



Women's
Caucus

Annual Report

2015

Advocates for positive change on
issues of concern to women



From the co-chairs

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CHRISTINE SCHEIRER MANGAT is a 2009 UD graduate and works in the Office of Development and Alumni Relations as Assistant Director of Leadership Annual Giving. Prior to her time in Annual Giving, she worked for five years in Alumni Relations coordinating Alumni Weekend and Homecoming week.



Dear University Community:

We are pleased to bring you the fourth annual report of the Women's Caucus. The caucus was inaugurated in Spring 2011 and advocates for positive change on issues of concern to women faculty and staff at UD.

In this publication, you will find news and updates on our efforts as well as accomplishments of women faculty and staff across UD, discussion of our current caucus priorities, the results of a childcare survey conducted by the caucus, as well as the annual data on the status of women at UD.

This past year has been a whirlwind of change and excitement here on campus. Last fall, the Women's Caucus engaged in the campus conversation surrounding sexual assault and supported various faculty and student groups on campus in an effort to aid the UD community in understanding the policies and procedures surrounding such issues. Despite the ongoing changes, we are proud that the Women's Caucus and the Executive Board are able to move forward and continue to advocate for women's issues.

If you are interested in learning more about the Women's Caucus or want to get involved, please contact us at womenscaucus@udel.edu or visit us online at <http://sites.udel.edu/women>. We hope to see you at our upcoming meetings.

Sincerely,
Robin Andreasen & Christine Scheirer Mangat

The mission of the Women's Caucus is to advocate for positive change on issues of concern to women at the University of Delaware.

The Women's Caucus will carry out its mission by:

- Raising awareness of women's issues, especially those of gender inequity;
- Promoting the consistent adherence to university policies that advance gender equity;
- Advocating for the adoption of new or revised university policies that advance gender equity;
- Providing a confidential and safe forum for the discussion of issues important to women at the University of Delaware; and
- Working in collaboration with other caucuses and groups on issues of common concern.

Leadership

The Caucus is governed by the membership-at-large and has a volunteer Board of Directors, which currently numbers 14 people, including two co-chairs.

How to Get Involved

To learn more about our activities, sign up for a working group (like those that deal with childcare, leave policies, promotional issues or outreach), volunteer, or simply join the conversation, please contact us at womenscaucus@udel.edu.

Membership

All faculty and staff of the University of Delaware who identify as women are considered to be members of the Women's Caucus.



Executive Board with 2015
Torch Award Winner Barbara Settles

News & Updates

New Acting President a Female First

In March, the University of Delaware Board of Trustees named a search committee to identify the institution's 27th president and selected Nancy Targett, dean of the College of Earth, Ocean, and Environment, to serve as acting president, effective July 1.

On serving in this important leadership role, Targett said, "Having dedicated more than 30 years of my professional life to the University of Delaware, I am honored to serve as acting president. I look forward to working closely with the students, faculty and staff to build on the accomplishments of President Harker's tenure and to prepare the way for the next president." Read more about the transition on [UDaily](#).



More Women in Leadership Roles

Lynn Okagaki, dean of the University of Delaware College of Education and Human Development (CEHD) since 2011, [agreed to serve as interim deputy provost for academic affairs](#) to fill the vacancy left by Nancy Brickhouse, who announced her plans to become provost at Saint Louis University in Missouri. Brickhouse assumed her post as SLU's chief academic officer on July 1, at which time Okagaki officially took her seat in the provost's office.

On serving, Okagaki said, "I am honored to join the provost's office during this exciting time at the University of Delaware. As we celebrate 100 years of women at Delaware, we are focused on encouraging more women and underrepresented groups in STEM fields. We have attracted the second largest number of applicants in UD's history, with historic numbers of applicants from underrepresented groups. There are a lot of great changes taking place that will fortify our success."

In addition, Ann Ardis, deputy dean of the College of Arts and Sciences and director of the Interdisciplinary Humanities Research Center (IHRC) was [named interim vice provost for graduate and professional education](#), effective Sept. 1. In partnership with the deans, the vice provost promotes inclusive excellence in graduate and professional education across campus and works to enhance support for graduate student services.

Additionally, the vice provost works to increase funding opportunities, strengthen and expand interdisciplinary and cross-college collaborative programs, develop new high-profile initiatives that build on the University's strengths, and promote the national and international visibility of current graduate students and graduate alumni. "I am honored to serve the University in this position, and look forward to working closely with the provost, the deans and other members of UD's academic leadership to further strengthen graduate and professional education," Ardis said.



News & Updates cont'd

Office of Equity & Inclusion appoints new staff

The University of Delaware's Office of Equity and Inclusion (OEI) welcomed several new staff members in 2015.

Jennifer Daniels was hired as associate director for diversity and inclusion. She serves as liaison to the caucuses, and the Women's Caucus will continue to work closely with Daniels to advance our mutual goals.

Two staff members were also hired to provide education, guidance and support to students, faculty and staff.



Fatimah R. Stone was appointed senior associate director, equity and inclusion, and **Michael J. Kelly** was named associate director, special investigations.

These two new positions were created to support the increased efforts to deal with sexual misconduct on campus.

Stone and Kelly are responsible for ensuring those involved in investigations understand the process, their rights and responsibilities, and how to access resources; they are also charged with ensuring a prompt, fair, and neutral process for all parties involved. They will also be involved in education initiatives about sexual misconduct and the applicable laws.

In addition, Stone's role involves more broadly coordinating OEI's equity and inclusion efforts.

Title IX: University faces issues, adopts revised sexual misconduct policy

Like many other colleges and universities across the country, UD has reacted to the national spotlight on Title IX violations related to sexual assaults and to the active investigation by the U.S. Department of Education by reassessing its policies.

In a rally held last fall, over 300 members of the UD community gathered to voice their concerns regarding sexual harassment and assault, while a **Faculty Senate Commission on Sexual Harassment and Assault** was established.

Effective July 1, the University adopted a revised sexual misconduct policy that applies to all members of the UD community. The policy outlines

how incidents, including sexual harassment, stalking, dating violence and domestic violence, and similar transgressions, will be handled.

The new policy more clearly spells out responsibilities of employees to report any incident they learn of to the Title IX coordinator (currently Sue Groff) and replaces the process for investigating student cases from a full hearing procedure to one that involves one-on-one guidance from a trained professional.

New designation for Continuing Track faculty

The University of Delaware Faculty Senate approved a resolution to change the designation of continuing non-tenure track (CNTT) faculty to continuing track (CT) faculty. At the same time, the Faculty Senate also resolved to ask for clearer criteria for title classification, job descriptions, career progression, and promotion requirements in the Faculty Handbook.

The resolutions were the culmination of the yearlong work of the Provost's Commission on Continuing Non-Tenure Track Faculty.

George Watson, dean of the College of Arts and Sciences and chair of the Commission, presented the final report.

2015 Torch Award

*Barbara Settles recognized
for women's equity and
advocacy*

Barbara Settles, professor of human development and family studies at the University of Delaware, planned the births of her children around the academic calendar so she would miss as few days of work as possible.

"I had one child over the winter break, and the other at spring break," said Settles, who also enlisted the help of her mother, a master's degree holder, as a substitute for a couple classes during her absence. How times have changed.

Today, eligible employees are covered to leave for the birth and care of a child, among other reasons, under FMLA benefits. The University's Policies and Procedures Manual also outlines general policies that impact compensation, contracts and personnel, among other topics — but the employees who benefit from those policies today may not realize just quite how many years in the making they were.

Settles was a forerunner in establishing policies specifically around women's equity and has spent over four decades advocating for the rights of faculty, staff and students who identify as women, which is why the **Women's Caucus** at UD selected her as the **2015 Torch Award** recipient.

Read the [complete article about Barbara's accomplishments and the Torch Award on UDaily](#).



Caucus Activities

Update on Priorities & Subcommittees

Priorities for the upcoming year include childcare, leave policies, outreach, and advocacy.

Work of the **Childcare Subcommittee** continues this year with Jodi Drake as chair. A survey was disseminated to the UD community in fall 2014, and the results of that survey are discussed later in this report.

Leave Policies will also remain a subcommittee, with Joell Bacchieri and Kelsey Cummings as co-chairs. The Leave Policies subcommittee aims to produce a report

next year to show the benchmarking that has been completed, and additional goals that have yet to be established.

The **Website** and **Publications Subcommittees** were folded into a **Communications Subcommittee**, with Kathryn Meier as chair. The Communications subcommittee addresses the marketing and communications needs of the caucus throughout the academic year. Primary publications produced by the subcommittee include the annual report and press releases, as well as maintenance of the caucus website. Other

Activities cont'd

initiatives include UDaily event, meeting and general announcements; coordination with UD's digital staff on social media outreach; general advertisements; and postcard and other mailer designs.

The caucus remains active on issues of institutional culture by coordinating with other campus groups (such as the Commission on Sexual Misconduct) to monitor progress.

Outreach to our general membership is a priority for the upcoming year, and this goal is three-pronged. We want to hear from our constituents about issues of concern; we want to keep constituents informed about our activities, initiatives and priorities; and we want to help communicate efforts around campus aimed at improving women's equity.

A travelling brown bag (to reach groups of women on campus who may not be able to attend our general meeting) is one idea. We continue to need volunteer staff support to help with coordination.

In addition, the upcoming fall caucus meeting will be held at Acting President Nancy Targett's residence. As co-host of the general meeting, she will engage in discussion and activities regarding women on campus.

Partnerships

We continue to work closely with the **Office of Equity and Inclusion** and **other caucuses** on campus on issues of mutual concern.

We continue outreach and developing connections with the **Vice Provost for Faculty Affairs** and the **Vice Provost for Diversity** to bring relevant issues of concern to administrators on behalf of constituents.

Caucus Business

The caucus held two general meetings in fall 2014: for faculty on October 27 and for staff on October 30. One general spring meeting was held on April 23, 2015.

Elections were held at the spring meeting. Margie Kiter Edwards and Kathryn Meier were elected as new board members. Megan Gaffney was re-elected to an additional term as secretary, and Christine Scheirer Mangat was re-elected to a second term as co-chair. Outgoing board members included Bess Davis, Rebecca Davis, Tiara Malcolm and Patricia Sloane-White.

Information and updates continue to be available via the **Women's Caucus website**, which includes meeting minutes; archives of previous annual reports; faculty and staff accomplishments; events; and subcommittee information.

Honorable Mentions

Heather Abbott, Boston Marathon survivor and amputee, addressed nearly 200 staff at an **Appreciation Luncheon held in honor of UD Women's College Centennial Celebration**. The luncheon was held as a special thank you to staff for their numerous and daily contributions to UD.

The staff appreciation luncheon also recognized two individuals for their contributions that helped shape the culture of the UD campus as it relates to women's issues and human rights issues as a whole. The **Rev. Cecily**



Sawyer Harmon, former senior Employee Relations administrator for FSAP and currently chaplain of the Episcopal Campus Ministry; and **Donna Tuites**, former program coordinator/assistant director for the Office of Women's Affairs. **More on UDaily.**



The Status of Women at UD



In this fourth annual report of the UD Women's Caucus, we present data focused on women faculty and staff, providing an overview of the status of women at the University.

The views, opinions, and content of this publication are those of the authors and contributors and do not necessarily reflect the

views, opinions or policies of UD and should not be construed as such.

Note: All data presented represents Fall 2014 conditions, unless otherwise noted. Data obtained from UD's Office of Institutional Research and Effectiveness.

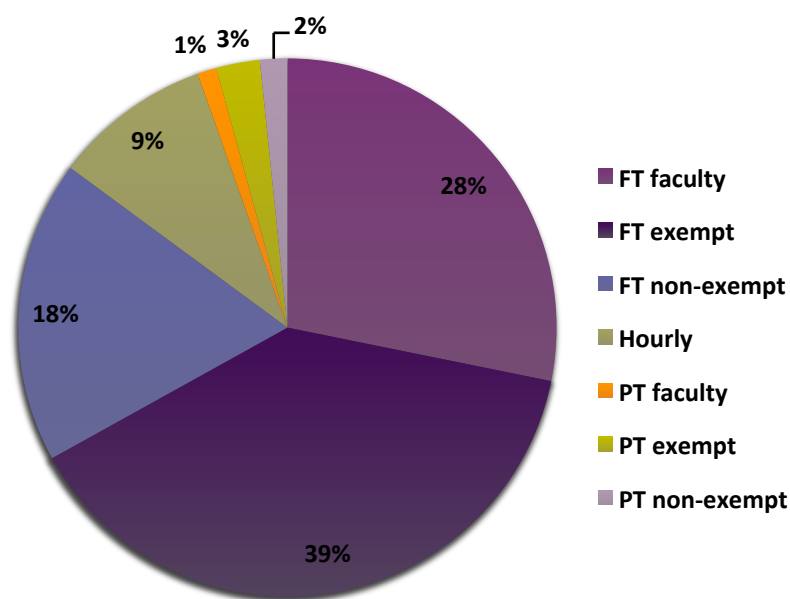
University Workforce Characteristics

The University of Delaware workforce includes four categories of employees: faculty, exempt (formerly called "professional staff"), non-exempt (formerly called "salaried staff"), and hourly workers. The pie chart on the following page, "All Employees at UD, 2014," shows the breakdown for all full-time and part-time employees in each category.

The overall UD workforce is majority female (54 percent), but some categories of employees are more gendered than others. Women comprise nearly three-quarters of non-exempt employees (73 percent) and 59 percent of exempt employees are female. However, men are the majority among faculty (60 percent) and hourly workers (67 percent).

Since 2009, when the Women's Caucus started tracking this data, the gender distribution among the UD workforce has not shifted much. The 2014 numbers reflect an increase in the representation of women among faculty from 39.7 percent in 2013 to 40.2 percent in 2014 and among exempt employees from 58.2 percent in 2013 to 59 percent in 2014, and a decrease in the representation of women among non-exempt employees from 74.7 percent in 2013 to 73.4 percent in 2014. The proportion of women who are hourly employees did not change from 2013 data.

All Employees at UD, 2014



University Leadership

Board of Trustees

According to the Charter of the University of Delaware, “the Board of Trustees shall have the entire control and management of the affairs of the University.” The Board is composed of four ex-officio members, eight members selected by the governor, and 20 members elected by the board itself. As of March 2015, women represented 30 percent of the board, which has eight women and 19 men. The gender composition among the four officers is evenly split.

University Administration

Women occupy a variety of leadership positions among the University administration, most notably Acting

President Nancy Targett, who has been leading the University since July 2015 during the ongoing presidential search. The presence and involvement of women at various levels of leadership—as well as their absence from such positions—is an important indicator of how system knowledge and institutional processes are working equitably.

As of this publication, of the deans of UD’s seven colleges, two are women. Across the entire University, of faculty who hold an administrative appointment, 38 percent are women. Among department chairs and academic center directors, 35 percent are women.

Faculty

In fall 2014, there were 1,252 faculty members employed at UD (per “[Overall Employee Breakdown by Time Status, Category, Gender and IPEDS Race/Ethnicity](#)” table). Faculty composition with respect to gender and race varies by both position and by college.

Tenure-Track/Tenured

The representation of women among tenure-track and tenured faculty members has shifted over the last two decades and is moving towards greater gender parity at the assistant professor and associate professor ranks, while staying relatively flat at the full professor rank. In 2011, the data presented in the first annual Women’s Caucus report, showed that 49 percent of assistant professors were women, 39 percent of associate professors, and 25 percent of full professors were women. The 2014 data show a small shift in the representation of women among associate professors, as women now comprise 42 percent of associate professors. Women still make up 25 percent of full professors and 50 percent of assistant professors. These numbers represent significant improvements over the last 20 years, but nevertheless show that there is still important work to be done to improve the representation of women, especially at the full professor rank.

In addition, when we break down the data not only by gender but race, as well, we see dramatic need for attention to intersectionality and to the more fine-grained data available about faculty representation. In the table that follows, we see that women faculty at UD are overwhelmingly white, with the greatest racial diversity among untenured faculty on the tenure track and the least racial diversity among full professors. Indeed, according to the fall 2014 data, only 12 of UD's 379 full professors are women of color. Among associate professors, 31 are women of color and among assistant professors, 23 are women of color. These numbers indicate the importance of understanding the ways that race and gender intersect in faculty retention as well as in various paths to promotion at UD.

Diversity among Women in both Tenure and Continuing Track Positions by Rank

	All Women	White	African American	Hispanic	Asian	Native American	2 or more races
Tenure Track							
<i>Total Full time</i>	330 (36%)	223 (68%)	20 (6%)	9 (3%)	37 (11%)	0 (0%)	2 (<1%)
<i>Full Professor</i>	98 (26%)	86 (88%)	6 (6%)	1 (1%)	5 (5%)	0 (0%)	0 (0%)
<i>Associate Professor</i>	121 (42%)	88 (73%)	8 (7%)	7 (6%)	16 (13%)	0 (0%)	0 (0%)
<i>Assistant Professor</i>	81 (50%)	49 (60%)	6 (7%)	1 (1%)	16 (20%)	0 (0%)	2 (2%)
Continuing Track							
<i>Total Full time</i>	153 (53%)	127 (83%)	6 (4%)	9 (3%)	4 (3%)	2 (1%)	1 (<1%)
<i>Full Professor</i>	3 (25%)	3 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
<i>Associate Professor</i>	19 (38%)	18 (95%)	1 (5%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
<i>Assistant Professor</i>	66 (52%)	52 (79%)	4 (6%)	5 (8%)	3 (5%)	1 (2%)	0 (0%)
<i>Instructor</i>	62 (66%)	54 (87%)	1 (2%)	4 (6%)	1 (2%)	1 (2%)	1 (2%)

Data are presented as the number of women in each category and the percentage of women relative to the total number in that category. Note, too, that this chart does not include 32 part-time faculty (1 TT and 31 CT). Source: UD Office of IRE, "Number of Faculty By Rank and Tenure Status" table.

Continuing Track

In the light of the work of the 2014-15 CNTT Commission as well as ongoing efforts to build paths to promotion for CT faculty, we want to recognize the importance of this faculty demographic. In 2014, Continuing Track faculty represented 26.8 percent of all faculty at UD. Importantly for the Women's Caucus, the majority of CT faculty at UD (54.9 percent) are women, although the percentage varies within different colleges, as seen in the next table.

Number of Tenure Track and Continuing Track Women by College

College	TT Women	% TT Women	CT Women	% CT Women	All Women Faculty	% All Women Faculty
Agriculture & Natural Resources	19	27.94%	6	42.86%	25	30%
Arts & Sciences	155	38.08%	88	53.66%	243	43%
Business & Economics	32	31.07%	12	41.38%	44	33%
Earth, Ocean, & Environment	14	26.42%	2	40.00%	16	28%
Education & Human Development	33	61.11%	22	70.97%	55	65%
Engineering	21	16.54%	5	23.81%	26	18%
Health Sciences	46	63.89%	16	69.57%	62	65%
Non-College Affiliated	0	0%	1	33.33%	1	33%
University	475	36.79%	240	52.86%	715	41%

CT, continuing track faculty; TT, tenure track faculty

According to faculty salary information available from the *Chronicle of Higher Education* for 2013-14, women at UD earn less than their male counterparts at all ranks of faculty (full, associate, assistant, instructor). Full professors had the greatest salary disparity, with women full professors earning on average \$0.91 for every dollar of men's pay. Differences between average annual salary for associate professors and assistant professors were also meaningful, with the greatest salary parity found among assistant professors. To understand pay differences at higher ranks, it may thus be important to examine metrics for merit pay and other means by which faculty salaries are determined.

Staff

Employees with different classifications (exempt, non-exempt, hourly) have different access to benefits, including sick leave and job flexibility, and they are covered by different unions. In order to make stronger and more principled arguments for equitable treatment across employees, we need data that will allow us to trace patterns in gender *and* race identifications among staff, as well as to understand the different roles and responsibilities played by staff members. The chart below indicates the different race and gender distributions across staff.

Diversity Among Women in Exempt, Non-Exempt and Hourly Positions

	All Women	White	African American	Hispanic	Asian	Native American	2 or more races
Exempt	975 (59%)	820 (84%)	79 (8%)	21 (2%)	39 (4%)	3 (<1%)	6 (<1%)
Non-Exempt	569 (73%)	478 (84%)	58 (10%)	11 (2%)	9 (2%)	2 (<1%)	7 (1%)
Hourly	135 (33%)	66 (49%)	35 (26%)	17 (13%)	15 (11%)	1 (<1%)	1 (<1%)

Data are presented as the number of women in each category and the percentage of women relative to the total number in that category. Source: UD Office of IRE, “*Employee Breakdown by Category, Gender and IPEDS Race/Ethnicity, Full-Time*” table.

Students

Undergraduate students

In 2014, female students made up 57.8 percent of the University’s undergraduate enrollment, excluding the Associate in Arts and Continuing Studies programs. While females tend to be over-represented in colleges such as Education and Human Development (94 percent), Health Sciences (79 percent) and Agriculture and Natural Resources (68.2 percent), they are under-represented in Engineering (22.8 percent) and Business and Economics (43 percent).

Data on entering cohorts of “first-time, full-time first-year” undergraduates on the Newark campus indicate that retention rates among female and male students are similar. However, female students as a group are more likely than male students to graduate within four years. Further, female students also graduate at larger percentages than male students within their cohort at five and six years from entry.

COLLEGE	Women Undergraduates		Women Graduate Students	
	N	%	N	%
Agriculture & Natural Resources	530	68.2	114	53.5
Arts & Sciences	3,941	64.0	606	54.6
Business & Economics	1,298	43.0	312	47.6
Earth, Ocean & Environment	184	51.7	70	46.7
Education & Human Development	935	94.0	250	72.9
Engineering	557	22.8	223	25.5
Health Sciences	2,018	79.0	310	76.4
UNIVERSITY	10,058	57.8	1,876	50.3

Note: Students with multiple majors are counted under each college, so that the sum of the college counts will be higher than the total number of unduplicated students. Sources: UD Office of IRE, “*Undergraduate Enrollment by College, Gender and IPEDS Race/Ethnicity, Newark Campus*” table and “*Graduate Enrollment by College, Gender and IPEDS Race/Ethnicity, Newark Campus*” table.

Graduate students

In 2014, there were 3,729 graduate students enrolled at UD. Of those, 1,876 (50.3 percent) were female; 1,845 (49.5 percent) were male; eight were unknown. The overrepresentation of women is not as strong at the graduate level as it is in the undergraduate level in most of the colleges described above, save for Health Sciences, where the makeup is just over three quarters (76.4 percent) and Education and Human Development, which maintains nearly three quarters at 72.9 percent. For example, women represent just over half the graduate student body in Agriculture and Natural Resources (53.3 percent) and in Arts and Sciences (54.6 percent). Women continue to be underrepresented at the graduate level in Engineering (25.5 percent), Earth, Ocean and Environment (46.7 percent) and Business and Economics (47.6 percent).

Conclusion

This report has examined the status of women leaders, faculty, staff, and students at the University of Delaware. Overall, some improvement is detailed in the status of women at UD in recent years. A women now holds the position of acting president, while women also continue to be appointed to more leadership roles; women also continue to be slightly less under-represented in faculty positions.

Despite such improvements, though, inequalities remain across many indicators for women at UD. Women continue to be under-represented across faculty ranks and disciplines, and within many student majors (particularly STEM fields). Bettering access to advanced positions and leadership roles, and continuing to address related inequities are essential to improving the status of women in the future.



2015 Women of Promise Dinner

This annual event promotes positive faculty and student mentoring relationships, with women faculty members selecting exceptional women undergraduate and graduate students to accompany them to the dinner. This year's keynote was Amy DuBois Barnett, executive director at ESPN. [Read more on UDaily.](#)

Juggling Kids & Career



UD employees and students respond to childcare survey

In Fall 2014, the Women's Caucus, with the support of the Provost's Office and the Office of Human Resources, conducted a survey of all employees and students at the University of Delaware to assess childcare needs and resources. The challenge of finding high quality, affordable, accessible, and convenient childcare is frequently identified as a major issue at Women's Caucus meetings. This survey was designed to supplement such anecdotal evidence with quantitative and more systematic qualitative data to support policy recommendations to address the unmet need if warranted.

We received 1,261 responses to the survey, which are expected to be somewhat skewed toward those interested in the subject. No incentive was provided for filling out the survey. The percentages reported below are based on the number of people who actually answered each question.

Statistics

Is there a need for childcare?

Roughly half of the respondents (49.2 percent) indicated that they currently require childcare and/or anticipate requiring childcare within the next five years. Practically all respondents (99 percent) indicating a need for childcare are involved in childcare decisions either as equal partner or as primary or sole decision-maker.

What are the critical childcare decision factors?

More than 94 percent of the respondents (roughly 500) said that the following factors are "very important" or "somewhat important" in the childcare decisions: teacher quality, cost, hours, availability, and location (near

work or near home). The availability of a summer care option was very or somewhat important to 83 percent of respondents, the availability of an after-school care option to 72 percent, and the availability of meals to only 41 percent. The cost of childcare is a critical factor for many people, even though 87.4 percent of respondents have partners or spouses who contribute to the expenses.

What are the common childcare choices?

By far the most common current childcare provider for the respondents are non-UD affiliated licensed childcare facilities (146) and relatives or friends (118). Before- and after-school programs are also popular (103), followed by nannies and babysitters (77), stay-at-home parents (47), and licensed home day care (40). The University of Delaware's Early Learning Center (ELC) is only serving 34 respondents, while the Lab Preschool serves only seven and the College School serves one. By contrast, much larger numbers of respondents indicate an interest in utilizing the UD facilities in the future: 160 for the ELC, 88 for the Lab Preschool, and 62 for the College School. Aside from before- and after-school programs, that makes the ELC the most popular option for future care. The data for future childcare plans suggests unrealistic expectations for use of all three UD facilities: No other options exhibit an increase between planned use and current use by a factor of more than two, whereas the factors are almost five, 13, and 62 for the ELC, Lab Preschool, and College School, respectively.

Why do people not use UD-affiliated facilities?

Among those who have not used the ELC, the most common reasons are cost (154 respondents) and availability of slots for new children (128 respondents). Many fewer people answered this question with regard to the Lab Preschool, but the most commonly cited reason was its hours (36 respondents). For the College School, cost, availability, hours, and location were roughly equally commonly cited reasons (10-16 respondents).



Large numbers of respondents indicated an interest in utilizing UD facilities, like the Laboratory Preschool, in the future

What are the perceptions of the options provided by UD?

Almost half of over 500 respondents disagreed or disagreed strongly with the statement "UD currently provides affordable childcare options." (Only 9.7 percent agreed or strongly agreed.) Similarly, 47.2 percent disagreed or disagreed strongly with the statement "UD currently provides accessible childcare options." (Only 14.2 percent agreed or strongly agreed.)

Is there a market for additional options?

The response to suggested additional childcare options for UD employees and/or students was enthusiastic: 70.1 percent (of 516 respondents) said they probably or definitely would take advantage of additional childcare options on campus. 67.3 percent said they would probably or definitely take advantage of sick-child care programs to fill in when a sick child is not permitted into a regular day care. 63.1 percent said they would probably or definitely take advantage of discounts offered by local non-UD care providers to UD employees.

Free-Form Responses

Many respondents to the survey entered lengthy free-form comments, resulting in more than 100 entries. They fall generally into two main categories, one addressing current childcare resources and benefits at UD, the other addressing the advantages for the University of improving its offerings.

Current childcare resources and employee benefits are viewed as inadequate.

A total of 102 unique comments were made with regard to the current status of UD's childcare philosophy, practices, and resources, which participants nearly unanimously agreed were inadequate.

Three general themes emerged from the comments.

1. Institutional apathy: Lack of family-friendly policies, values, and attitudes and inferior performance in comparison to other academic or corporate employers

Survey respondents shared their perceptions that UD fails to promote family-friendly policies or work-life balance, particularly in comparison to its peer academic and local corporate competitors:

"I am very disappointed about the support that UD gives to employees. Many top universities (e.g., University of California, Boston University, etc.) have strong programs to support childcare for employees... As an employee at UD I feel that the facilities and the options provided by UD are not sufficient and do not encourage the fostering of a family driven by UD standards."

"The University is an employer of considerable size, but has yet to reach some of the standards that many local corporate employers offer at little or no additional cost to employees – e.g., subsidized child care (Bank of America), discounts for childcare (BoA, Chase, etc.), on-site infant care (Chase), and much more... Cancelling the 'Bring your son/daughter to work' day this year was also viewed very negatively, as just another instance of where UD is disinterested in being a family-friendly employer."

"...I am surprised at the limited options for child care on campus. The University of Washington...had multiple sites around campus with dedicate spots to graduate students. Also, they had grants to students with families to help pay for childcare. It would be nice if the UD offered such programs."

"Our previous university offered a full-time daycare on campus that gave preference to university faculty, staff, and students and had sliding scale tuition based on your status (faculty, staff, or student). That worked really well for us."

It should be noted that several large local employers, most notably W.L. Gore & Associates and Bank of America, have closed their on-site daycare centers in recent years. While Bright Horizons, the company that operated centers for both Gore and BoA, in response opened a community daycare center, the closure of the

Three general themes emerged from the free-form responses:

1. Institutional apathy: lack of family-friendly policies, values & attitudes, inferior performance to comparators
2. Negative impact around childcare policies & benefits
3. Confusion & disappointment surrounding benefits

three company-sponsored centers also meant additional pressure on other childcare resources in the Newark region.

2. Negative impact of institutional apathy around childcare policies and benefits.

Survey respondents of all types – faculty, staff, and graduate student – shared poignant experiences of the negative impact of unaffordable and inaccessible childcare.

“As a graduate student, I ended up dropping out of my PhD program due to my inability to afford care for my daughter while I tried to work.”

“UD needs to take seriously the lack of resources for graduate students on campus who have a young family or are thinking of starting one. As it stands now the lack of options seems to enforce the sad norm that women must choose between pursuing a career and having a family. I am in a constant state of tension about wanting a family and fear of getting pregnant at the wrong time partially because I fear not being able to find a spot for my child in a trustworthy center nearby and that is also affordable.”

“The burden of child care also affects my promotion plan, as well as my ability to participate fully in campus events and service.”

“There appears to me no greater detriment to women faculty than affordable child care – it impacts all other decision-making including housing options (what we can buy and where), my work schedule and ability to fulfill all my duties. Subsidized child care would be extremely helpful for all women on this campus and as I know other faculty at other universities who have this it frees up resources to afford housing closer to the university and enables women faculty to spend all week working rather than subsidizing their own research time for child care days, which seems to happen quite a bit. In other words, women faculty cut research days for childcare days. Help in this capacity would change my calculus about staying at a research university for sure.”

3. Confusion and disappointment regarding UD’s childcare “benefits”

The most commonly referred to area of employee discontent (77 comments) was in regard to UD-run child care/learning centers including the Early Learning Center (ELC) and Lab Preschool. Respondents praised UD childcare facilities as having exceptionally high quality and that, for many, it was the benchmark against which they compared other facilities. However, employees expressed confusion about whether or not the ELC and Lab Preschool are specifically designed for employees or are employee benefits. Some reported that they had been led to believe (upon hiring) that they were benefits, but came to discover they are not specifically designed or intended for UD employees.

“When I first got my job and visited, I was told that UD offered childcare. I thought this was so progressive and amazing! Then I got here and learned that it wasn’t actually an employee benefit and that it was really hard to get in.”

“I find the university’s print advertising promoting the UD ELC as a resource for faculty to be misleading. This is a resource available to anyone which causes long wait lists such that a new faculty member here would not be able to enroll their child there and operating on policies made with no apparent consideration for how decisions impact faculty.”

Of all free responses regarding UD-run childcare options, respondents had the most to say about:



COST
(31 comments)



**WAIT LIST/AVAILABLE
OPENINGS**
(23 comments)



**FLEXIBLE HOURS/DAYS
OF OPERATION**
(15 comments)

“The ELC is great, and I am happy that we were able to get our children in. We had to face an 18-month waiting list, and it is insanely expensive (ca. \$30,000/year for two children). There is no help with the waiting list, nor any discount in tuition, for faculty.”

“The Early Learning Center is NOT affordable on most UD employee’s salaries. Well, not most staff salaries anyway. The only people I know who can afford it are faculty or staff who have spouses who earn a significant wage. It’s always been my dream to send my children to such a high-quality childcare facility as the ELC, but like luxury cars, we cannot all afford to drive a Cadillac. Nor do they have the openings. Because of those reasons, I don’t view the ELC as a ‘real’ option for UD employee childcare.”

“I found it stressful to find childcare for my infant. I put ourselves on the waiting list for the UD ELC when I was only 3 months pregnant, and we didn’t get a spot until my child was 6 months old (1 year and 3 months on the waiting list!). By that time, we had already found a non-UD childcare that was much cheaper than ELC and offered a UD discount. The ELC seems like a nice facility, but I was dissatisfied that the faculty actually are very low on the priority list for available spots. It would be fantastic if UD could follow in other university footsteps and provide access to childcare for faculty, staff, and postdocs/students.”

“My son was on the wait list for the Early Learning Center for over a year before we ultimately put him in a non-UD daycare center. While I know the ELC is the gold standard for childcare in Delaware, the wait list is extremely long (years, not months) and the cost is the highest in the area. We ended up at another center in Newark that offers very similar services for about 25% less per week. Considering that university employees don’t all make competitive salaries, we should at least have access to competitively priced childcare on campus.”

In terms of other UD childcare benefits, several individuals expressed disappointment that there is no paid maternity leave. Others expressed disappointment in the Family/Workplace connection “benefit.”

“We have the ‘benefit’ of the Family and Workplace Connection, but I didn’t find that to be any different than a phone book listing childcare providers. It doesn’t indicate availability and the information is often incomplete or incorrect. So it doesn’t really save you any time in locating available childcare.”

Improvements in UD's childcare resources and benefits would pay dividends for individuals, families, and the organization.

Concerning possible improvements to childcare resources and benefits at UD, free form comments generally addressed one of two main themes.

1. Desire for additional childcare options as part of an overall UD employee benefits package.

This theme is consistent with the statistical result showing a large majority eager to take advantage of additional childcare options if they were offered by UD. A significant number of respondents (45 comments) elaborated on this thought.

One common suggestion was UD-sponsored onsite childcare that would be an express benefit for employees and graduate students; that is, employees' children would receive guaranteed or preferential placement (no wait list) and discounted (subsidized) tuition. Onsite childcare would promote increased faculty/staff attendance and campus engagement, as well as enhanced organizational commitment.

It should also be noted that several respondents from non-Newark campuses mentioned that they felt their needs were often ignored due to their location.)

"There are many models for partnering with national day care centers (e.g., Bright Horizons) including exclusive (open to employees only) and preferred (open to employees and the community, as space permits) options, as well as different options for who owns/controls the center (University versus the day care center). Area employers utilizing a variety of on-site childcare models include Christiana Care Health System, Bank of America, and W.L. Gore, among others."

Two general themes emerged from the free-form responses:

1. Desire for additional childcare options as part of UD benefits
2. Potential positive impact of improved childcare benefits for employees

Another suggestion for improving childcare employee benefits was for UD to actively seek partnerships with area daycare providers to promote employee discounts in exchange for advertising to employees through HR materials. However, it should be noted that most daycare facilities in Newark are already sporting long waitlists.

Respondents also described a need and desire for additional services including:

- Drop in care for school-age children (for days when schools are closed but UD is open)
- After-school care for school-aged children
- Increased availability and affordability of summer camps/programs, with hours of operation that mirror the employee's work day
- Child care options for children with special needs or circumstances
- Options for children who have "aged out" of traditional aftercare programs (ages 12-15)

Respondents shared additional creative ideas for childcare benefits they have experienced while working elsewhere including:

- Paid maternity leave
- Improved options for transition back-to-work after maternity leave

- Free onsite childcare for first 8 weeks back to work for new mothers so that they can continue to breastfeed and visit
- Employer contributions to dependent care flex spending accounts
- Sliding scale tuition based on salary
- Child care services for both employees and students
- Increased flexibility in utilization of sick time bank
- Comprehensive HR counseling with expectant parents with regard to parental leave, planning, benefits, etc.

2. *The potential positive impact of improved childcare benefits for UD employees*

Respondents shared numerous positive consequences that improving childcare benefits would have on employee recruitment and retention. In terms of recruitment, respondents indicated that enhanced childcare employee benefits would enhance UD's reputation and appeal to prospective hires and would bring UD in line with both local employers of similar stature as well as with academic peer competitors. In terms of retention, respondents indicated that enhanced childcare employee benefits would increase employee productivity, increase employee engagement to the organization and participation in campus events, and enhance the quality of work.

"Greater employer subsidies for child care would be great for personal finances, morale, recruiting, and indicating a true commitment to 'family friendly policies.' We, as a university, aim to emulate the best of the best in other aspects, why not this?"

"Affordable, accessible childcare would be a wonderful place for UD to dare to be first"

Summary

In summary, survey participants who responded to this open-ended item agree:

- UD's philosophy and atmosphere as well as its actual childcare benefits/practices define UD as marginally family-friendly.
- UD trails both local corporate as well as national academic peer competitors with regard to family-friendly childcare policies and practices.

- Existing childcare programs offered at UD are misinterpreted by some employees as "benefits," leading to disappointment and frustration.
- Lack of high quality, affordable, available, and convenient childcare options creates significant personal and professional barriers for faculty, staff, and graduate students, which negatively impact employee and student productivity.
- Employees strongly support UD administration's active involvement in the development of an on-site child care center or the negotiation of arrangements with off-site child care centers resulting in improved affordability and availability of high quality child care options.

Next Steps

The Women's Caucus will continue to analyze the data collected through this survey and work on formulating policy suggestions for the University administration to consider, but the message is already loud and clear that hundreds of UD employees would like to see a better commitment on the part of the institution to helping its employees with a key puzzle piece to work-life balance, that of reliable, affordable, accessible childcare.

On the cover

Women across UD, past and present, are accomplishing great things and having an impact on equity for all women on campus. Here is a little more detail on the women we featured on the cover (*photos courtesy of UD Communications and Public Affairs and @UDelaware on Twitter*).

1



1

Acting President Nancy Targett engages with students on campus by [taking selfies](#).

4



2

UD social media @UDelaware shares a [throwback of two UD alumnae](#) on Twitter.

2



3

Bahira Trask nominated Barbara Settles for the 2015 Torch Award (story on page 6 of this report)

5



4

Undergraduate women studying abroad partnered with the Dare Women's Foundation on a campaign to empower women in Africa through access to feminine hygiene products ([see full story on UDaily](#)).

3



5

Rhonda Prisby, assistant professor of kinesiology and applied physiology, is one of a number of women featured in the latest [Research](#) magazine in an article detailing the accomplishments of [University of Delaware Women of Research](#).

Kudos



The Women's Caucus congratulates the following women on their fantastic accomplishments between July 1, 2014 and September 1, 2015, with thanks to *UDaily* for highlighting and archiving these achievements.

We did our best to include everyone, but if we've missed you, please let us know via womenscaucus@udel.edu and we'll be sure to include you in additions to our ongoing list.

- **Stephanie Kerschbaum** named a recipient of a 2014-15 American Association of University Women (AAUW) Postdoctoral Research Leave Fellowship
- **Cathy Ciolek** received the Lucy Blair Service Award from the American Physical Therapy Association
- **Pam Green and Cathy Wu** included as top scientists in Thomson Reuters' Highly Cited Researchers list
- **Patricia Sloane-White** received a Fulbright Specialist award to collaborate with the Faculty of Business and Accounting at University of Malaya on the subject of the Islamic Economy
- **Kristi Kiick** selected as a 2014 Fellow of the American Chemical Society
- UD awarded an NSF ADVANCE IT award with **Pam Cook, Robin Andreasen and Heather Doty** as co-PIs
- **Lisa Sorantino** named UD's HR Liaison of the Quarter for the third quarter of 2014
- **Angelia Seyfferth** awarded an NSF Career award
- **Lindsay Hoffman, Robin Andreasen, Zoubeida Dagher, and Michela Taufer** are among the co-PIs awarded an NSF grant to research global issues in STEM research
- **Beth Morling** named the 2014 Professor of the Year for the state of Delaware by the Council for the Advancement and Support of Education (CASE) and the Carnegie Foundation for the Advancement of Teaching
- **Michaela Taufer** elected to a three-year term on the steering committee for the SC Conference Series
- **Michelle Cirillo** awarded an NSF Career Grant for her research on improving high school math instruction
- **Lauren Petersen** received the American Publishers 2015 PROSE Award for Professional and Scholarly Excellence, recognizing the best scholarly book in the humanities
- **Martha Buell and Rena Hallam** selected as 2015 Salzburg Fellows
- **Stephanie Kerschbaum** received the 2015 Conference on College Composition and Communication (CCCC) Advancement of Knowledge Award for her book *Toward a New Rhetoric of Difference*
- **Tania Roth** received an Early Career Impact Award from the Federation of Associations in Behavioral and Brain Sciences Foundation
- **Bahira Trask** named a fellow of the National Council on Family Relations
- **Maria Aristigueta** installed as president of the American Society for Public Administration
- **Martha Corrozi Narvaez** began as president-elect of the American Water Resources Association
- **Sue Barton** (with Jules Bruck) received the Land Ethics Award in the residential category from Bowman's Hill Wildflower Preserve for a sustainable demonstration project in the New Castle County community of Applecross

Kudos cont'd

- **Donna Laws** named the Delaware Hotel and Lodging Association associate member of the year
- **Jennifer Biddle** co-authored an article detailing the important role methane seeps play in microbial biodiversity of the sea floor in the prestigious journal *Proceedings of the National Academy of Sciences (PNAS)*
- **Nancy Brickhouse** became provost at Saint Louis University in Missouri effective July 1
- **Linda Stacy** named UD's HR Liaison of the Quarter for the first quarter of 2015
- **Catherine Grimes** won a Cottrell Scholar Award
- **Cathleen Geiger** named the sea ice science editor for the *Journal of Glaciology*
- **Catherine Grimes, Tatyana Polenova, April Kloxin, and Millie Sullivan** received UDRF Strategic Initiative grants
- **Margaret Stetz** named among the top 25 women in higher education for her outstanding leadership and significant contributions to higher education; she also received a **2015 UD Excellence in Teaching Award**
- **Laura Eisenman, Deborah Delaney, and Cynthia Diefenbeck** awarded 2015 Excellence in Undergraduate Advisement Awards
- **Gretchen Bauer** received a Fulbright Scholar Grant for Teaching and Research
- **Sue McNeil** elected a distinguished member of the American Society of Civil Engineers
- **Dawn Elliott** awarded the Van C. Mow Medal by the American Society of Mechanical Engineers for her contributions to the field of bioengineering
- **Roberta Golinkoff** awarded the James McKeen Cattell Fellow Award, the highest honor conferred by the Association for Psychological Science, for "a lifetime of outstanding contributions to applied psychological research"
- **Kali Kneil** awarded the 2015 International Association for Food Protection Elmer Marth Educator Award
- **Nancy Weiss** received the Dybwad Humanitarian Award from the American Association on Intellectual and Developmental Disabilities for her advocacy on behalf of children with autism spectrum disorders
- A team led by **Michaela Taufer** took first place in the Eighth IEEE International Scalable Computing Challenge for their project, "Accurate Scoring of Drug Conformations at the Extreme Scale"
- **Iva Obrusnikova** awarded the G. Lawrence Rarick Research Award by the National Consortium for Physical Education for Individuals with Disabilities in recognition of her contribution to the adapted physical activity literature
- **Susan Conaty-Buck** selected by the American Association of Nurse Practitioners for the second cohort of its Leadership Program

The following women faculty were promoted this spring:

- Deborah Allen
- Jaehee Jung
- Andrea Everard
- Nancy Getchell
- Jung-Youn Lee
- Anna Papafragou
- Heidi Sarver
- Cristina Archer
- Siobhan Carroll
- Emily Davis
- Stephanie Kerschbaum
- Clara Chan
- Michelle Cirillo
- Cynthia Diefenbeck
- Regina Sims
- Hui Fang
- Elizabeth Farley-Ripple
- Shannon Lennon-Edwards
- Adrienne Lucas
- Ikram Masmoudi
- Susanne Morton
- Rhonda Prisby
- Katalin Takacs-Haynes
- Changqing Wu
- Christine Cucciarre
- Asima Saad Maura
- Sandy Baker
- Ellen Monk

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