Farris	Co-Chair	jdfarris@widener.edu	Dean - DEI
Alan Garfield	Co-Chair	aegarfield@widener.edu	Professor
Events & Programming Subcommittee			
Name		Email	Function
Alan Garfield	Chair	aegarfield@widener.edu	Professor
Carlene Clark		carlenesclark@gmail.com	Alum
Charmi Patel		cpatel2@widener.edu	Student Leader
Jennifer Morrell		jrmorrell@widener.edu	Professor
Mary Ellen Maatman		mmaatman@widener.edu	Professor
Transformative Culture & Engagement Sub-Committee			
Name		Email	Function
Cathy Kilian		czkilian@widener.edu	Professor
Francis Catania		fjcatania@widener.edu	Professor
LeaNora Ruffin		ljruffin@widener.edu	Dean - Career Development
Jocelyn Mendez	Chair	Jocelyn.Mendez@delaware.gov	Alum
Nicole Stokes		nicole.stokes@delaware.gov	Alum
Tracey Baker		tdbaker@widener.edu	Student Leader
Audit & Incident Response Sub-Committee			
Name		Email	Function
Alice Eakin		aekin@widener.edu	Dean of Students/Professor
Alicia Kelly		abkelly@widener.edu	Academic & Faculty Dean/Professor
Joseph Farris		jdfarris@widener.edu	DEI Dean
Rosemarie Griesmer	Chair	rgriesmer@widener.edu	Professor
Wilson Gualpa		WGualpa@morrisjames.com	Alum

The DEI Committee sought to build upon past efforts through providing “Community Conversations” and other targeted programming, student and faculty engagement, auditing and review of DLS approaches along with strategizing appropriate positions regarding the Clery Act and responses to DEI-related incidents, among other things. A summary of activities for the DEI Committee and subcommittees are included in this report.

Generally, the DEI Committee met monthly to discuss work of the subcommittees, support developing DEI-relevant programming and respond to issues, among other things. Additionally, the Asst. Dean of DEI provided monthly updates to the Committee on DEI-related efforts being handled outside of the Committee structure which included student training, cross-university collaboration efforts, and external DEI engagement with alumni, community and strategic partners.

2022 started off by addressing multiple points of Delaware Law’s Strategic Plan where DLS members strive to be racial justice educators and advocates, providing awareness and educational opportunities through

the 21-day Racial Equity Habit Building Challenge, DEI student training, a Conversation for Understanding Town Hall that created a platform for students to raise and discuss DEI-relevant concerns with faculty and the administration, workshops to discuss bias and microaggressions in the law school and workplace, along with various messaging through flyers, posters, emails and social media related to DEI awareness building. More detail of certain activities or events are included in the DEI Initiatives section below.

Of the three Subcommittees, the work of the Audit & Incident Response group was the most complex. While the other subcommittees were responsible for creating/supporting and implementing programs, and in engaging students and student organizations in creative and collaborative ways to meaningfully impact the culture to foster greater inclusion and belonging, the Audit & Incident Response Subcommittee considered how to implement policy for responding to campus-related events that implicate DEI concerns. Ultimately, this work led to drafting a protocol to address DEI-related bias issues in collaboration with the University.⁴

A. Transformative Culture & Engagement Subcommittee

The Transformative Culture & Engagement Sub-Committee sought to creatively shift the culture at Delaware Law School to be more inclusive and respectful of all forms of diversity. A summary of the subcommittee's efforts is listed below.

1. The subcommittee helped to deploy and attend the student leader DEI/sensitivity trainings in Fall 2021.
2. The subcommittee collaborated with the Delaware Journal of Corporate Law (the Journal) to devise ways to diversify their membership through an expanded recruitment process. To this end, the subcommittee crafted draft amendment language to allow the Journal to participate in the winter write-on competition, an option not provided since its inception, thereby giving students more opportunity to gain membership on the Journal during the second semester of the academic year. This change would provide additional opportunities for students, particularly those who (a) would benefit from an extra semester of satisfactory grades and/or (b) are evening division students who generally have to wait longer to join a law review in the first place. Once finalized, these amendments will be provided to Dean Farris during Summer 2022.
3. Further, the subcommittee assisted in deploying campus climate surveys to students, staff and faculty. Similar to last year, these surveys were used as tools to gauge the campus climate and "temperature" at Delaware Law with respect to DEI issues. The full DEI Committee met and reviewed the results which provided constructive feedback and information that the DEI Committee at large can use to shape its efforts for the next school year and beyond. A discussion of the survey process and summary of the results are included in the DEI Initiatives section below.

In addition to the listed efforts, this subcommittee assisted and supported the other subcommittees with respect to programming and staffing events.

B. Programming Subcommittee

The subcommittee was tasked with creating or supporting DEI events that would inspire and educate all participants. Underlying that mission was the desire to spark challenging yet necessary DEI-focused

⁴ The finalized and published version of the protocol will be implemented in the 2022-23 academic year.

conversations and, ultimately, help provide tools to strengthen Delaware Law and the DEI Committee's leadership capacity. A list and description of programming and events led or supported by the Programming Subcommittee are included in the DEI Initiatives section below. Notably, the subcommittee was instrumental in advertising and providing logistical support for the *Walk the Walk* event (described below), which involved multiple Delaware Law constituents, alumni and external partners.

C. Audit & Incident Response Subcommittee

The Audit & Incident Response subcommittee considered how to implement Delaware Law's Strategic Plan regarding incident response. In doing so, the subcommittee discussed how to define "incident" and determine the best approach for reporting and responding. The audit piece of the subcommittee's charge included participating in the DEI climate survey design and analysis. Additionally, the subcommittee collaborated with University representatives to discuss policy and historical practices and to seek guidance and input to proposed changes.

Bias Incidents

The subcommittee agreed that the Law School should adopt a definition of bias "incident" to provide clear expectations and understanding of the terminology, its usage, and the practical and policy implications associated with determining whether such an incident occurred; and to ensure consistency in usage, understanding and application among various constituents and departments at Delaware Law. In seeking to define bias incident, the subcommittee considered various scenarios that would rise to the level of "incident" and others that would not; and reviewed other law school and university websites to understand what had been adopted and implemented. The subcommittee also reviewed prior and/or current language used within areas or departments of Widener University.

In considering a framework for incident reporting, the subcommittee reviewed sample reporting forms used by the University and other universities and law schools. The subcommittee discussed the need and value that, once adopted, that the Law School community receive communication and training about how to use and access the form easily. Additionally, the subcommittee noted that that Delaware Law employees must receive proper education and training around this reporting obligation.

Incident Response

The subcommittee received training on the University's EOHN policy⁵ regarding the type of incidents that must be referred to the University. The subcommittee sought to identify and discuss as input for formalizing an institutional response plan incidents or gaps not contemplated by the EOHN policy and within the discretion and jurisdiction of Law School Administration. There may also be incidents implicating Delaware Law's Student Code of Conduct policy. Generally, in terms of community harm, the DEI Committee recognized that a proactive response to address patterns of bias behavior could be considered so long as legal and University guidelines around privacy are followed. Ultimately, the DEI Committee turned over this work to the Administration which coordinated with the University to finalize

⁵ Available at, <https://www.widener.edu/sites/default/files/2022-03/Equal-Opportunity-Harassment-Nondiscrimination-Policy.pdf>.

the bias reporting protocol that was presented to faculty, staff and students, and is available on Delaware Law's website.⁶

III. DELAWARE LAW DEI INITIATIVES

A. 1L Orientation.

The Office of Student Affairs designed the 1L Orientation program for the incoming 1L class. One of the first tasks was to develop a DEI overview to be presented during 1L Orientation, providing a DEI overview for the campus and incorporating the topic of cultural competency. The Asst. Dean of DEI partnered with Widener University's Chief Diversity Officer, to create content and present in three sessions for approximately 240 incoming 1Ls.

B. Delaware Law Engages.

Pursuant to the Strategic Plan, Delaware Law created a program, "Delaware Law Engages," for which the DEI Committee would select a book or film, or other media format that all incoming students would be required to read, watch, or listen to as part of the first-year orientation and curriculum. For the 2021-22 academic year, the book Choosing Equality: Essays and Narratives on the Desegregation Experience by Professor Bob Hayman of the Delaware Law School and Professor Leland Ware, Professor of African Studies and the Louis L. Redding Chair for the Study of Law and Public Policy at the University of Delaware was selected.⁷ In those sessions, Professor Hayman presented a one-hour program with video segments by Professor Ware discussing equality issues and the impact of *Brown v. The Board of Education* and the desegregation experience in Delaware—one of the four states whose segregated schools led to the famous Supreme Court opinion in 1954.

C. Communications Campaign.

Beyond the 1L Orientation efforts, as a way to make DEI more visible around the Law School campus, the Asst. Dean of DEI launched a messaging campaign through email blasts, posters and bulletin boards that highlighted current events, scholarship programs, upcoming DEI-relevant holidays and awareness campaigns or days of observance, with links to resources. He believed doing so would increase awareness among Delaware Law constituents about certain cultures and issues among the minority and underrepresented groups in the community, foster a greater sense of inclusion and appreciation for diversity, and help create a higher sense of curiosity and openness to dialogue surrounding DEI. Delaware Law School also updated the website to strategically include a DEI link on the website's main navigation menu with support from the Webmaster. Additionally, efforts were made to communicate with Alumni through direct email communications regarding DEI programming where they could participate and contribute, as well as sharing success stories from our Alumni with the campus community.

⁶ Available at, <https://delawarelaw.widener.edu/files/resources/dls-bias-or-hate-crime-protocol-final.pdf>.

⁷ HAYMAN & WARE, CHOOSING EQUALITY (focusing on the legacy of the U.S. Supreme Court decision in *Brown v. Board of Education*, 347 U.S. 483 (1954), both from a national perspective and also in the unique context of the Delaware experience, as Delaware contributed two of the five cases consolidated for the Supreme Court's consideration in *Brown*).

D. Community Partnerships & Engagement.

Delaware Law actively sought out opportunities to partner with law firms, legal aid agencies and local bar associations, including affinity bar associations. In doing so, Delaware Law has begun to strengthen connections with these organizations, as well as create greater interest and dialogue around ways to support law students interested in DEI and social justice. The following two examples highlight engagement opportunities that strengthened partnerships within the legal community:

1. **Delaware Barristers & American Constitution Society Public Education Seminar.** At the Delaware Barristers Association's⁸ general body meeting In September 2021, the Barristers discussed initial plans for an upcoming public education seminar covering topics related to the re-segregation of Delaware public schools and disparate achievement gaps. This topic directly connected with the Choosing Equality book and discussion selected for 1L Orientation and Delaware Law's interest in sponsoring programming centered around the book and topic. Given that, Delaware Law expressed interest in supporting and sponsoring the program. After several meetings to coordinate planning and logistics, Delaware Law partnered with the Delaware Barristers and the Delaware chapter of the American Constitution Society to host the event locally.⁹ The event strengthened Delaware Law's relationship with the two organizations, brought increased student and faculty awareness of the local issues around educational disparities within our school systems, state and local communities, and legislative measures being considered and debated, and highlighted discussion topics included in the Choosing Equality book. Notably, one of the book co-authors, Prof. Leland Ware, was a panelist.
2. **Walk the Walk Program.** Another program Delaware Law offered during the spring semester was a video viewing of the film, *Walk the Walk*,¹⁰ followed by a facilitated breakout discussion. *Walk the Walk* is an approximate 30-minute video in which actors portray a diverse group of lawyers working at the same law firm, many who appear to be well-intended, but consciously or unconsciously, say and/or do things that show a lack of sensitivity to colleagues or reduce individuals to a stereotype. It is an engaging video that Delaware Law used to facilitate discussions on a range of DEI-relevant topics, including microaggressions, discrimination in legal practice, sponsorship, leaning in to perceived discomfort while engaging conversations on race, gender, and LGBTQ bias, and ways that law firms and law schools can create inclusive spaces, among other things. We had approximately 105 participants in 6-7 facilitated breakout sessions comprised

⁸ The website for the Delaware Barristers Association is: <https://www.debarristersassociation.org/>

⁹ The event was also offered virtually. Panelists included Senator Elizabeth Lockman, Delaware General Assembly; Professor Leland Ware, University of Delaware; Richard Morse, Esq., ACLU; Councilman Jea Street, Wilmington City Council; and Professor Daniel Rich, University of Delaware.

¹⁰ Produced and directed by Abby Ginzberg, Social Action Media (2014).

of students, faculty, staff and visiting attorneys per breakout.¹¹ The DEI Committee¹² received very positive feedback from students, faculty, staff, alumni and attorneys; and multiple requests to continue this type of programming in the future.

Additionally, the Law School supported University and external programming and events, including:

- New Castle County Women’s Leadership Conference; attended by faculty and students, and the Asst. Dean of DEI who moderated a panel on DEI in the Workplace.
- New Jersey Hispanic Bar Association Installation Gala recognizing alum Tabatha Castro as the incoming President; with Delaware Law Sponsorship and attendance by the DEI Committee.
- ABA Equity Summit; Delaware Law sponsorship of students, attended by students and administrators.
- Widener University’s Color of Law Reading Group, two multi-campus sessions held via Zoom, attended by Delaware Law students, faculty and staff.
- Youth Court.

E. Internal Programs.

In addition to the programs highlighted above, Delaware Law hosted a myriad of internal programs and events throughout the year that brought awareness, engagement and challenge to Delaware Law, including Delaware Law’s participation in the 21-Day Racial Equity Habit-Building Challenge¹³ where all constituents were encouraged to “meet the challenge.”

Each year Delaware Law also offers an array of programs incorporating DEI and legal practice, including:

- Human Rights Speaker Series, Symposium
- Clinical Programs, including:¹⁴
 - Delaware Civil Law Clinic;
 - Dignity Rights Clinic;
 - Pennsylvania Criminal Defense Law Clinic;

¹¹ DEI Committee members and area attorneys facilitated the breakout discussions. Participating area attorneys include Don Brown, DuPont Corporate Counsel (retired); Bill Chapman, Chief Diversity Officer & Director of Pro Bono Services, Potter Anderson & Corroon LLP; Bindu Palapura, Partner, Potter Anderson & Corroon LLP; Deb Edwards, DEI Director, Young Conaway Stargatt & Taylor LLP; and Wilson Gualpa, Associate, Morris James LLP.

¹² 2021-2022 DEI Committee members include: Administrators— Alice Eakin, Alicia Kelly, Joseph Farris, LeaNora Ruffin; Alumni— Carlene Clark, Wilson Gualpa, Jocelyn Mendez, Nicole Stokes; Faculty—Fran Catania, Alan Garfield, Romie Griesmer, Cathy Kilian, Mary Ellen Maatman, Jennifer Morrell; Students— Charmi Patel (2RD) and Tracey Baker (3ED).

¹³ 21-Day Racial Equity Habit Building Challenge, Delaware Law School, <https://delawarelaw.widener.edu/diversity-and-inclusion/resources/21-day-racial-equity-habit-building-challenge/>.

¹⁴ For more information about the clinic programs, please visit the website at: <https://delawarelaw.widener.edu/current-students/jd-academics/experiential-courses/clinics/>.

- Environmental and Natural Resources Law Clinic;
- Innocence Delaware Legal Clinic; and
- Veterans Law Clinic.

Additional DEI programming during the 2021-22 academic year included:

- Dean’s Forum – Conversation for Understanding (as a safe space for students to discuss their concerns with the SBA, faculty and administration regarding SBA communications);
- DEI Student Leader Training on Microaggressions (with over 120 student participants);
- Community Conversation on Neurodiversity with faculty and student panelists;
- Campus Community Day sponsored by the Student Bar Association and DEI Committee;
- Women’s History Month Event led by faculty, sponsored by the DEI Committee, the Women’s Law Caucus and Black Law Students Association (BLSA), on the nomination of Ketanji Brown Jackson o U.S. Supreme Court and subsequent Congressional hearings; and
- Discussion of the ABA video presentation, A Conversation with U.S. Supreme Court Associate Justice Sonia Sotomayor, sponsored by the Latin American Law Students Association (LALSA).

F. Delaware Bench and Bar Diversity Project.

The former Dean of the Law School, Rod Smolla, served on the Delaware Bench and Bar Diversity Project Steering Committee and chaired the Delaware Bench & Bar Diversity Project’s College & Law School Working Group, with the Asst. Dean of DEI serving as a group member. There were five working groups tasked with providing recommendations to the Delaware Supreme Court on efforts to address issues of diversity in the Delaware legal community. The College & Law School Working Group provided three (3) recommendations.¹⁵ See the 101-page plan provided in the prior footnote for more information.

G. Course Offerings & Classroom Engagement.

Law School Administration collaborated with faculty to review and designate relevant course offerings with a DEI designation in the online course catalog so students interested in taking DEI-relevant courses could identify such courses. A list of the DEI designated courses is available on the Law School’s website.¹⁶

Additionally, a Public Health Law & Inequality seminar course was offered during Spring 2022, covering DEI and public health-related topics that included: COVID, healthcare access and policy; vaccinations and immunizations; individual rights and quarantine (civil confinement); environmental justice, including obesity, food deserts, lack of green spaces, toxic air, water, and waste; public health law implications and

¹⁵ The Delaware Bench and Bar Diversity Project Steering Committee’s final report to the Delaware Supreme Court, “Improving Diversity in the Delaware Bench and Bar – Strategic Plan,” contains 50 recommendations, some which are already being implemented, to improve the diversity of the Delaware bench and bar and over time make the bench and bar more representative of the diversity within Delaware to ensure growth in the public’s trust and confidence in Delaware’s legal system. A copy of the 101-page plan is available [here](#).

¹⁶ Available at, <https://delawarelaw.widener.edu/diversity-and-inclusion/dei-courses/>.

limitations of taxes (tobacco, soda and marijuana); gun violence, the opioid crisis, and global climate change.¹⁷

The Strategic Plan contemplates a comprehensive curriculum review to incorporate DEI topics intentionally across the Law School curriculum. Although a comprehensive review did not occur during this academic year, informal conversations were held among faculty and the DEI Committee regarding such plans. There is strong anticipation such comprehensive review will begin during the next academic year. Additionally, in early 2022, the American Bar Association (ABA) adopted new ABA Standard 303 (b) and (c) requirements pertaining to the formation of a professional identity and requiring that law schools provide education to law students on bias, cross-cultural competency and racism at the start of the legal education program, and at least once more before graduation.¹⁸ Going forward, Delaware Law will work to create educational opportunities within curriculum that reinforce the skill of cross-cultural competency, antiracism and anti-bias, pursuant to the DEI Strategic Plan and the new requirements of ABA Standard 303(c).

H. Campus Climate/Culture Surveys.

Upon reviewing survey results from the prior academic year,¹⁹ Delaware Law identified key areas to target which informed the approach to implementing a communications campaign to build awareness of DEI issues along with targeted programming and increased visibility on the Law School's website. Feedback received during the year from faculty, students and staff indicated that such communications provided greater awareness of DEI issues and a greater sense of community and belonging by providing insight and opportunities to learn about others, other cultures and event opportunities to engage.

In designing this year's survey, the DEI Committee opted to use similar survey questions as used in the prior year with added demographic questions. We did this to receive comparable comparison data and to gauge whether—and in some limited instances, how—DEI efforts and initiatives resulted in any observable improvement. Additional questions were added to capture more specific demographic data and more detail or insight regarding specific responses.

- For example, one open-ended question was added to the student survey (**Question 31:** Please provide comments for your responses to Questions 29 & 30) so participants could explain responses about being satisfied with the Law School's responses to discrimination and harassment. **Thematic student responses** to this question included: (i) DEI and Classroom Discussions; (ii) SBA Leadership and Student Discipline; (iii) DEI and Student Professionalism (or the lack thereof); and (iv) Awareness of Incidents and the Reporting Process.
- Another open-ended question was added (**Question 32:** What is one DEI-relevant area, issue, or event you would like to see brought to Delaware Law?) as a feedback tool to for participants to

¹⁷ Co-taught by Prof. Culhane and Dean Farris. A webinar presentation given to faculty at Case Western Reserve University Law School is available at: <https://case.edu/law/our-school/events-lectures/teaching-public-health-law-and-inequality>.

¹⁸ See, Neil W. Hamilton & Louis D. Bilionis, *Revised ABA Standards 303(b) and (c) and the Formation of a Lawyer's Professional Identity, Part 1: Understanding the New Requirements*, <https://www.nalp.org/revised-aba-standards-part-1> (discussing the new standards).

¹⁹ <https://delawarelaw.widener.edu/diversity-and-inclusion/dei-reports/> (showing results in 2020-21 DEI Annual Report).

indicate what DEI issues or events they would be interested in seeing the Law School offer. **Thematic student responses** included wanting more visibility and focus on: (i) Intersectionality, Multiculturalism and Contributions by Non-majority Students; (ii) Mental Health and Microaggressions; (iii) LGBTQ Support; (iv) Religious Holiday Accommodations; and (v) Allyship, and How to Include White Allies.

- For the Faculty/Staff survey, we asked an open-ended question regarding DEI. We received only six or seven comments to this question with unrelated topics such that no sufficient themes emerged.

We sought to deploy the surveys in mid-March to early April but did not deploy them until late April (just before the final exam reading period). As a result, only 79 students participated in the survey, much lower than the 155 student participants the prior year. We believe the timing of rolling out the surveys significantly influenced the lower level of student participation.

Please see the charts of the survey results which are provided in the Appendix of this report, starting at A-1. Additionally, we have included some comparison charts between 2022 and 2021. There are some notable declines in results from the two years.

- Once again, we anticipate some of the decline for the student results is related to the timing of the survey in proximity to final exams.
- Also, bringing visibility and awareness of certain issues prompted a call for increased action around these issues. So, in essence doing the work brought more attention to issues implicated by the work, some of which surfaced in the spring 2022 semester related to insensitivity among student leaders and their communications, which likely influenced the results.
- Turnover of the student body (1/3 of the students graduated in 2021, so to the extent that demographics had an effect regarding DEI survey results, given the lower response rate, it is unclear whether some student voices in specific demographics were weighted more or less by percentage compared to the 2021 survey results. In short, there is much to still consider and understand regarding the differences.

Additional insights of the 2022 results and comparison data may be provided later in an Addendum to this report. We will conduct a similar survey in 2023 using these questions for comparison. After the 2023 survey round, we may likely do a deep-dive into the survey structure and consider a redesign to better align with target indicators from the DEI Strategic Plan. We may also consider broadening the frequency of the survey period to every two years instead of annually, which would better position us to meaningfully analyze results and develop targeted programming and make policy changes.

I. Conclusion.

Overall, activity to increase awareness of Delaware Law School's DEI values and visibility of the diverse community, through communications and programming, has generally been well-received (as evidenced from direct and indirect feedback and event assessments, and the culture survey comments though muted as compared to 2021). Many constituents want more. Delaware Law is still working to strategically implement the DEI Strategic Plan, assess feedback of the various programs along with the ongoing efforts to make the campus climate more inclusive and welcoming, while identifying gaps and best practices.

In addition to the DEI initiatives highlighted above, several additional efforts are worth highlighting:

1. DEI considerations played a significant role in faculty recruitment and hiring this year.
2. Pursuant to the DEI Strategic Plan, the Delaware Journal of Corporate Law created a DEI Editor board position to serve on the Executive Board (E-Board).²⁰ The Journal's E-Board also adopted a DEI values statement for Journal members to review and sign as part of their membership.
3. Delaware Law School supported a change in the Alumni Association's bylaws to recognize affinity groups and networks. While that process was taking place, Widener University and Delaware Law officially recognized the formation of the Black Alumni Network, the first law school alumni affinity network formed with anticipation that others may follow. During this first year, the Black Alumni Network (BAN) has already been fully engaged in supporting students, including BLSA and its members, along with attending and hosting various events in support of Delaware Law. We sincerely thank BAN and its leadership team for their efforts.

IV. Path Forward and Future Needs

Delaware Law needs to review its efforts regarding a comprehensive curriculum plan that enhances DEI. More needs to be done regarding inclusive classrooms, faculty and student training, mental health implications, and gathering and analyzing data to understand patterns, including those within our student of color demographic.

Delaware Law School was able to achieve much during the 2021-22 academic year. Yet, creating systemic change takes time to effectuate and see lasting impact. **The work continues!** Delaware Law School will continue to launch forward and seek engagement from faculty, students and staff to foster a community of inclusion and belonging at Delaware Law.

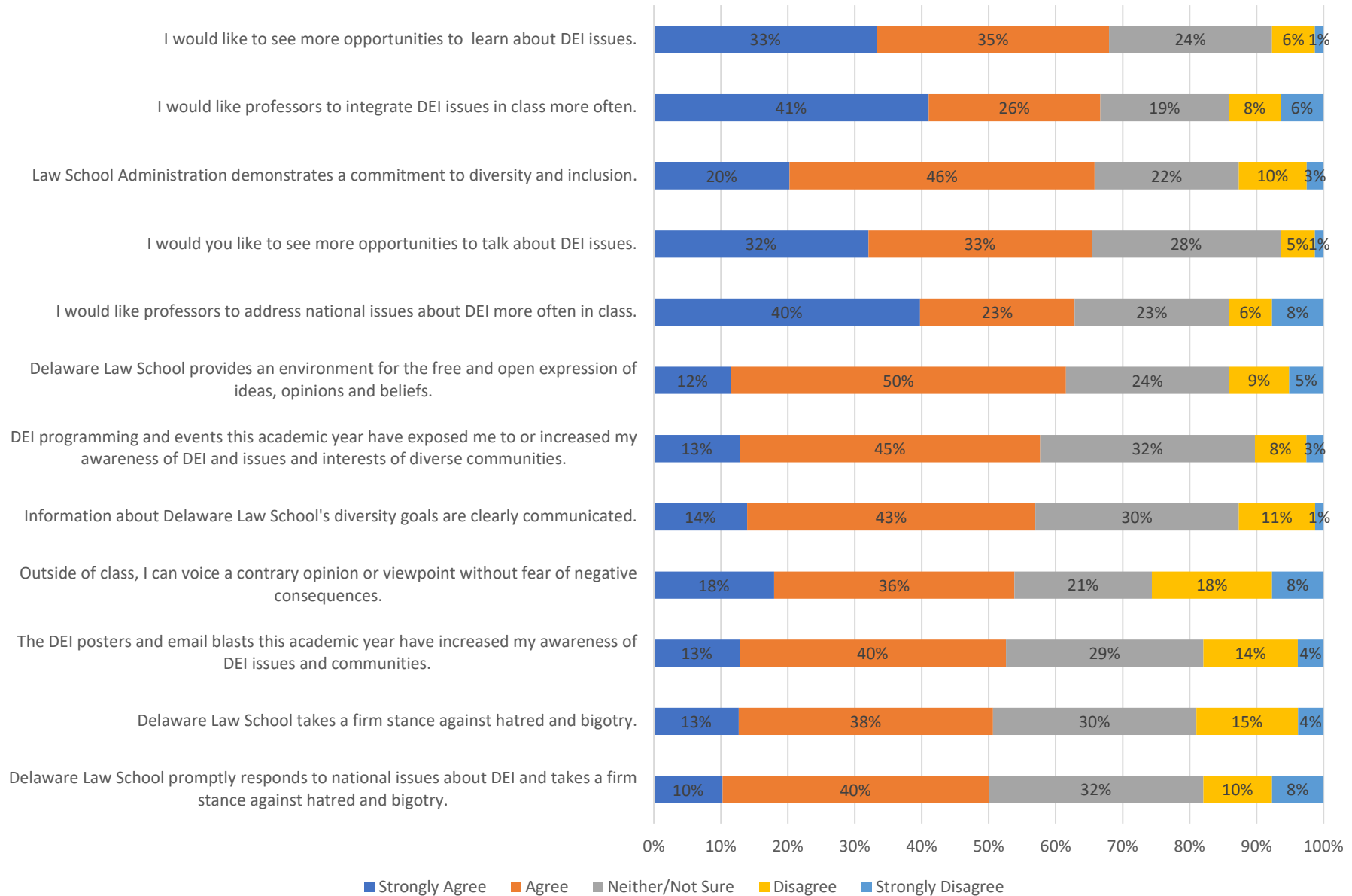
²⁰ I will endeavor to work other Honor Societies in the next academic year regarding a DEI editor.

Appendix

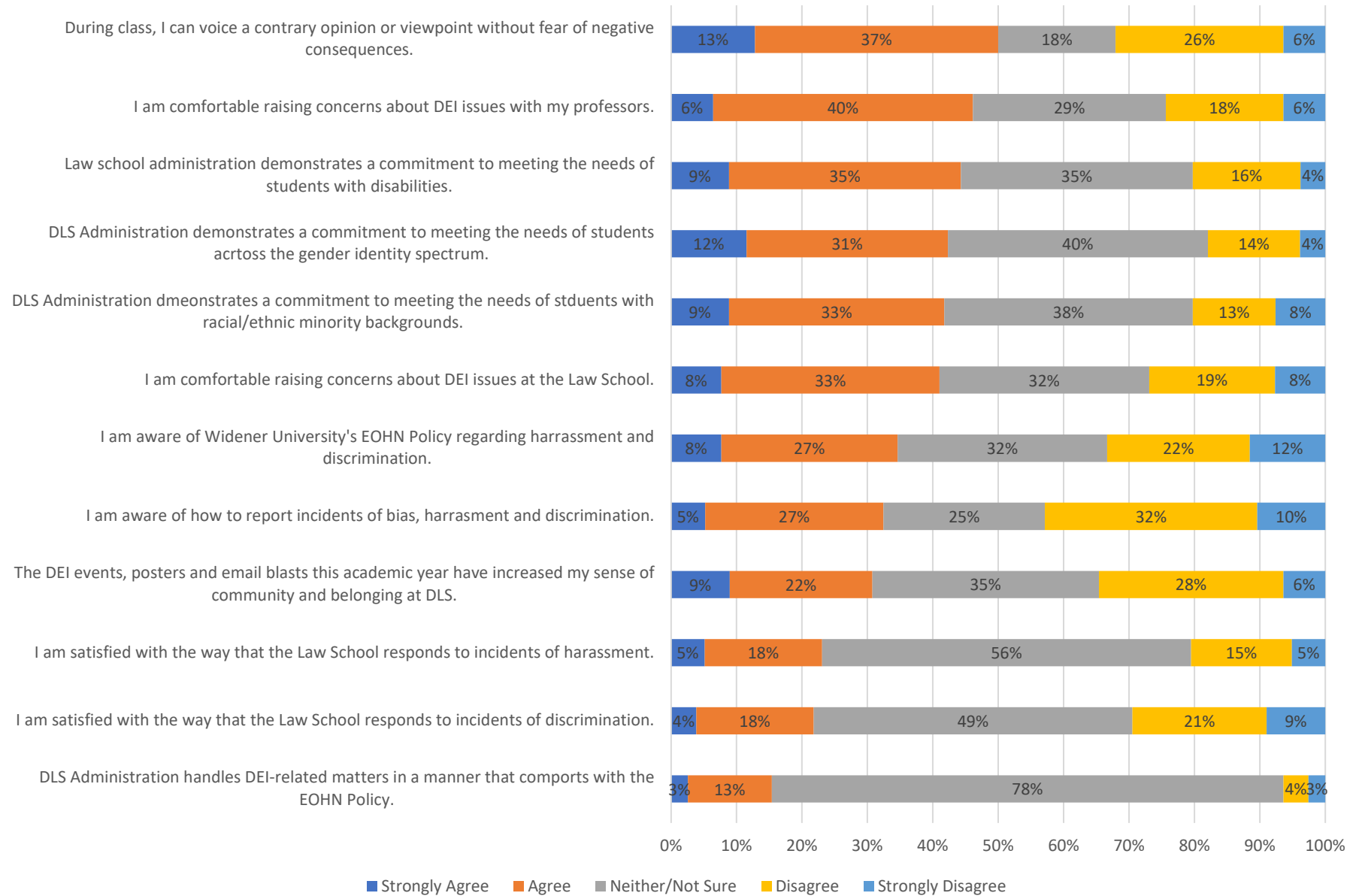
Spring 2022 – Culture Surveys

Student Results

DLS - DEI Student Survey, Spring 2022

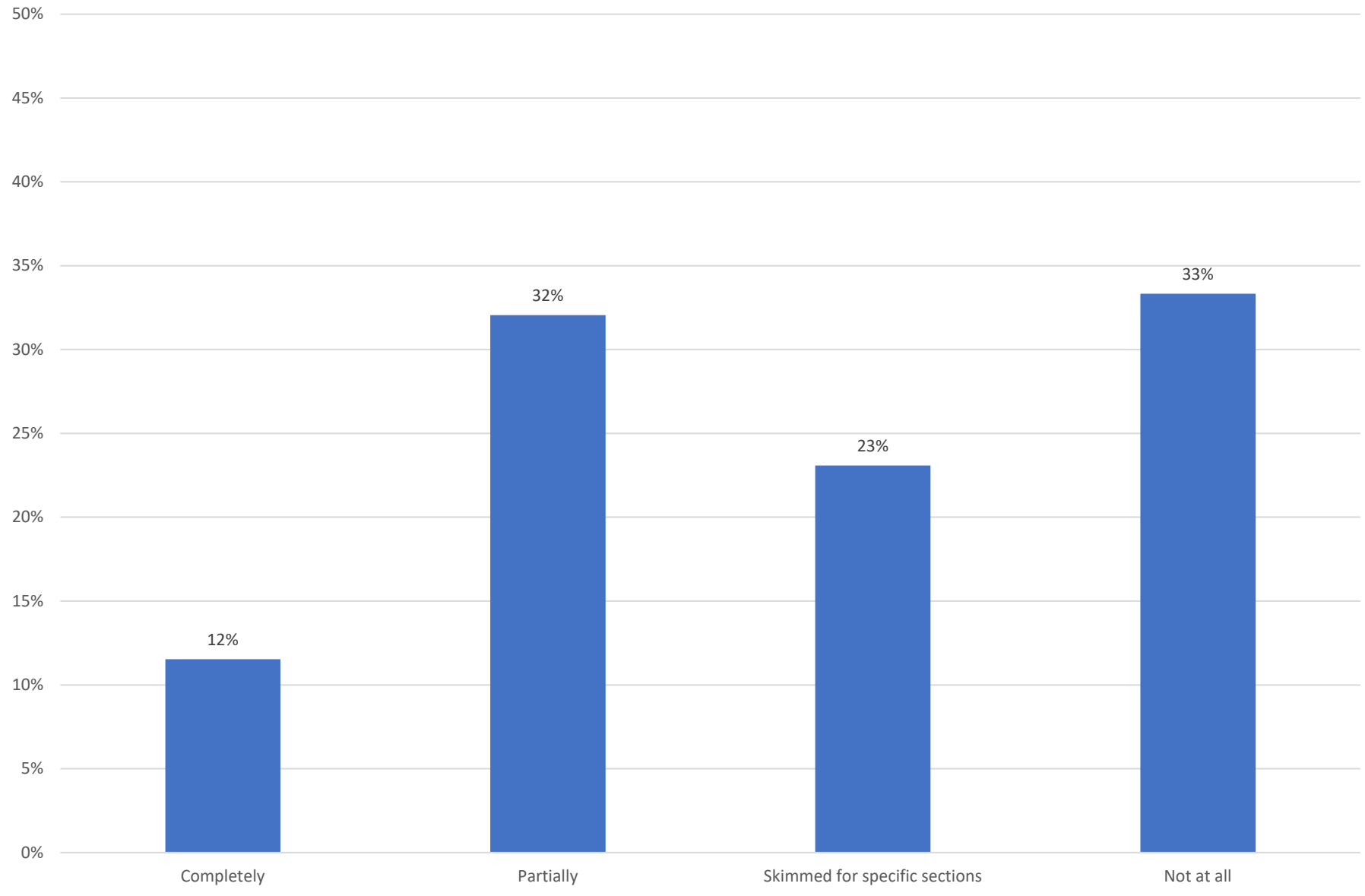


DLS - DEI Student Survey, Spring 2022



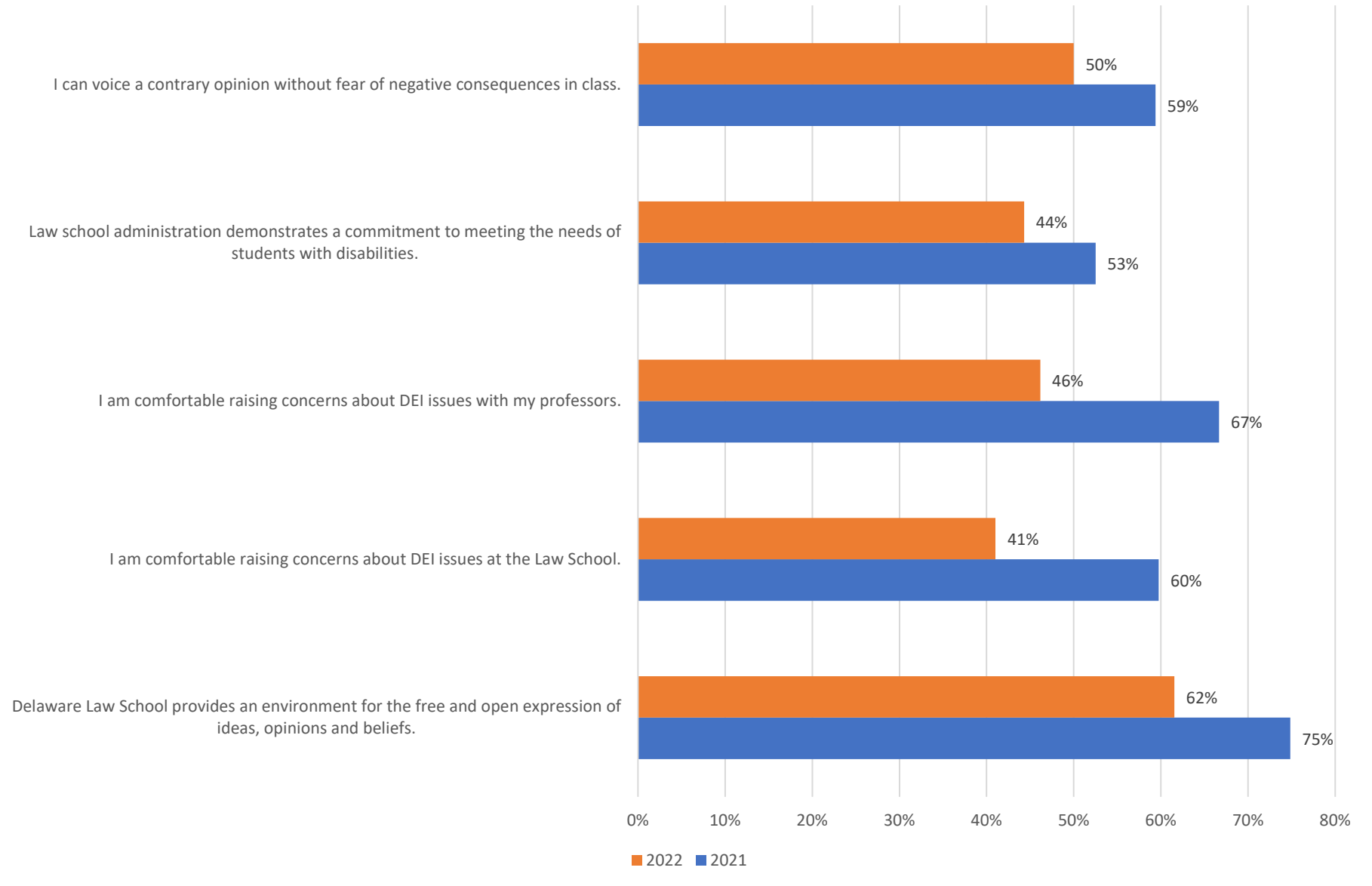
DLS - DEI Student Survey, Spring 2022

I have read Delaware Law School's DEI Strategic Plan

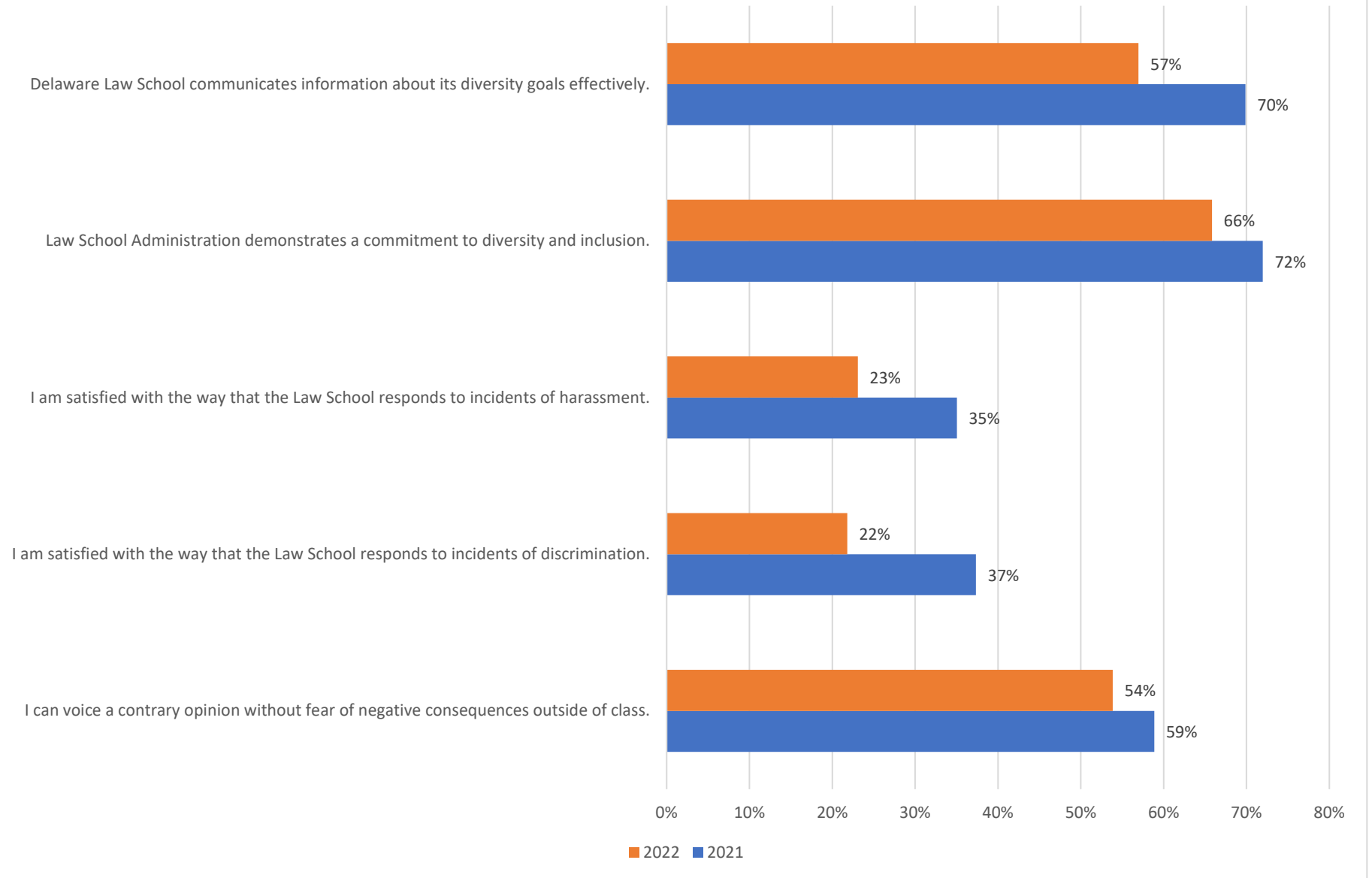


DLS - DEI Student Survey, Percentage Agreement

Spring 2022 Compared to Spring 2021

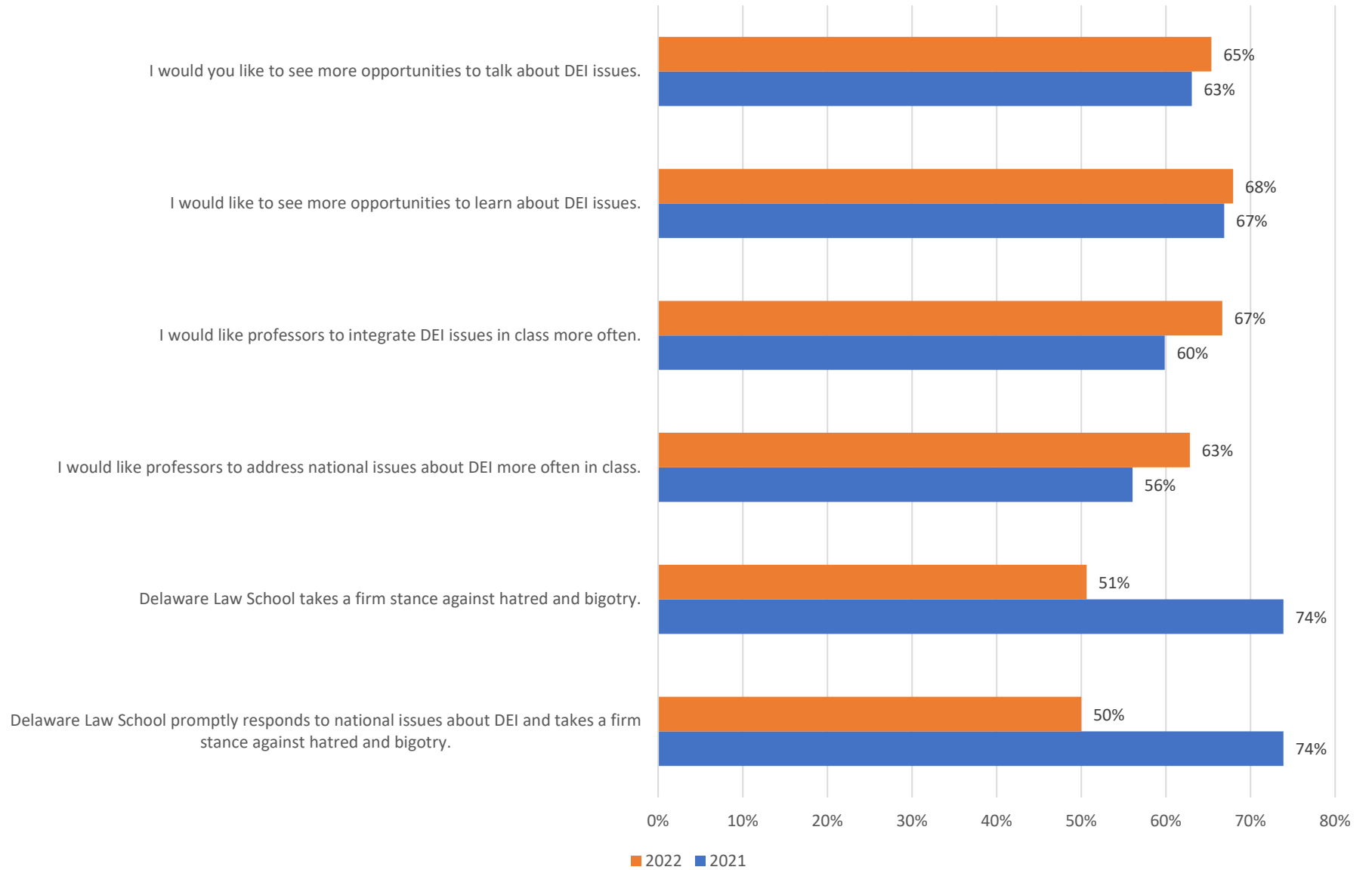


DLS - DEI Student Survey, Percentage Agreement Spring 2022 Compared to Spring 2021



DLS - DEI Student Survey, Percentage Agreement

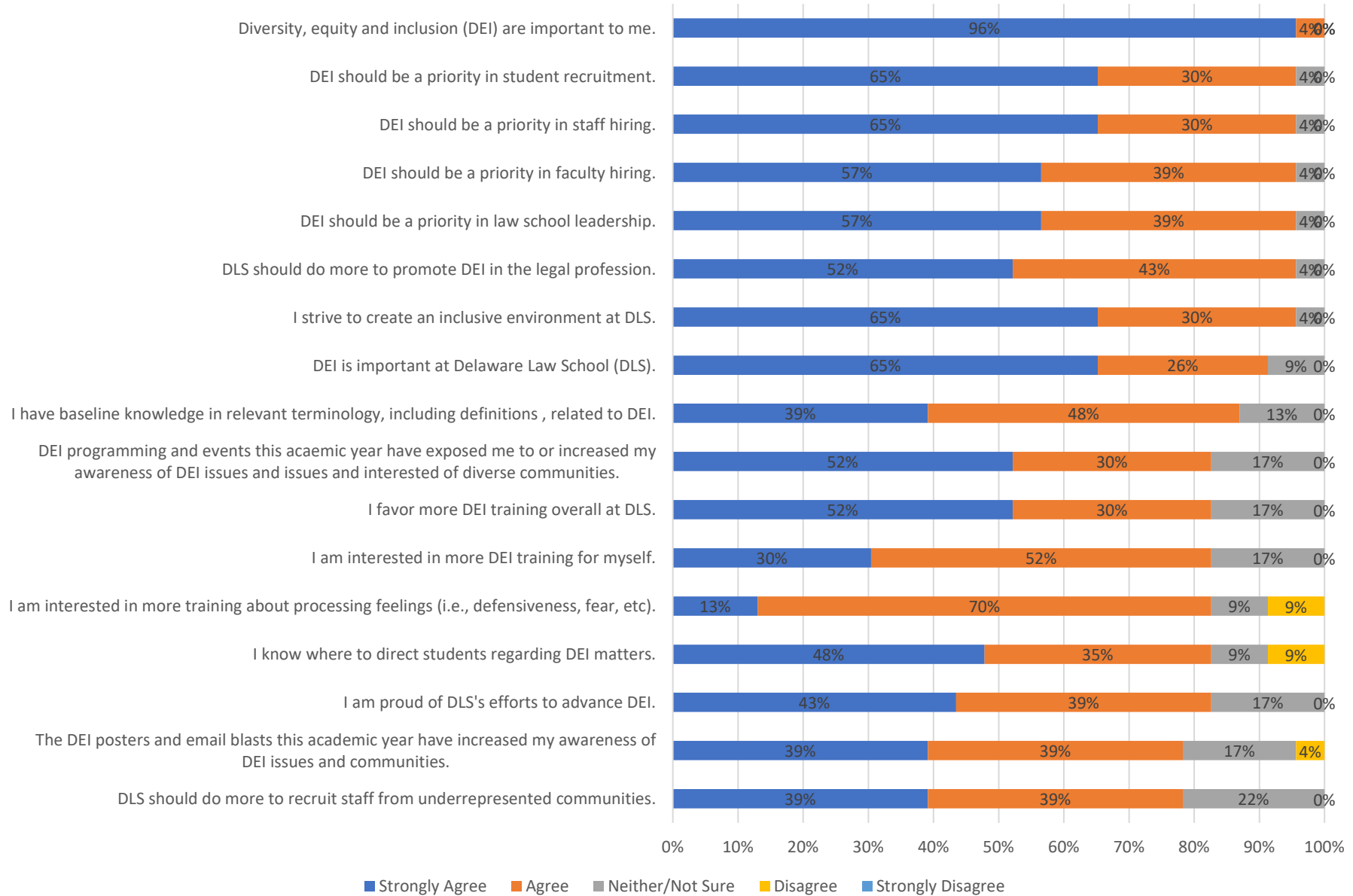
Spring 2022 Compared to Spring 2021



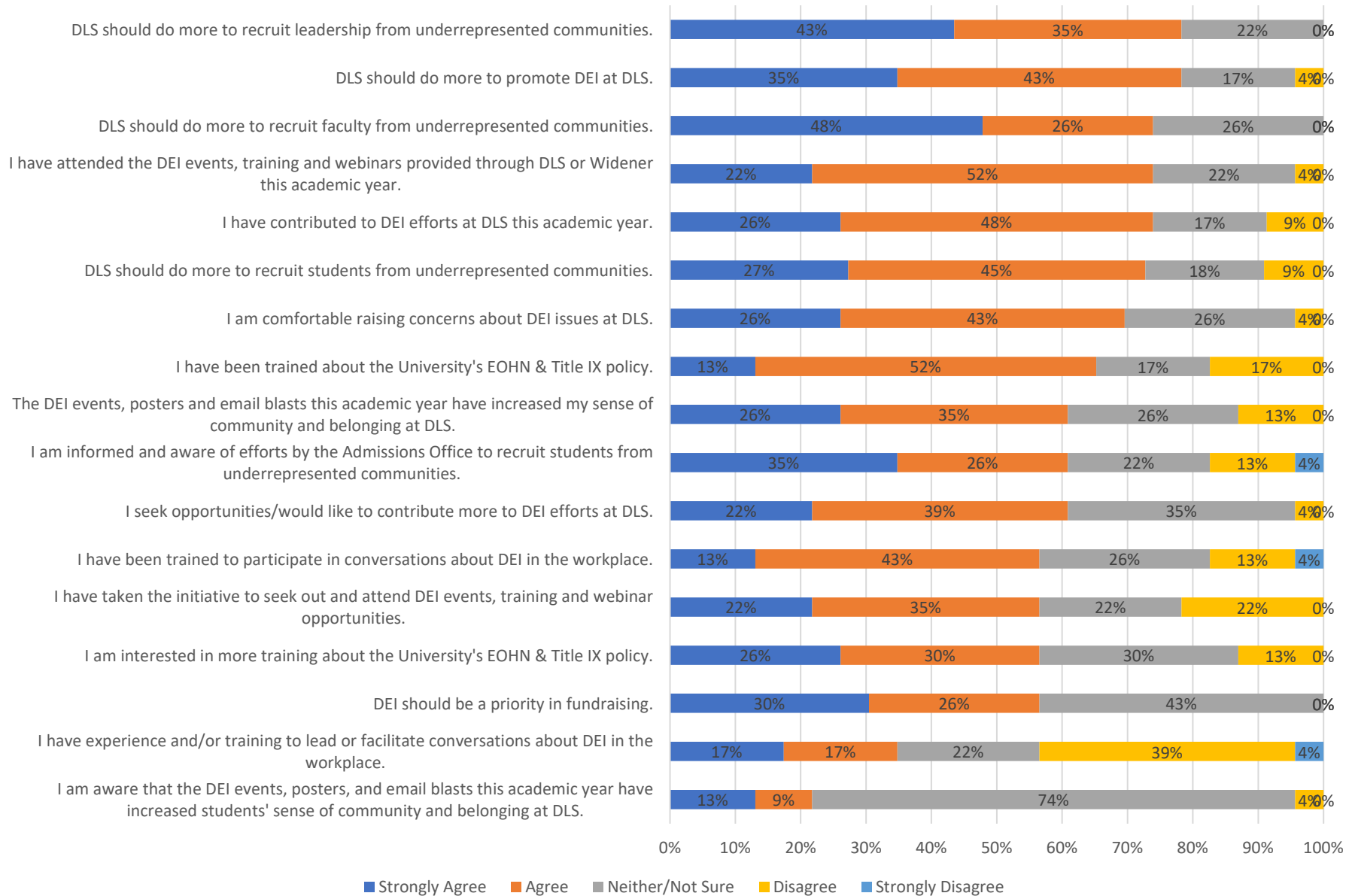
Spring 2022 – Culture Surveys

Faculty & Staff Results

DLS DEI Faculty/Staff Survey, Spring 2022

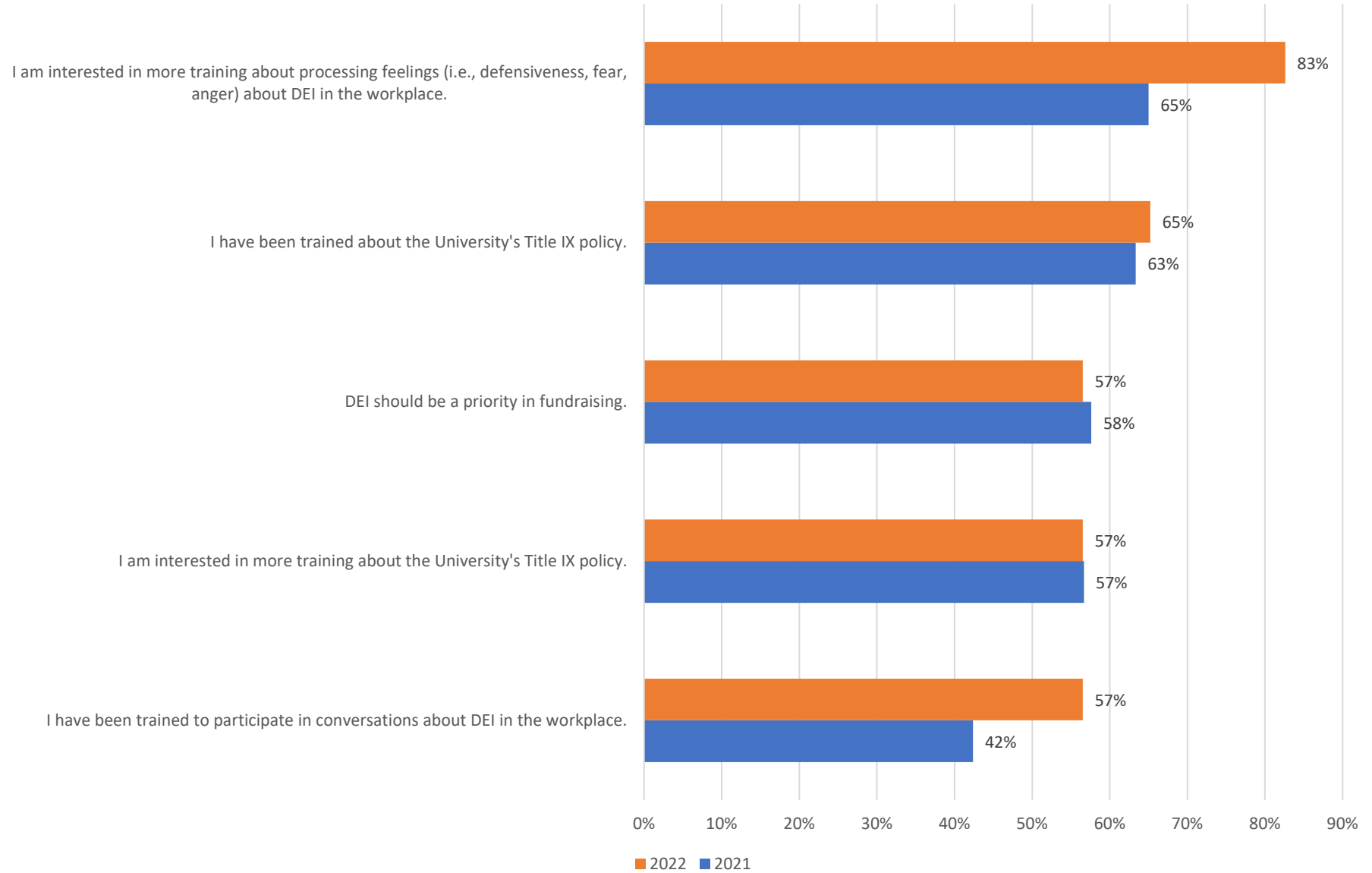


DLS DEI Faculty/Staff Survey, Spring 2022

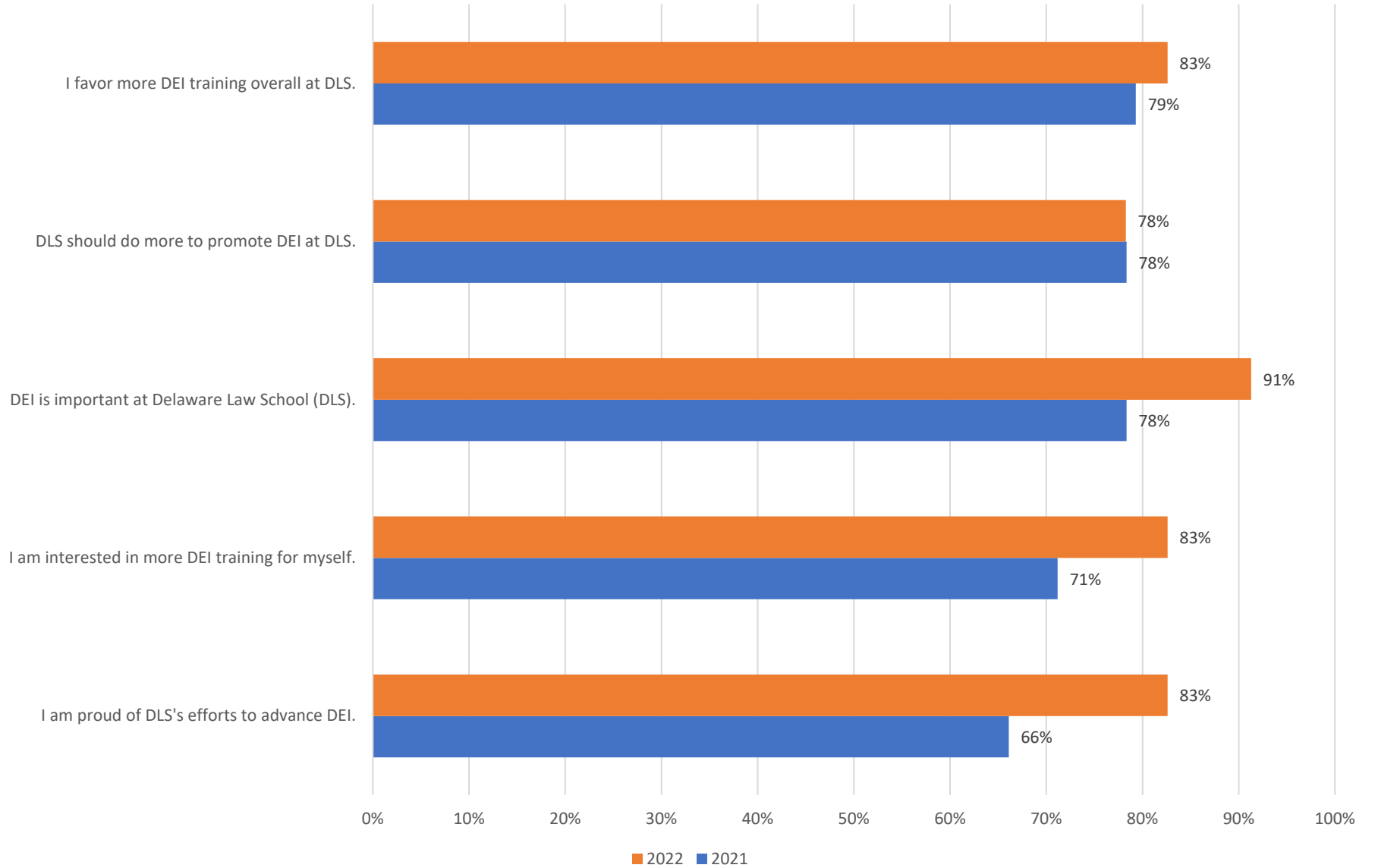


DLS - DEI Faculty/Staff Survey, Percentage Agreement

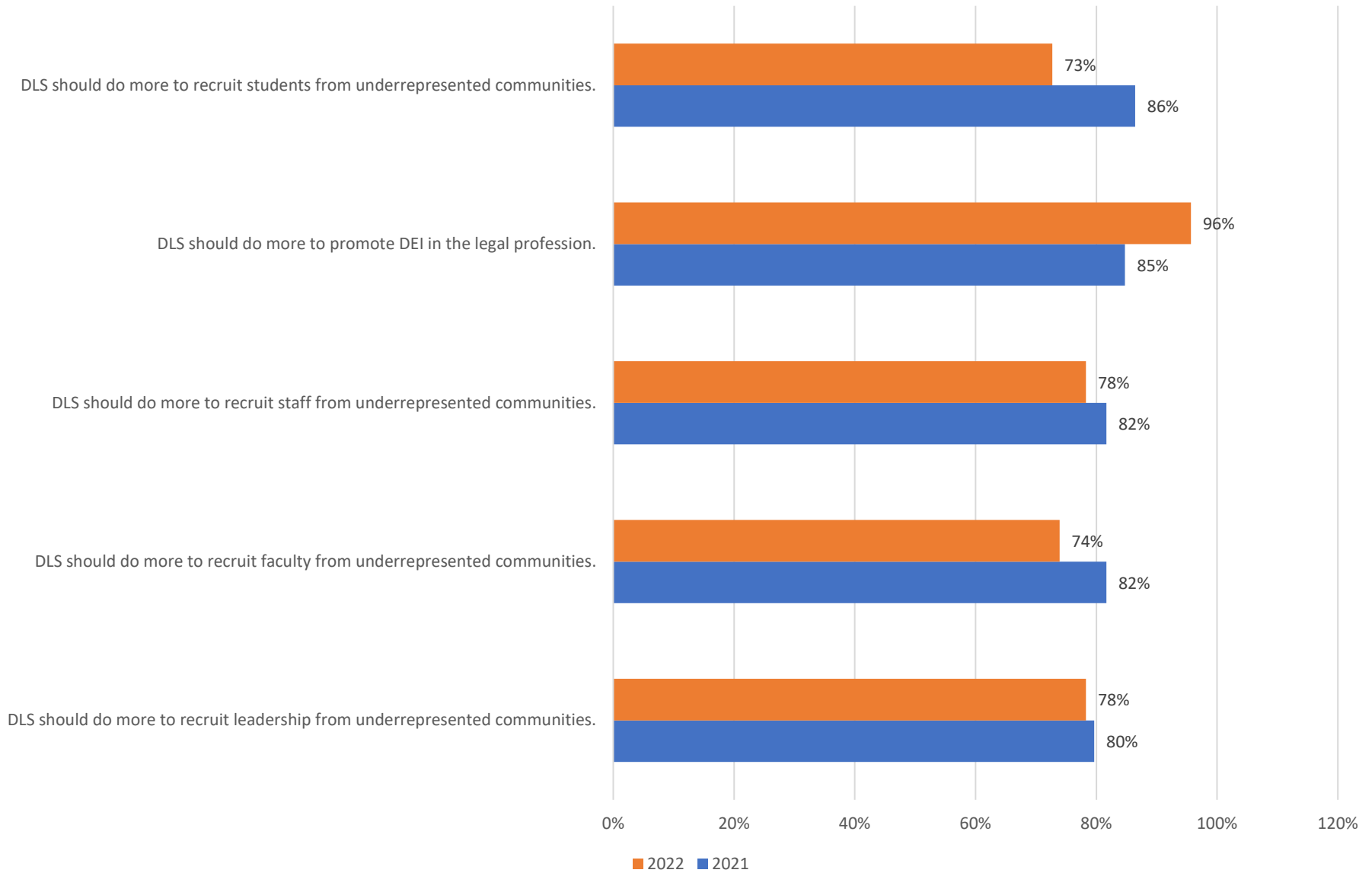
Spring 2022 Compared to Spring 2021



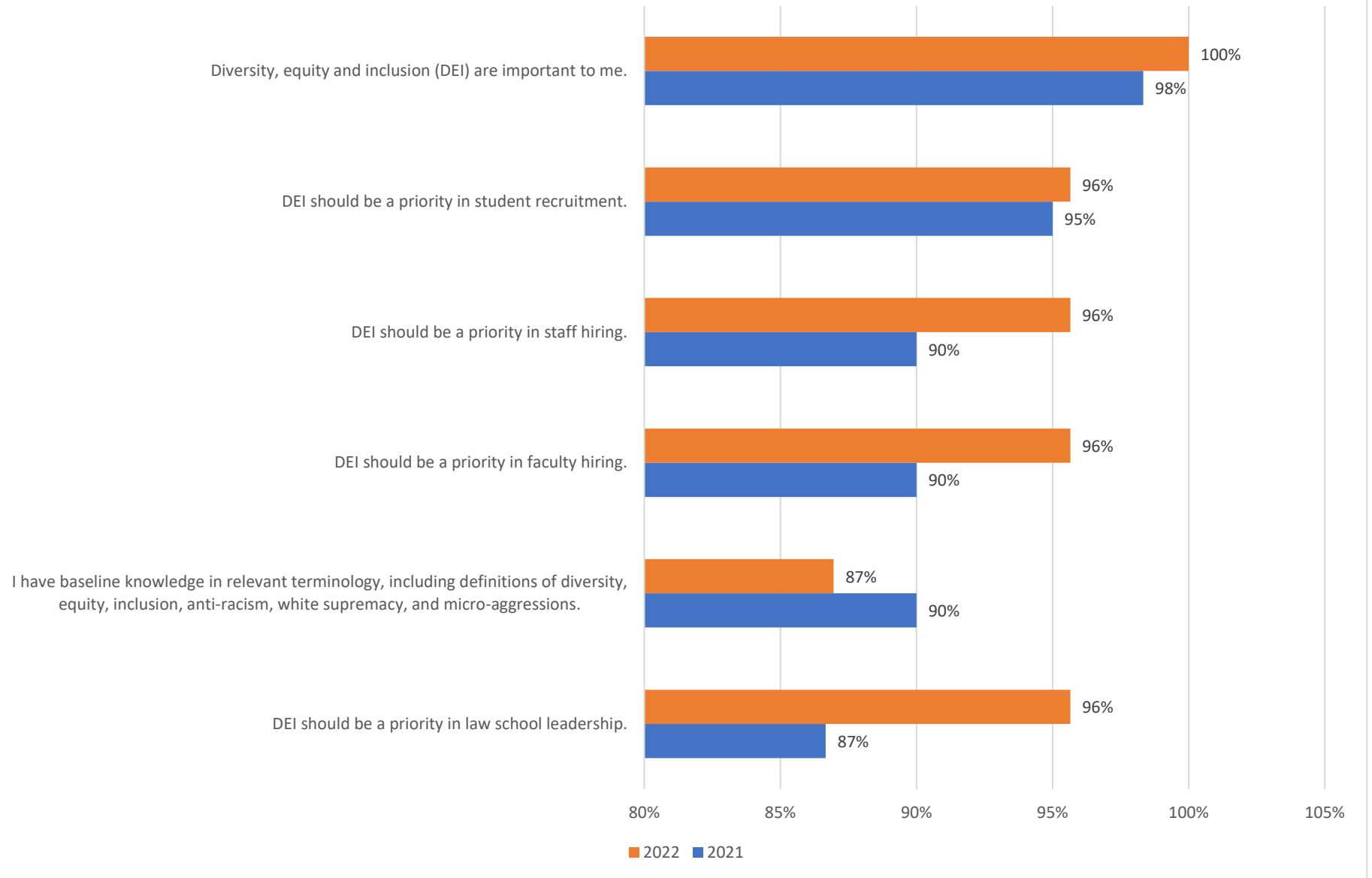
DLS - DEI Faculty/Staff Survey, Percentage Agreement Spring 2022 Compared to Spring 2021



DLS - DEI Faculty/Staff Survey, Percentage Agreement Spring 2022 Compared to Spring 2021



DLS - DEI Faculty/Staff Survey, Percentage Agreement Spring 2022 Compared to Spring 2021



Relevant Admissions Data

Standard ABA 509 Report

WIDENER UNIVERSITY-DELAWARE - 2021 Standard 509 Information Report

4601 Concord Pike
 Wilmington, DE 19803
 Phone: 302-477-2100
 Website: delawarelaw.widener.edu
<http://www.abarequireddisclosures.org>
 Report Generated on: 06-24-2022

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	4/1/2022

Academic Calendar

Term	Semester
Months students may begin studying law	August
Months the Law school confers degrees	May; August; December
# of credit hours required to earn the JD	90

Curricular Offerings 2020-2021

	2020-2021
Typical first-year section size, excluding Legal Research & Writing	65
Number of course titles,beyond the first year curricular,offered last year	69
Number of upper division class room course sections with an enrollment:	
Under 25	66
25 to 49	27
50 to 74	15
75 to 99	4
100 +	2
Number of seats available in law clinics last year	45
Number of field placements positions filled last year	98
Number of seats available in simulation courses	724
Number of seminars	3
Number of co-curricular offerings	20

2021 First Year Class (Oct 6th 2020-Oct 5th 2021)

	2021
Completed Applications	1180
Offers of Admission	733
Acceptance Rate (Percent)	62.12%
Enrollees from Applicant pool	257
Enrollment rate from Completed Applications	21.78%
Enrollment rate from Offers of Admission	35.06%
Other first-year enrollees	4

	All	Full Time	Part Time
Total in First-year class	261	212	49
LSAT	All	Full Time	Part Time
75th Percentile	152	152	152
50th Percentile	150	150	149
25th Percentile	148	148	148
# not included in LSAT calculations	1	1	0
UGPA	All	Full Time	Part Time
75th Percentile	3.51	3.52	3.42
50th Percentile	3.19	3.23	3.11
25th Percentile	2.87	2.89	2.80
# not included in UGPA calculations	3	3	0

Faculty Resources 2020 - 2021

	Male	Female	Other	People of Color	Total
Full-time faculty members	12	15	0	4	27
Non-full-time faculty	29	24	0	5	53
Total	41	39	0	9	80
	Full Time	Part Time	Total		
Librarians	3	0	3		
Administrators	11	0	11		

Living Expenses 2021-2022

Estimated Living Expenses for singles

Living on Campus	\$ 22,284
Living Off Campus	\$ 22,284
Living At Home	\$ 14,130

J.D. Degrees Awarded 2020-2021

Hispanics of any race	7
American Indian or Alaska Native	1
Asian	10
Black or African American	19
Native Hawaiian or Other Pacific Islander	0
Two or More Races	2
Total People of Color	39
White	137
Nonresident Alien	1
Race and Ethnicity Unknown	7
Total	184

J.D Enrollment as of October 5th 2021

	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	30	11	19	0	12	9	3	0	16	4	12	0	0	0	0	0	58
American Indian or Alaska Native	2	1	1	0	0	0	0	0	0	0	0	0	1	0	1	0	3
Asian	14	6	8	0	4	2	2	0	4	2	2	0	2	1	1	0	24
Black or African American	33	11	22	0	26	13	13	0	13	4	9	0	2	0	2	0	74
Native Hawaiian or Other Pacific Islander	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Two or More Races	6	3	3	0	4	1	3	0	4	1	3	0	2	1	1	0	16
Total People of Color	86	33	53	0	46	25	21	0	37	11	26	0	7	2	5	0	176
White	173	87	86	0	145	65	80	0	148	67	81	0	14	9	5	0	480
Nonresident Alien	2	0	2	0	1	0	1	0	2	1	1	0	0	0	0	0	5
Race and Ethnicity Unknown	8	5	3	0	4	3	1	0	5	3	2	0	2	2	0	0	19
Total	269	125	144	0	196	93	103	0	192	82	110	0	23	13	10	0	680

Grants and Scholarships 2020-2021

	Total		Full Time		Part Time	
	#	%	#	%	#	%
Total # of students	665	100	525	79	140	21
Total # receiving grants	668	100	512	98	156	111
Less than 1/2 tuition	425	64	288	55	137	98
Half to full tuition	241	36	223	42	18	13
Full tuition	0	0	0	0	0	0
More than full tuition	2	0	1	0	1	1
75th Percentile grant amount			\$ 32,000		\$ 14,000	
50th Percentile grant amount			\$ 25,000		\$ 10,000	
25th Percentile grant amount			\$ 20,000		\$ 6,875	

Academic Attrition 2020-2021

	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	0	1	0	6.3	0	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	0.0
Asian	0	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0
Black or African American	2	1	1	0	6.1	1	1	0	0	0	0	0	0	0	0	0	0	0	2.7
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	0.0
Two or More Races	2	0	2	0	22.2	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0
Total People of Color	5	1	4	0	7.6	1	1	0	0	0	0	0	0	0	0	0	0	0	1.1
White	10	6	4	0	5.7	2	2	0	0	0	0	0	0	0	0	0	0	0	0.6
Nonresident Alien	0	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	0	1	0	25.0	1	1	0	0	0	0	0	0	0	0	0	0	0	5.9
Total	16	7	9	0	6.5	4	4	0	0	0	0	0	0	0	0	0	0	0	1.0

Conditional Scholarships 2020-2021

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.

Transfers 2020-2021	
JD1 Transfers Out	16
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.	

Other Attrition 2020-2021																		
	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	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	12.5	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 People of Color	1	0	1	0	1.5	0	0	0	0	0	0	0	0	0	0	0	0	0.0
White	2	2	0	0	1.1	1	1	0	0	0	0	0	0	0	0	0	0	0.3
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	0	1	0	25.0	0	0	0	0	0	0	0	0	0	0	0	0	0.0
Total	4	2	2	0	1.6	1	1	0	0	0	0	0	0	0	0	0	0	0.2

1L Tuition and Fees 2021 - 2022

Per Annual:	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	\$ 1,725	\$ 120	\$ 1,725	\$ 120	\$ 0	\$ 0
Part-Time	\$ 1,725	\$ 120	\$ 1,725	\$ 120		
Tuition Guarantee Program			No			