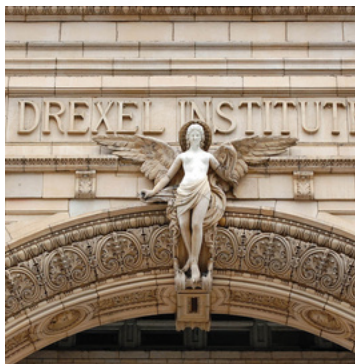


# TOWARDS AN ANTI-RACIST UNIVERSITY

2023 Report on Drexel University's Anti-Racism Commitments



[www.drexel.edu/eic](http://www.drexel.edu/eic)

**Prepared by :**

DREXEL UNIVERSITY

Office for

**Institutional Equity  
and Inclusive Culture**

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# Introduction

Drexel's journey towards anti-racism, which was launched by President Fry's convening of the 2020 Anti-Racism Task Force (ARTF), is entering its fourth year. Although much progress remains to be made, we continue to work in partnership with the many dedicated members of our University community to move forward. As we conclude our second year of implementation, we want to highlight the work that is ongoing as part of the Office for Institutional Equity and Inclusive Culture's (EIC) implementation and success monitoring.

In last year's report, we featured two University-wide commitments, from the 64 total, that every unit should be working on. As part of the next steps, we convened a pilot group, which consists of representatives from 12 units (see Appendix B). This resulted in the refinement of the two commitments and clarification of activities to facilitate success monitoring. The group is brainstorming comprehensive documentation, evaluation, and dissemination approaches that will be implemented in the next year.

This report includes three key areas: 1) implementation and success monitoring update, which focuses on data documenting representation and climate; 2) highlights of unit activities addressing the 64 commitments; and 3) next steps in the implementation and success monitoring process.

## **Anti-Racism and Diversity, Equity, Inclusion, and Belonging (DEIB)**

Anti-racism recognizes that various policies, systems, structures, and processes have benefited one racial group of people (white) to the disadvantage of others (Black, Indigenous, and other people of color), and works to change these systems to make them more equitable for everyone. Anti-racism requires ongoing institutional and individual action towards racial equity.

Although this annual report focuses on race, EIC continues to consider intersectionality in its approach towards creating an inclusive and welcoming environment for all members of the Drexel community. In fact, anti-racism lays the foundation for addressing other forms of marginalization. For example, the members of the anti-racism implementation and success monitoring group have worked with members of the University's Drexel 2030 Strategic Plan implementation team to develop goals and metrics for the Culture of Equity imperative, informed by the anti-racism success monitoring framework. This work includes monitoring change in demographic representation using Drexel's Discrimination, Harassment, and Bias Incidents policy as a guide, as well as the climate survey. Furthermore, a small group has been convened to review and update the Culture of Equity initiatives to better reflect both where Drexel is on its journey towards anti-racism and more explicitly highlight ongoing equity and inclusion efforts for members of other groups. EIC will be monitoring success of the Culture of Equity imperative activities in partnership with the Drexel 2030 implementation team, with progress updates communicated via web, print, audio, and video.

# Implementation and Success Monitoring

The two key performance indicators we are using to monitor success of the anti-racism work are demographic representation, and culture and climate. The framework in Figure 1 below provides the definitions and shows the connection between diversity, equity, inclusion and belonging, and how the measures are tracked. For demographic representation, we use the race/ethnicity responses that people provide in Drexel systems and review the change in representation over time based on numbers and percentages. For culture, which reflects Drexel values in operation as it pertains to the University’s culture of equity and inclusion, we gather information from academic and administrative units based on commitments they are working on, resources needed, and how they intend to evaluate activities. Given that these inputs are intended to create an equitable, inclusive, and welcoming campus environment for Black/African American members of the Drexel community, we use the climate survey to measure sense of belonging.

## ARTF Implementation and Success Monitoring Framework

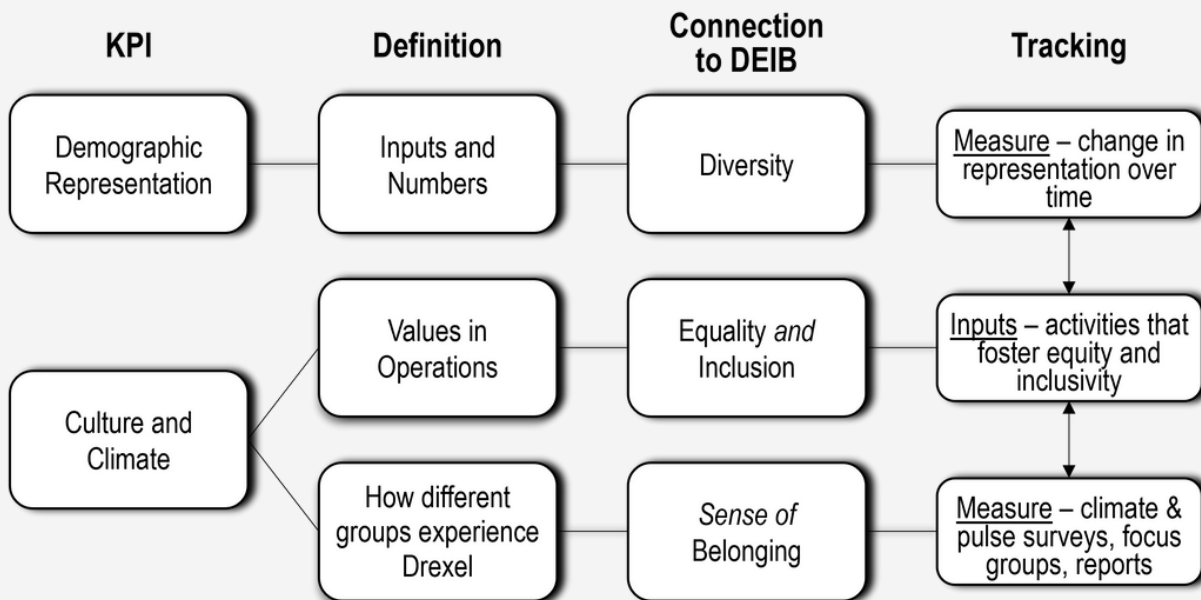


Figure 1: Antiracism Implementation and Success Monitoring Framework

# Demographic Representation

## a) Demographic Representation

The race/ethnicity data presented here is pulled directly from Banner to align with how people report their race/ethnicity. For example, if someone enters Hispanic for ethnicity and Black, Asian, and White for race, they will be reflected in all four categories on the dashboard, instead of a default of Hispanic for ethnicity and “two or more races” for race as reported in Tableau. Figures 2 to 5 below reflect race/ethnicity representation for undergraduate students, graduate students, full-time faculty, and benefits-eligible professional staff during the period from 2018-2022. An interactive chart with additional information for race/ethnicity during that period can be [found on the ARTF Dashboard](#).



## Undergraduate Graduate Students

The demographic representation of Black/African American undergraduate students went up about 2 percentage points from 9.7 percent in 2018 to 12 percent in 2022, as shown in Figure 2 below.

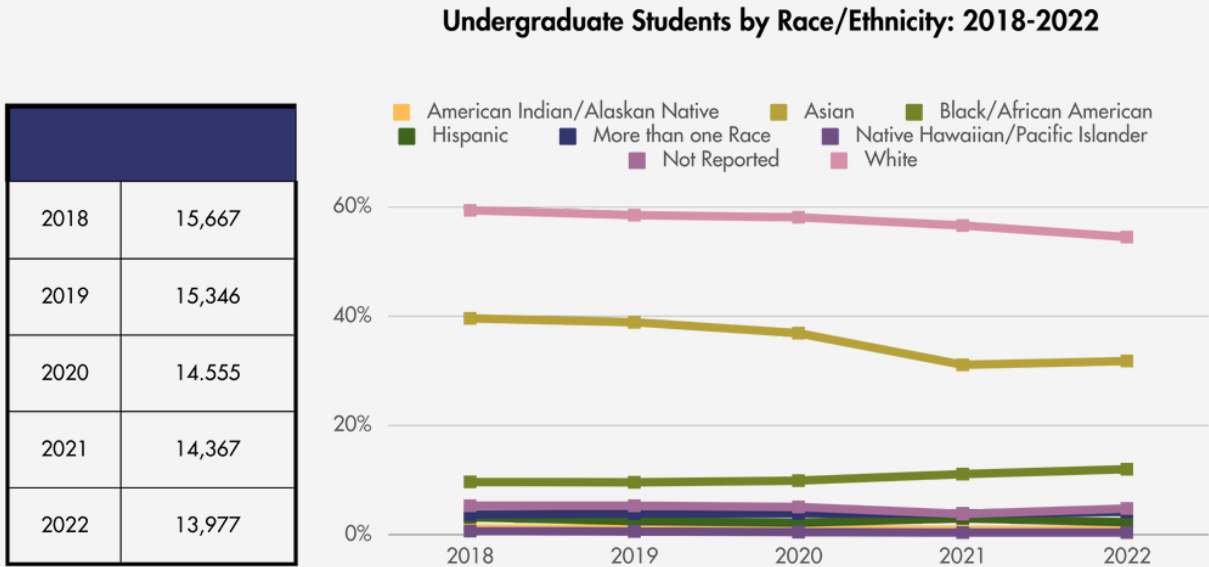


Figure 2 Undergraduate student representation by race/ethnicity

## Graduate Students

Figure 3 below shows that the representation of Black/African American graduate students went up about 1.7 percentage points from 13 percent to 14.7 percent between 2018 and 2022.

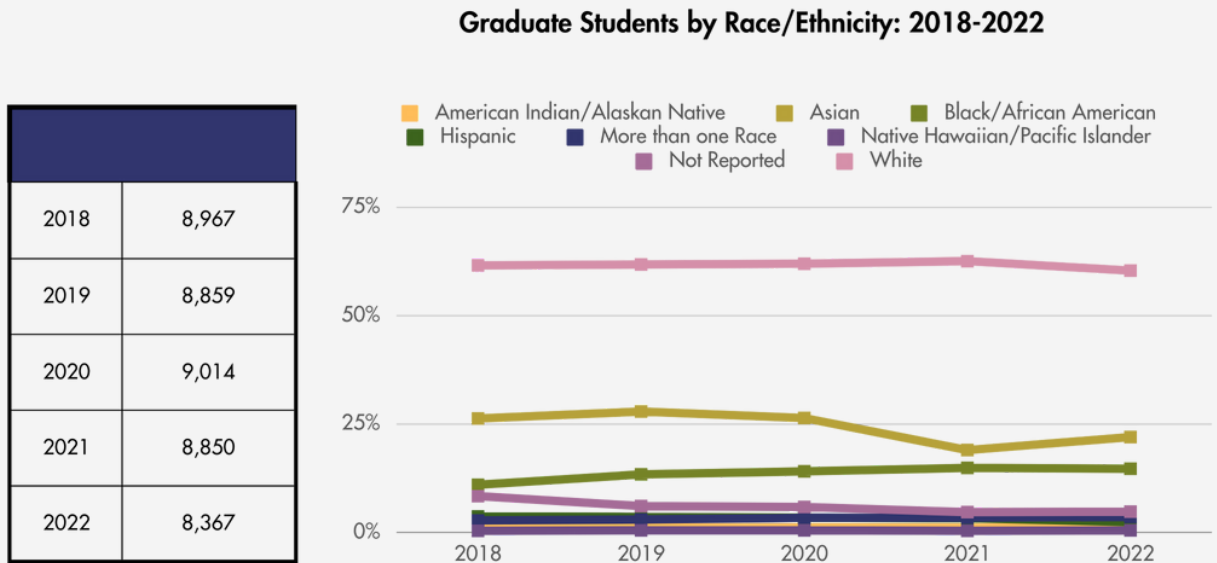


Figure 3 Graduate student representation by race/ethnicity

## Full-time Faculty

The representation of Black/African American full-time faculty increased about 1 percentage point from 5.4 percent in 2018 to 6.4 percent in 2022 as shown in Figure 4 below.

**Full-time Faculty by Race/Ethnicity: 2018-2022**

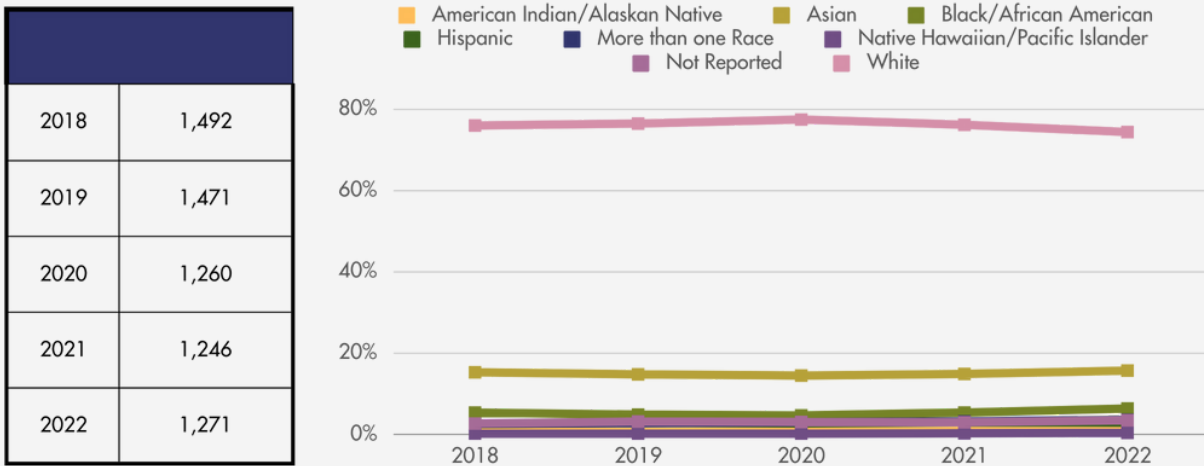
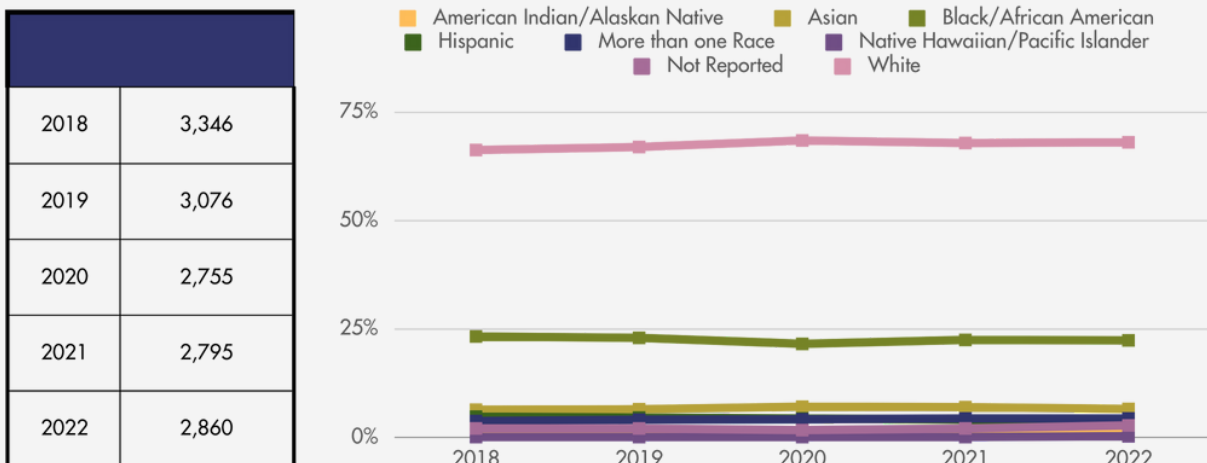


Figure 4 Full-time faculty representation by race/ethnicity

## Benefits-eligible Staff

The representation of Black/African American benefits-eligible professional staff decreased about a single percentage point from 23.3 percent in 2018 to 22.4 in 2022, as shown in Figure 5 below.

**Benefits Eligible Staff by Race/Ethnicity: 2018-2022**



# Culture and Climate

## b) Culture and Climate

Culture and climate are different in that culture represents Drexel values in operation (systems, policies, processes, structures, etc.), while climate reflects how different individuals and groups of people experience Drexel. In other words, culture reflects inputs towards an inclusive campus environment, while climate is the performance measure.

### Culture

In Year Two of implementation, EIC continued using the spreadsheet outlining the 64 commitments to collect data from 43 academic and administrative units (see Appendix A). Responses were received from 41 out of 43 units, up from 32 units in 2022. The chart on Figure 6 below represents how the units responded.

**No. Of Units Reporting by Anti-Racism Commitment in 2023 (out of 41)**

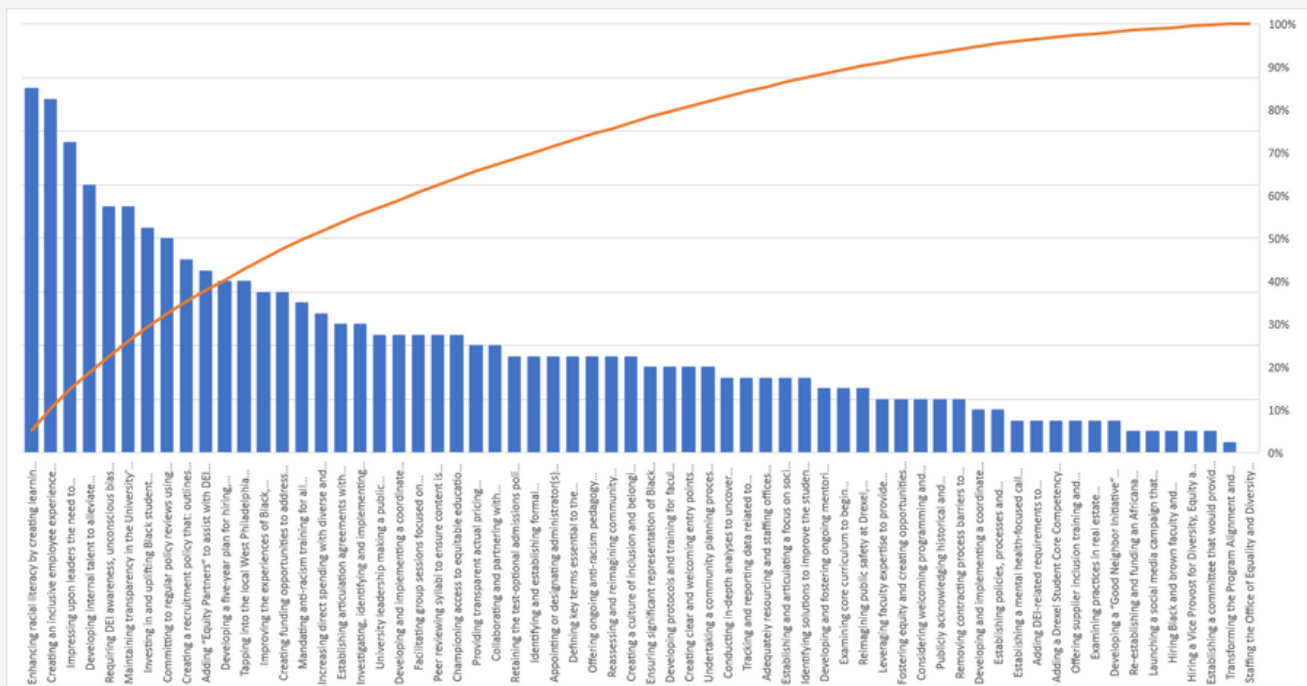


Figure 6: Anti-Racism Commitments with Aggregated Unit Responses



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## Climate

In the 2022 Anti-Racism Annual Report, we presented results from the baseline climate survey administered in the fall of 2021 by the Higher Education Data Service Consortium (HEDS). When asked about satisfaction with overall campus climate on a scale of 1 to 51, with 1 being very dissatisfied and 5 being very satisfied, the mean was 3.48 for respondents who identified as Black/African American (N=161) compared to 3.79 for all respondents (N=1,797). When asked about the extent to which they experienced a sense of belonging at Drexel, the mean was 3.33 for respondents who identified as Black/African American (N=161), compared to an average of 3.53 for all respondents (N=1,812). The survey is currently administered every other year, with the next one scheduled during the 2023-24 academic year.

Additionally, the HEDS survey instrument included five open-ended items, and after analyzing 3,245 of distinct participant responses through multiple coding cycles, the following overarching themes emerged: Sense of Community (positive, negative, and mixed); Change to Enhance Community (calls for action on DEI commitments, calls for authentic engagement, and calls for inaction); Unsure of Discrimination or Harassment (hard to be certain, unsure of categorization of microaggression, used to it, and confirmed experience); and Did Not Report Discrimination or Harassment (expect an adverse response and believe reporting is unnecessary or unclear).

EIC continues to take a comprehensive approach to reinforce areas where survey respondents reported feeling a positive sense of community and has been working on areas that were not so favorably reported on. For instance, in response to the theme of lack of clarity in reporting, EIC continues to enhance the reporting process and offer workshops and presentations to the University community to increase awareness of our processes.

The climate survey also provided a specific call to action regarding respondents' negative sense of community and their suggestions for actions the University could undertake to enhance community (see Table 1 below). For instance, when respondents reported a disjointed or negative sense of community, they recommended more University-wide social and cultural events as a solution. In response to a sense of antagonistic community between socially constructed groups, inclusive discussions across communities and more diverse representation were offered as strategies for enhancing community. A call for improved relationships in West Philadelphia was offered as a strategy to improve relationships between the University and West Philly residents, and a call for more equitable resource distribution was offered to mitigate antagonistic sense of community between faculty and students. For respondents who expressed antagonism between political affiliations, their recommendation for enhancing community was to stop DEI efforts, which they perceived as the issue.

**Table 1: Negative Sense of Community Themes from Open-Ended Responses and Suggestions for Enhancing Them**

Negative Sense of Community	Calls for Enhancement to Community
<ul style="list-style-type: none"> <li>Disjointed Community</li> <li>Non-Existent Community</li> </ul>	<ul style="list-style-type: none"> <li>Call for more University-wide social and cultural events</li> </ul>
<ul style="list-style-type: none"> <li>Antagonistic Community: Between Socially Constructed Groups</li> </ul>	<ul style="list-style-type: none"> <li>Call for more inclusive discussions across communities</li> </ul>
<ul style="list-style-type: none"> <li>Antagonistic Community: Between University &amp; West Philly Residents</li> </ul>	<ul style="list-style-type: none"> <li>Call for improved relations with West Philadelphia</li> </ul>
<ul style="list-style-type: none"> <li>Antagonistic Community: Between Socially Constructed Groups</li> </ul>	<ul style="list-style-type: none"> <li>Call for more diverse leadership, faculty, and student body</li> </ul>
<ul style="list-style-type: none"> <li>Antagonistic Community: Between Faculty and Student Types</li> </ul>	<ul style="list-style-type: none"> <li>Call for more equitable resource distribution</li> </ul>
<ul style="list-style-type: none"> <li>Antagonistic Community: Between Political Affiliations</li> </ul>	<ul style="list-style-type: none"> <li>Call to stop DEI efforts</li> </ul>

**Efforts to Enhance Climate**

In addition to the ongoing work within academic and administrative activities towards the University’s anti-racism commitments, EIC in collaboration with the Vice Provost for Diversity Equity and Inclusion and other key partners have taken specific steps to address feedback from the climate survey. These include:

- Launching the President’s DEIB Speaker Series to offer more University-wide engagement;
- Initiating recruitment processes, providing consultation, and offering workshops by request to promote inclusive hiring practices;
- Instituting the microgrant award to promote cultural events that foster community across campus;
- Intentionally engaging neighboring West Philadelphia community members in programming, not just as spectators, and reciprocating support for community-led programming;
- Continuing efforts to strengthen community relationships in the Powelton Village, Mantua, and West Powelton neighborhoods through “Good Neighbor” communications to students living in the 19104 zip code;
- Piloting restorative justice practices both proactively and in response to bias-related incidents;
- Conducting monthly and quarterly audits of incident reports to EIC to ensure timely responses; and
- Responding to and engaging in good faith with members of the University community who do not support the University’s anti-racism and DEIB efforts.

# Highlights of Unit Activities

The next climate survey, which will be instrumental in assessing progress, is scheduled for fall 2023. Results from the survey will also offer insights that will continue to inform the University's ongoing anti-racism and DEIB efforts.

## Highlights of Unit Activities

Like last year, EIC contacted all 43 units at Drexel to request the following information: 1) which of the 64 commitments they were working on; 2) a description of how they planned to achieve the commitment; 3) what, if any, resources they needed; and 4) how they planned to evaluate their work. Additionally, units were asked to provide updates to activities from last year in a separate column. Of the 43 units contacted, 41 reported on their activities, up from 32 in 2022. A listing of units reporting activities towards each of the 64 commitments can be found in Appendices C through H. For access to submissions from all academic and administrative units, please contact EIC at: [eicprogramming@drexel.edu](mailto:eicprogramming@drexel.edu).

Furthermore, we highlighted the two University-wide commitments on which every unit was expected to be working. We also worked with the pilot group to rewrite the two commitments in a way that would offer more clarity and articulate evaluation options. The original commitments and their revised versions are below.

**University-wide commitment #1:** Enhancing racial literacy by creating learning opportunities at the individual and organizational levels through dialogues, and assigned workshops, films, and articles.

**Revised:** Enhance racial literacy through curated learning opportunities that facilitate dialogue (e.g. using workshops, films, and articles)

**University-wide commitment #2:** Creating an inclusive employee experience that is supported by conditions that reflect and reinforce anti-racism efforts.

**Revised:** Cultivating a culture of equity and inclusion for faculty and professional staff through anti-racism efforts.

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Highlighted here are some of the activities units reported for these two commitments.

**i. Enhance racial literacy through curated learning opportunities that facilitate dialogue (e.g. using workshops, films, and articles)**

34 units reported their activities towards this commitment, up from 25 in 2022. Responses included activities such as attending workshops, hosting book clubs, sharing resources, and engaging in broader DEIB conversations. Some of the activities highlighted were still upcoming, with some units focusing their responses on support they would need from the EIC and the anti-racism implementation and success monitoring team.

The LeBow College of Business and Goodwin College of Professional Studies, which had previously established mechanisms in partnership with Human Resources for tracking faculty and professional staff participation, reported on the total number of employees who completed curated learning opportunities. The Westphal College of Media Arts & Design took a comprehensive approach by using external speakers to focus on decolonizing pedagogies and anti-racism curriculum, inviting EIC for workshops and restorative justice circles, securing a grant from the Philadelphia Foundation, and hosting community events for faculty, professional staff, and students. The Colleges of Engineering and Computing and Informatics highlighted series they had established as part of their learning opportunities.

Although successes and opportunities were highlighted, some of the responses also underscored the challenges teams were facing in engaging in learning together, in part due to scheduling and other work demands deemed more pressing.

**ii. Cultivating a culture of equity and inclusion for faculty and professional staff through Anti-Racism efforts.**

33 of the units included in our analysis were working towards this commitment, up from 18 in 2022, with responses varying in level of detail. Some highlights from these responses included the nature of contracts with union employees and maintaining access to leadership within Real Estate and Facilities. Steinbright Career Development Center highlighted its prioritization of professional development activities and organized events that promote team morale. Westphal College of Media Arts & Design highlighted the on-going development of WECARE (Westphal Employee Care, Retention, Repair & Restoration of Race Relations) as part of their institutional support for the well-being and flourishing of faculty and professional staff working on initiatives, scenarios, and projects aspiring for authentic allyship, advocacy, collaboration and greater inclusion, diversity, equity and anti-racism. In the Department of Public Safety, a DEI activities' category has been added as a part of a matrix for weekly review with the vice president's direct reports. The Academy of Natural Sciences is piloting the practice of community agreements in all staff meetings, and units like the Office of Research and Innovation, LeBow College of Business, and the Goodwin College highlighted their onboarding and mentoring practices to foster inclusivity.

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## Emerging Areas of Foci

The two additional commitments highlighted in this section emerged based on reporting and in discussion with pilot group members as potential areas that might be of interest across all units at the University.

- ▶ Impressing upon leaders the need to prioritize Anti-Racism and DEI learning, to model behaviors, and maintain accountability.

29 of the responding units reported activities towards this commitment, with the majority highlighting events like dialogues, trainings and workshops, and others indicating that their units would welcome guidance from the University. An exemplar was the Dornsife School of Public Health's approach, which deliberately involves all leaders in an array of anti-racism activities as part of the School's anti-racism Action Plan.

- ▶ Developing internal talent to alleviate disparity gaps that persist regarding the advancement of people of color.

25 of the units responding highlighted activities toward this commitment. Drexel Central reported using this opportunity to assess progress of previously stated goals and reorganization to establish a career ladder for staff, and to restate their commitment to revising the department's hiring guidelines. Real Estate and Facilities reported on their process of encouraging team members to apply for vacant manager positions, and Institutional Advancement reported that it regularly conducts talent and compensation reviews that have resulted in equity adjustments to alleviate salary gaps. Other departments encourage team members to attend professional development offered both internally and externally, while some of them would like more guidance from the University about how to operationalize and evaluate this commitment.

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## **Business Practices and Community Engagement**

We are also highlighting some areas within the 12 commitments under the Business Practices and Community Engagement theme. Although the number of units working on each of the commitments within this theme ranged from three to 13, there were some activities that touched on broader ongoing strategic initiatives. For instance, working in coordination with Procurement Services, Real Estate and Facilities requires economic plans for all capital projects at Drexel, while the Investment Office is simultaneously working on a proposal to reallocate endowment funds to invest in local initiatives to support businesses that may lack access to capital. Furthermore, Procurement is incorporating more local and diverse businesses in service agreements with the University, provides training to local and diverse business owners, connects these businesses to grant funding opportunities, and reduces insurance requirements where applicable.

As part of the acknowledgement of the displacement of families, a result of discriminatory policies from 50 years ago referred to as the “Black Bottom,” Real Estate and Facilities takes an intentional approach to doing no further harm by instituting practices that support the stabilization of neighborhoods that surround campus, while simultaneously making the campus accessible to the community.

Furthermore, the Office of Research and Innovation, in partnership with University and Community Partnerships and the Vice Provost for DEI, have convened a working group to provide recommendations for policies, processes and trainings related to community-engaged research activities. The committee is integrating recommendations from the ARTF Business Services and Community Engagement committee reports.

These efforts are non-exhaustive and highlight ongoing efforts by the University to cultivate trust with the community and be good neighbors.

# Next Steps

In addition to continuing work on the 64 commitments referenced in this report and administering the climate survey, our goal for the next year is to highlight some exemplars in multiple avenues as a resource for the entire campus community. We will continue our collaboration with pilot group members to provide clearer guidance for reporting and to explore additional commitments, including the emerging areas of foci included in this report, for potential inclusion as part of University-wide commitments.

We also plan to create opportunities for engaging more broadly with community members in partnership with the strategic planning implementation team, to continue building on the foundation established by the anti-racism work toward implementation and success monitoring of the Culture of Equity imperative.



# Acknowledgments

## Anti-Racism Implementation and Success Monitoring Leads

### **Patience Ajoff-Foster, PhD, CDE®**

Assistant Vice President for Inclusive Culture and Belonging, Office for Institutional Equity and Inclusive Culture

### **Kimberly Gholston, CDE®**

Vice President and Chief Diversity Officer, Human Resources and Office for Institutional Equity and Inclusive Culture

### **Randall Sell, ScD**

Professor in the Department of Community Health and Prevention and Faculty Fellow in the Office for Institutional Equity and Inclusive Culture

## Project Manager

### **Roxzine Scott**

Executive Assistant and Program Manager, Office of the President and Office for Institutional Equity and Inclusive Culture

## Contributors and Reviewes

### **Leslie Ashburn-Nardo, PhD**

Vice Provost for Diversity, Equity, and Inclusion, Office of the Provost

### **Alison Berk**

Assistant Director of Diversity, Equity, and Inclusion, Office for Institutional Equity and Inclusive Culture

### **Aqila Clement**

Analytics Coordinator, Office for Institutional Equity and Inclusive Culture and Office of Human Resources

### **Xavier Johnson**

Director, Labor Relations & Equal Employment Opportunity, Human Resources and Office for Institutional Equity and Inclusive Culture

### **Irene Tsikitas Lin**

Executive Director of Communications, Office of the Executive Vice President, Treasurer and Chief Operating Officer

### **MacKenzie Luke, PhD**

Associate Vice President & Title IX Coordinator, Student Success and Office for Institutional Equity and Inclusive Culture

### **Rachel Natbony**

Assistant Director of Communications, Office of the Executive Vice President, Treasurer and Chief Operating Officer



## Unit Liaisons

A BIG thank you to the following unit liaisons who completed the spreadsheets on behalf of their units.

Francis Aguas, Trina Andras, Leslie Ashburn-Nardo, Maurice Baynard, Danielle Boardley, Paul Brandt-Rauf, Bernadette Campoli, Veronica Carey, Stanley Chen, Melissa Clemmer, Nicole Dalberto, Jane DeAndrea, Steve Dolph, Brian Ellis, Britt Faulstick, Marie Fazio, Terrence Finney, Alexis Green, Dawn Hammond, Terrance Harris, Tryphaena Hooper, Jane Kelly, Anna Koulas, Rebecca Lacher, MacKenzie Luke, Jaya Mohan, Mary Mulvenna, Amanda Noll, Kiana Porter, Allen Riddick, Aleister Saunders, Caroline Schauer, Rory Schonning, Ahaji Schreffler, Anupma Singh, Catherine Ulozas, Tainisha Ware, Najla Whitehead, Anne Converse Willkomm, and Christopher Wright.

# Appendices

## Appendix A: Units Contacted and Responding Units with Acronyms

43 Units Contacted	
Academy of Natural Sciences (ANS)	LeBow College of Business (LeBow)
Antoinette Westphal College of Media Arts & Design (Westphal)	Lenfest Center for Cultural Partnerships (Lenfest)
Athletics	Office of Compliance, Privacy, & Internal Audit (Compliance)
Business Services	Office of Faculty Advancement and UG Affairs (OFA)
Close School of Entrepreneurship (Close School)	Office of General Counsel (OGC)
College of Arts and Sciences (CoAS)	Office of Global Engagement (OGE)
College of Computing and Informatics (CCI)	Office of Government and Community Relations
College of Engineering (COE)	Office of Human Resources (HR)
College of Medicine (DUCOM)	Office of Institutional Advancement (IA)
College of Nursing and Health Professions (CNHP)	Office of Institutional Research, Assessment, & Accreditation (IR)
Dornsife School of Public Health (DSPH)	Office of Research and Innovation (ORI)
Drexel Central/Financial Aid (Drexel Central)	Office of the Provost (Provost)
Drexel Solutions Institute (DSI)	Pennoni Honors College (Pennoni)
Drexel Procurement Services (Procurement)	Real Estate and Facilities (Real Estate)
Drexel Public Safety	School of Biomedical Engineering, Science, and Health Systems (BIOMED)
Drexel University Libraries (DUL)	School of Education (SOE)
Enrollment Management (EMSS)	Steinbright Career Development Center (SCDC)
Finance & Treasury (Finance)	Student Success
Goodwin College (Goodwin)	Thomas R. Kline School of Law (Kline)
Graduate College	University & Community Partnerships (UCP)
Information Technology (IT)	University Marketing and Communications (UMAC)
Investment Office (Investment)	

## Appendix B: Pilot Group for Anti-Racism University-wide Commitments

Unit	Representative
Antoinette Westphal College of Media Arts & Design	Francis Aguas
College of Computing and Informatics	Marie Fazio
College of Engineering	Terrance Harris
College of Nursing and Health Professions	Veronica Carey
Drexel University Libraries	Michael Johnson and Tainisha Ware
Goodwin College of Professional Studies	Brian Ellis
Graduate College	Anne Converse Willkomm and Tsz Kwok
Institutional Advancement	Janee DeAndrea
LeBow College of Business	Brian Ellis and Trina Andras
Drexel Public Safety	Jane Kelly
Steinbright Career Development Center	Nicole Dalberto
University Marketing and Communications	Tracy Powell

## Appendix C: Addressing potential biases in recruitment of students, faculty, and professional staff

ARTF Commitment	# of Units Working on	Units Working On
Retaining the test-optional admissions policy to mitigate barriers to the recruitment of Black/African Americans due to systemic and structural disparities that persist. This pilot will run until 2023 and will be reassessed for effectiveness.	9	Athletics, Close School, EMSS, Goodwin, Graduate College, IR, Pennoni, BIOMED, SOE.
Requiring DEI awareness, unconscious bias and cultural competency training for recruitment teams and student ambassadors.	23	Athletics, Business Services, Close School, CCI, COE, DUCOM, CNHP, DSPH, DSI, DUL, EMSS, Graduate College, LeBow, HR, IA, ORI, Pennoni, Public Safety, BIOMED, SCDC, Student Success, Kline, SOE.
Identifying and establishing formal memoranda of understanding (MOU) with targeted middle and high schools to provide coaching to students to and through college.	9	ANS, Close School, CNHP, Goodwin, Graduate College, Lebow, BIOMED, Kline, SOE.
Establishing articulation agreements with historically Black colleges and universities (HBCUs), at the undergraduate and graduate levels.	12	ANS, COE, DUCOM, DSPH, DSI, DUL, Graduate College, OFA/UG, OGC, ORI, Provost, Kline.
Investigating, identifying and implementing preadmission/community college transfer programs with feeder community colleges.	12	Close School, CCI, COE, CNHP, EMSS, Goodwin, Graduate College, LeBow, OFA/UG, BIOMED, Student Success, SOE.
Providing transparent actual pricing information.	10	DUCOM, Business Services, CCI, DSI, EMSS, Drexel Central, Graduate College, OGE, Pennoni, Kline.
University leadership making a public commitment, stating a goal and the need to prioritize the recruitment and retention of more Black/African American professors.	11	Athletics, CCI, COE, DUCOM, DSPH, Graduate College, LeBow, HR, Provost, Pennoni, Kline.
Developing and implementing a coordinated University-wide faculty recruitment process that includes a centralized data collection requirement for every faculty search.	4	COE, OFA/UG, HR, Provost.
Developing a five-year plan for hiring, including metrics for evaluation and accountability.	16	ANS, Athletics, CCI, COE, DSI, DUL, Investments, Drexel Central, IT, IR, Lenfest, OGC, HR, IA, Provost, Kline.
Developing and implementing a coordinated faculty recruitment process that is clear and consistent across units, with accountability measures. Integrating best practices in inclusive faculty hiring into the recruitment process.	11	COE, ANS, CCI, DUCOM, CNHP, DSPH, DSI, LeBow, HR, Provost, Kline.
Appointing or designating administrator(s) for academic units to facilitate the faculty hiring process	9	Close School, CCI, COE, DUCOM, CNHP, LeBow, HR, BIOMED, Kline.
Re-establishing and funding an Africana Studies department.	2	DUL, IA.
Creating a recruitment policy that: outlines best practices and strategies that center diversity, equity and inclusion, contains a comprehensive process spanning the entire recruitment process, and is consistent with Drexel's core values.	18	ANS, Athletics, DUCOM, CNHP, DSPH, DSI, DUL, EM, Graduate College, IR, OGC, HR, IA, Provost, Public Safety, SCDC, Kline, SOE.
Tapping into the local West Philadelphia talent by increasing hiring and professional development of the local community.	16	ANS, Athletics, Business Services, DUCOM, DSI, Goodwin, LeBow, Lenfest, OGC, HR, Pennoni, Public Safety, Real Estate, SCDC, Kline, SOE.
ANS, Athletics, Business Services, DUCOM, DSI, Goodwin, LeBow, Lenfest, OGC, HR, Pennoni, Public Safety, Real Estate, SCDC, Kline, SOE.	17	ANS, Athletics, Business Services, CCI, COE, CNHP, DUL, Goodwin, Graduate College, LeBow, OGC, OGE, Pennoni, Public Safety, SCDC, Kline, SOE.
Developing internal talent to alleviate disparity gaps that persist regarding the advancement of people of color.	25	ANS, Athletics, Business Services, CCI, DUCOM, CNHP, DSI, DUL, Drexel Central, Goodwin, Graduate College, IT, LeBow, Lenfest, Compliance, OGC, HR, IA, Provost, Pennoni, Public Safety, Real Estate, SCDC, Kline, SOE.

## Appendix D: Fostering a Culture of Anti-Racism Through Learning and Education

ARTF Commitment	# of Units Working on	Units Working On
Enhancing racial literacy by creating learning opportunities at the individual and organizational levels through dialogues, and assigned workshops, films and articles.	34	ANS, Athletics, Business Services, Close School, CCI, DUCOM, CNHP, DSPH, DSI, DUL, EMSS, Drexel Central, Goodwin, Graduate College, LeBow, Lenfest, Compliance, OGC, OGE, HR, IA, ORI, Provost, Pennoni, Procurement, Public Safety, Real Estate, SCDC, Student Success, Kline, UMAC, SOE, Finance, Westphal.
Mandating anti-racism training for all members of the University community.	14	ANS, Athletics, COE, CNHP, DSPH, DSI, DUL, Drexel Central, Graduate College, IR, HR, IA, SCDC, Kline.
Leveraging faculty expertise to provide guidance and options for culturally responsive counseling and therapy.	5	DUL, Goodwin, Graduate College, OGE, SCDC.
Impressing upon leaders the need to prioritize anti-racism and DEI learning, to model behaviors, and maintain accountability.	29	ANS, Athletics, Business Services, Close School, CCI, COE, DUCOM, CNHP, DSPH, DSI, DUL, EMSS, Goodwin, Graduate College, IT, IR, LeBow, Lenfest, OGC, OGE, IA, ORI, Provost, Pennoni, Public Safety, SCDC, Kline, UMAC, SOE.
Identifying solutions to improve the student experience for marginalized, particularly Black and brown, communities at Drexel by implementing rigorous anti-bias and anti-racist training in undergraduate curriculum and corporate training for co-op placements.	7	ANS, CCI, DSI, LeBow, BIOMED, SCDC, Kline.
Creating an inclusive employee experience that is supported by conditions that reflect and reinforce anti-racism efforts.	33	ANS, Athletics, Business Services, Close School, CCI, COE, DUCOM, DSPH, DSI, DUL, EM, Drexel Central, Goodwin, Graduate College, IT, LeBow, Lenfest, Compliance, OGC, OGE, IA, ORI, Provost, Pennoni, Procurement, Public Safety, SCDC, Kline, UMAC, Real Estate, SOE, Westphal, Finance.
Establishing a mental health-focused call center.	3	DUCOM, OGC, Student Success.
Facilitating group sessions focused on mutual racial identity concerns that include students, faculty and professional staff to share in safe spaces.	11	ANS, Athletics, COE, DUCOM, CNHP, DSPH, OGE, IA, Pennoni, Kline, SOE.
Launching a social media campaign that draws attention to racial trauma and destigmatizes stress and adversity across the University.	2	COE, Kline
Offering supplier inclusion training and awareness to members of the University community to highlight business opportunities and partnerships with the local minority-owned business community.	3	Business Services, Kline Real Estate.
Developing protocols and training for faculty engaged in community-facing research with clear anti-racist principles and values.	8	ANS, DUCOM, DSI, Lenfest, OGE, ORI, Provost, Kline.

## Appendix E: Policies and Systems

ARTF Commitment	# of Units Working on	Units Working On
Defining key terms essential to the University's anti-racism agenda.	2	ANS, DUCOM, DUL, Drexel Central, Graduate College, Lenfest, Provost, Kline, UMAC.
Ensuring significant representation of Black community members during the development and enforcement of policies.	6	DUCOM, Graduate College, Compliance, OGC, HR, IA, ORI, Kline.
Maintaining transparency in the University's anti-racism efforts through communication.	11	ANS, Athletics, Business Services, COE, DUCOM, CNHP, DSPH, DSI, DUL, EMSS, Drexel Central, Goodwin, Graduate College, IT, LeBow, Lenfest, OGC, IA, Provost, Public Safety, SCDC, Kline, UMAC.
Committing to regular policy reviews using an equity lens.	5	Athletics, Business Services, DSI, DUL, EM, Drexel Central, Goodwin, Graduate College, IT, LeBow, Lenfest, Compliance, OGC, IA, Provost, Pennoni, Public Safety, SCDC, Kline, SOE.
Transforming the Program Alignment and Review (PAR) process to include an equity audit.	3	Provost.
Establishing policies, processes and initiatives throughout the faculty lifecycle that ensure the retention of Black faculty.	7	CCI, OGE, Provost, SOE.
Conducting in-depth analyses to uncover potential biases within specific promotion and tenure processes.	3	COE, DUCOM, IR, Compliance, Provost, Kline, SOE.
Developing and fostering ongoing mentoring mechanisms for Black faculty.	9	Close School, CCI, DUCOM, DSPH, Lenfest, SOE.
Tracking and reporting data related to faculty workload and performing a pay equity audit.	9	Close School, CNHP, DSPH, IR, HR, Provost, Kline.

## Appendix F: Adequate Staffing and Resource Allocation

ARTF Commitment	# of Units Working on	Units Working On
Hiring Black and brown faculty and professional staff in counseling and therapeutic spaces to ensure equity and consistency of service and enhance trauma and mental health services for students, faculty and professional staff.	2	CNHP, Student Success.
Hiring a Vice Provost for Diversity, Equity and Inclusion whose focus is on faculty diversity, inclusion and belonging.	2	Provost, HR.
Staffing the Office of Equality and Diversity appropriately to effectively address the needs of the community.	0	
Adequately resourcing and staffing offices that are dedicated to community engagement and community-facing work.	7	ANS, CNHP, DUL, IT, Lenfest, IA, Public Safety.
Improving the experiences of Black, Indigenous, and people of color on Drexel's campus through existing programs like the LeBow BRIDGE (Build Relationships in Diverse Group Experiences).	15	Athletics, Close School, COE, DUCOM, CNHP, DUL, LeBow, OGE, IA, Provost, Pennoni, Public Safety, Student Success, Kline, SOE.
Investing in and uplifting Black student organizations.	21	Athletics, Business Services, Close School, CCI, COE, DUCOM, CNHP, DSI, DUL, EMSS, Graduate College, LeBow, Lenfest, OGE, IA, Pennoni, Public Safety, SCDC, Student Success, Kline, SOE.
Creating funding opportunities to address specific needs, especially during instances of emergency.	15	Business Services, DUCOM, CNHP, DSI, Drexel Central, Goodwin, Graduate College, LeBow, Lenfest, OGE, IA, Pennoni, SCDC, Student Success, Kline.

## Appendix G: Faculty Diversity and Curriculum Revisions

ARTF Commitment	# of Units Working on	Units Working On
Establishing a committee that would provide a roadmap for creating, implementing and reviewing anti-racist curricular standards across departments so they can perform anti-racism audits.	2	Kline, SOE.
Examining core curriculum to begin addressing need for anti-racist pedagogies across departments and eliminate inequalities in academic success.	6	CCI, DUCOM, CNHP, Provost, Pennoni, SOE.
Peer reviewing syllabi to ensure content is inclusive and racially relevant.	11	Close School, CCI, DUCOM, CNHP, LeBow, Lenfest, Provost, BIOMED, SCDC, Kline, SOE.
Fostering equity and creating opportunities for Black students to participate in higher education by adopting curricula that reflect the history and culture of Black people.	5	Close School, Lenfest, OGE, Pennoni, Kline.
Adding DEI-related requirements to accompany math, science and English general education requirements.	3	DSPH, LeBow, Provost.
Establishing and articulating a focus on social justice as part of the University's strategies to increase diversity among faculty.	7	ANS, DSPH, DSI, OGE, provost, Kline, SOE.
Adding a Drexel Student Core Competency focused on diversity, equity and inclusion that includes anti-racism and cultural competence.	3	DSPH, Provost, Kline.
Offering ongoing anti-racism pedagogy training	9	CCI, CNHP, DSPH, Graduate College, OGC, OGE, Provost, SCDC, Kline.
Creating a culture of inclusion and belonging for community building, resource sharing, and accountability from onboarding throughout the faculty life cycle to improve retention outcomes for Black faculty.	9	Close School, CCI, DSPH, DSI, Provost, Pennoni, Kline, Real Estate, SOE.



## Appendix H: Business Practices and Community Engagement

ARTF Commitment	# of Units Working on	Units Working On
Reassessing and reimagining community-engaged teaching, research and learning approaches for projects in partnership with the Black community in West Philadelphia; co-developing with the community a vision of what anti-racist engagement would be to promote a culture of respectful and equitable community engagement.	9	ANS, DUCOM, CNHP, DSI, LeBow, Lenfest, ORI, Provost, SOE.
Undertaking a community planning process to define a shared vision for an anti-racist community engagement approach to ensure equity in practices and programs that directly impact the community in which it resides. This should include an examination and accounting of Drexel's impact on the neighborhoods around the University's campus.	8	ANS, Athletics, DUCOM, CNHP, DSI, Kline, Real Estate, SOE.
Championing access to equitable education opportunities for students residing in West Philadelphia, including deepening beneficial partnerships with Promise Zone schools and developing an intentional approach to recruiting and supporting local students at Drexel.	11	ANS, Athletics, Close School, CCI, CNHP, DSI, EM, LeBow, Lenfest, Steinbright, SOE.
Publicly acknowledging historical and present-day impact of University expansion, policies and practices on its surrounding historical Black communities, and co-develop a reconciliation plan with community.	5	ANS, DUL, Pennoni, Real Estate, UMAC.
Reimagining public safety at Drexel, including an external review of DUPD and an increased investment in mental health supports for the campus community. Invest in a comprehensive campus safety model to mitigate practices that make community residents susceptible of profiling and police misconduct.	6	DUCOM, OGC, HR, Public Safety, Student Success, Kline.
Examining practices in real estate development that put the community at risk for displacement due to increasing housing cost burden.	3	OGC, Pennoni Real Estate.
Developing a “Good Neighbor Initiative” with Student Life to address off-campus student attitudes and behaviors.	3	Business Services, CNHP, Real Estate.
Considering welcoming programming and community access to on-campus facilities, including the Library and Recreation Center.	5	Athletics, Business Services, DUL, Graduate College, Lenfest.
Creating clear and welcoming entry points on Drexel's website for the community to engage with University, with a full inventory of community initiatives on campus.	8	ANS, COE, CNHP, DSI, DUL, Graduate College, Lenfest, Procurement.
Increasing direct spending with diverse and local businesses.	13	Athletics, Business Services, DSI, DUL, IT, LeBow, Lenfest, OGC, Pennoni, Procurement, Real Estate, SCDC, Kline.
Removing contracting process barriers to local and minority-owned business participation.	5	IT, OGC, Procurement, Real Estate, SOE.
Collaborating and partnering with community organizations to enhance access to opportunities for partnerships with local businesses.	10	Athletics, Business Services, CCI, DSI, OGE, Procurement, SCDC, Kline, SOE.



DREXEL UNIVERSITY

Office for

Institutional Equity  
and Inclusive Culture

[drexel.edu/eic](https://drexel.edu/eic)

