TOWARDS AN ANTIRACIST UNIVERSITY

2022 Annual Report of the Antiracism Task Force (ARTF) Commitments

Prepared by
**The Office for
Institutional Equity & Inclusive Culture**

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INTRODUCTION

Drexel's Journey Towards an Antiracist University began in the summer of 2020, when President John Fry convened the Antiracism Task Force (ARTF) comprised of 130+ Drexel faculty, professional staff, and students across 11 committees. The Task Force, led by co-chairs Kimberly Gholston, Lucy Kerman, Aroutis Foster, and Subir Sahu, concluded its work in the summer of 2021 with 200+ recommendations outlined in 11 committee reports. The Office for Institutional Equity and Inclusive Culture (EIC), formerly known as the Office of Equality and Diversity (OED), outlined, in consultation with leaders of academic and administrative units directly reflected in the reports, 64 commitments in the final report issued in September 2021. The commitments were organized across six themes and two macro themes. The two macro themes of demographic representation and culture and climate also represent the two key performance indicators (KPIs) that will be used to monitor success as the University embarks on this journey toward antiracism. The significance of these efforts is reflected in the Middle States Commission on Higher Education reaccreditation report, where it is highlited as an exemplary or innovative practice.

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

Antiracism and Diversity, Equity, Inclusion, and Belonging (DEIB)

Since embarking on this journey two years ago, many members of the Drexel community have legitimately questioned the University's commitment to antiracism, including asking why this effort is focused on racism vs. discrimination against other marginalized groups (for context, please review the ARTF Frequently Asked Questions). In this regard, it is important to make the distinction between antiracism and its connection to diversity, equity, inclusion, and belonging (DEIB).

Recognizing 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), antiracism works to change these systems to make them more equitable for everyone. Antiracism requires ongoing institutional and individual action towards racial equity. Simultaneously, antiracism lays the foundation for addressing inequities that other historically underrepresented and marginalized groups experience within organizational systems and society at large. Simply put, the successful journey towards antiracism benefits all of us --- and requires all of us to participate.

Although this annual report focuses on race, we hope the reader will see that the foundation laid by this work is transforming Drexel to be an institution at which we all look forward to working and learning. For instance, the implementation and success monitoring framework developed for the ARTF work has informed how we will operationalize the Drexel 2030 Equity Imperative and coordinate DEIB efforts at the University to monitor success.

IMPLEMENTATION AND SUCCESS MONITORING

The two key performance indicators we are using to monitor success of the antiracism 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. 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.
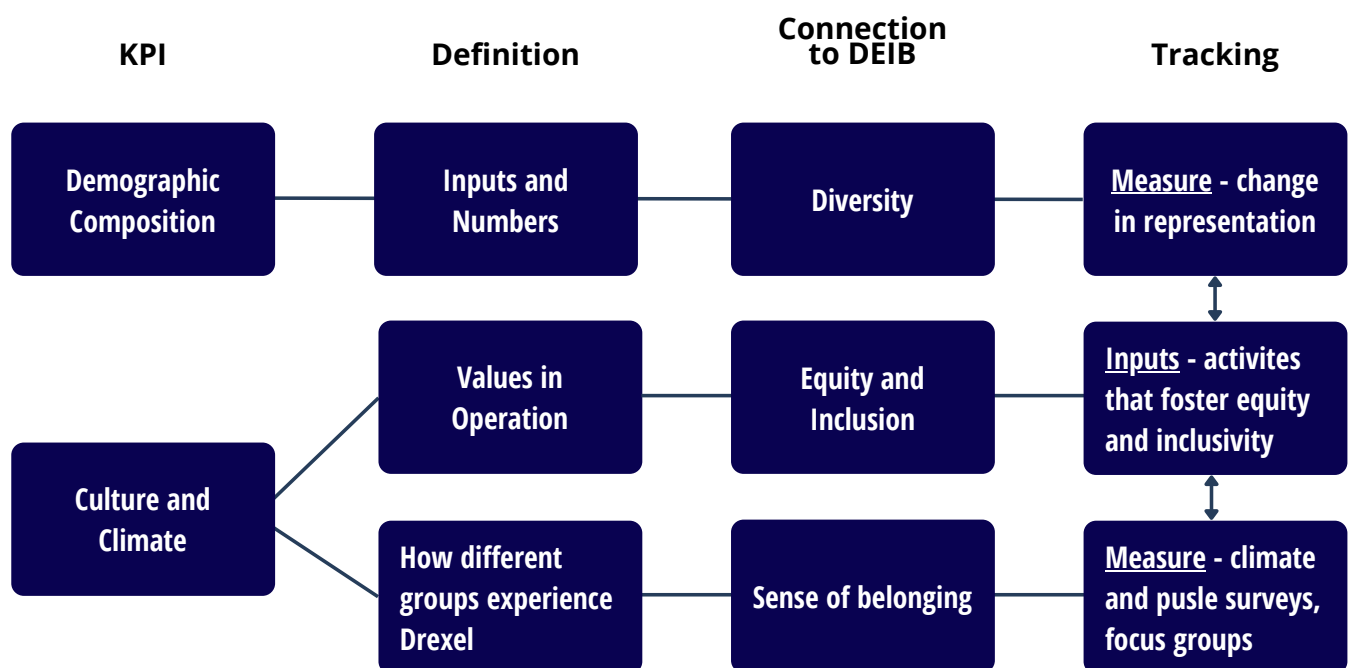
ARTF Implementation and Success Monitoring Framework

Figure 1: ARTF Implementation and Success Monitoring Framework

a) Demographic Representation

The Office for Institutional Equity and Inclusive Culture (EIC) partnered with the Office of Institutional Research and People Analytics in the Office of Human Resources to clarify how demographic data is reported by members of the Drexel community. One of our findings was that the data available in Tableau, the data visualization software the University uses, is intended to conform with the reporting standards of the National Center for Education Statistics' Integrated Postsecondary Education Data System (IPEDS). As such, we decided to use race/ethnicity data directly from Banner, which aligns more closely with how people identify 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 the demographic representation for undergraduate students, graduate students, full-time faculty, and benefits eligible professional staff during the period from 2017 to 2021. An interactive chart with additional information for race/ethnicity during that period can be found on the ARTF Dashboard.

Undergraduate Students by Race/Ethnicity: 2017-2021

# of Drexel Undergraduate Students	
2017	15,261
2018	15,469
2019	15,191
2020	14,429
2021	14,232

The demographic representation of Black/African American undergraduate students went up about 1 percentage point from 9.9 percent in 2017 to 11.1 percent in 2021.

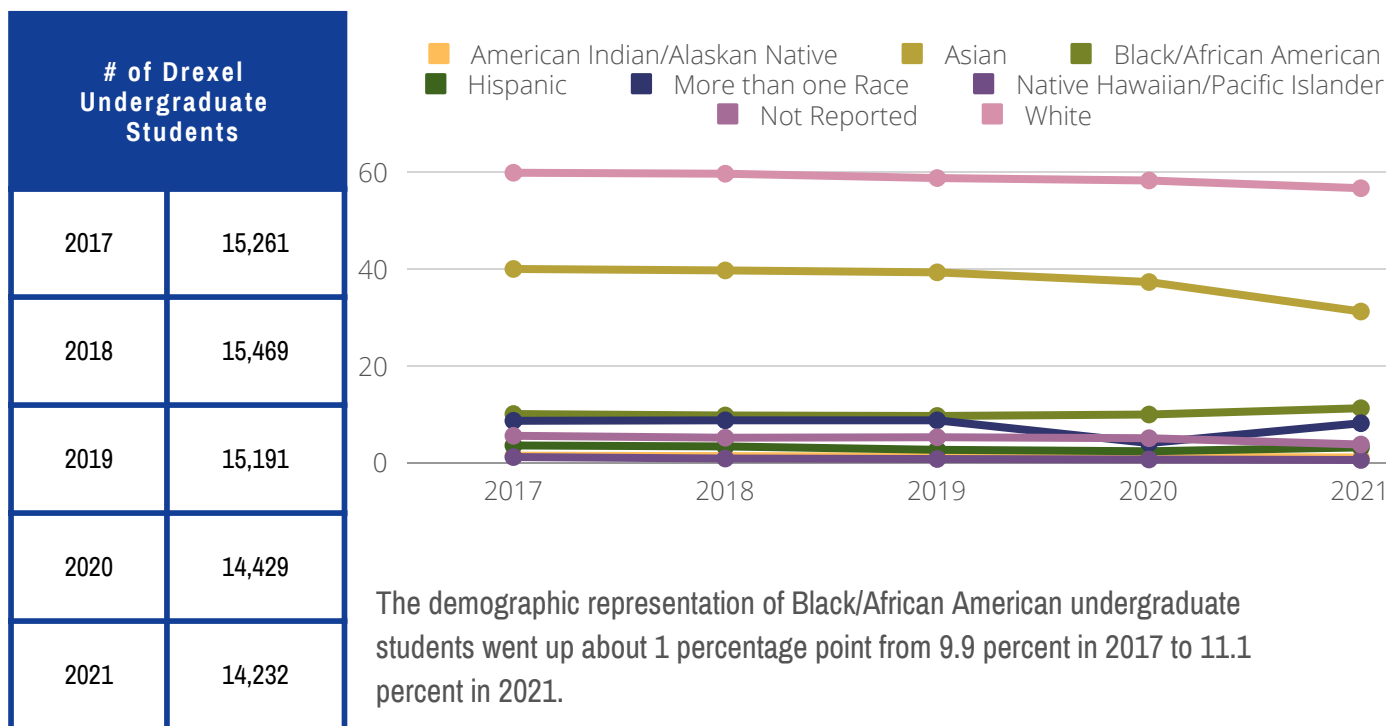*Figure 2: Undergraduate student representation by race/ethnicity*
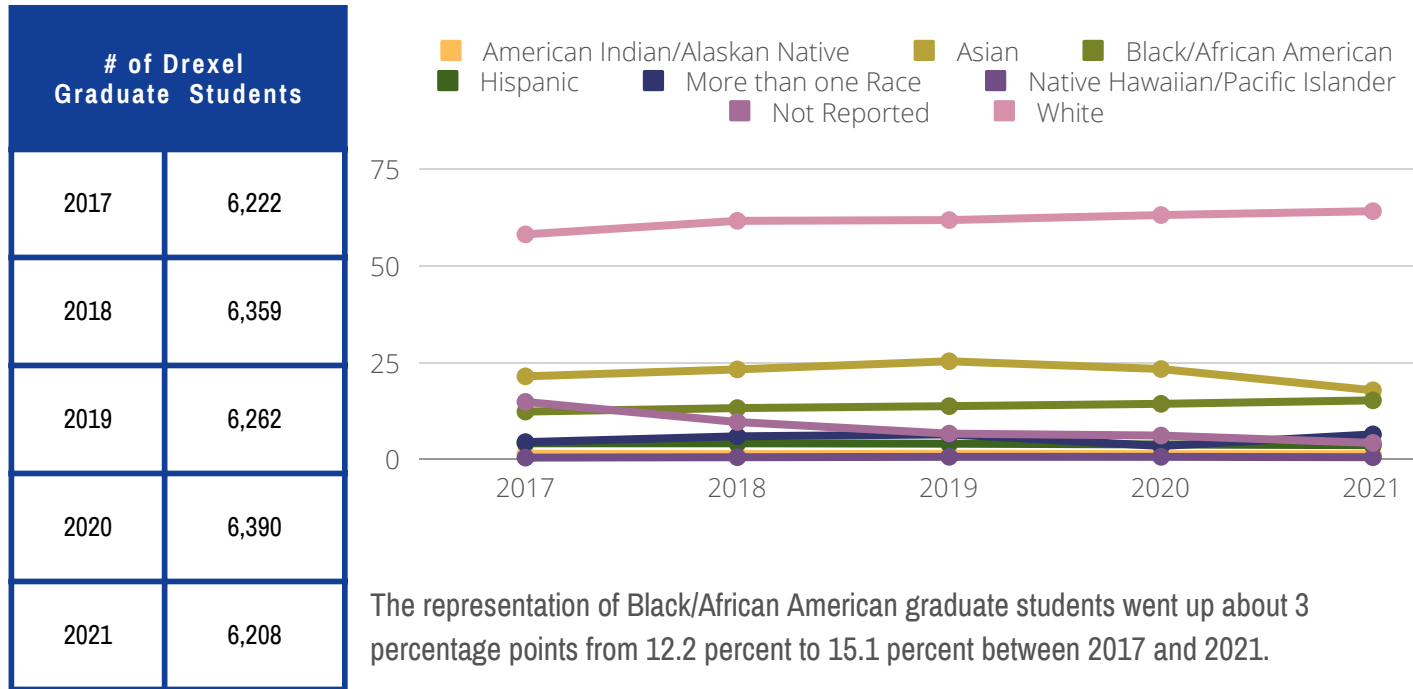
Graduate Students by Race/Ethnicity: 2017-2021

# of Drexel Graduate Students	
2017	6,222
2018	6,359
2019	6,262
2020	6,390
2021	6,208

The representation of Black/African American graduate students went up about 3 percentage points from 12.2 percent to 15.1 percent between 2017 and 2021.

Figure 3: Graduate student representation by race/ethnicity

Full Time Faculty by Race/Ethnicity: 2017-2021

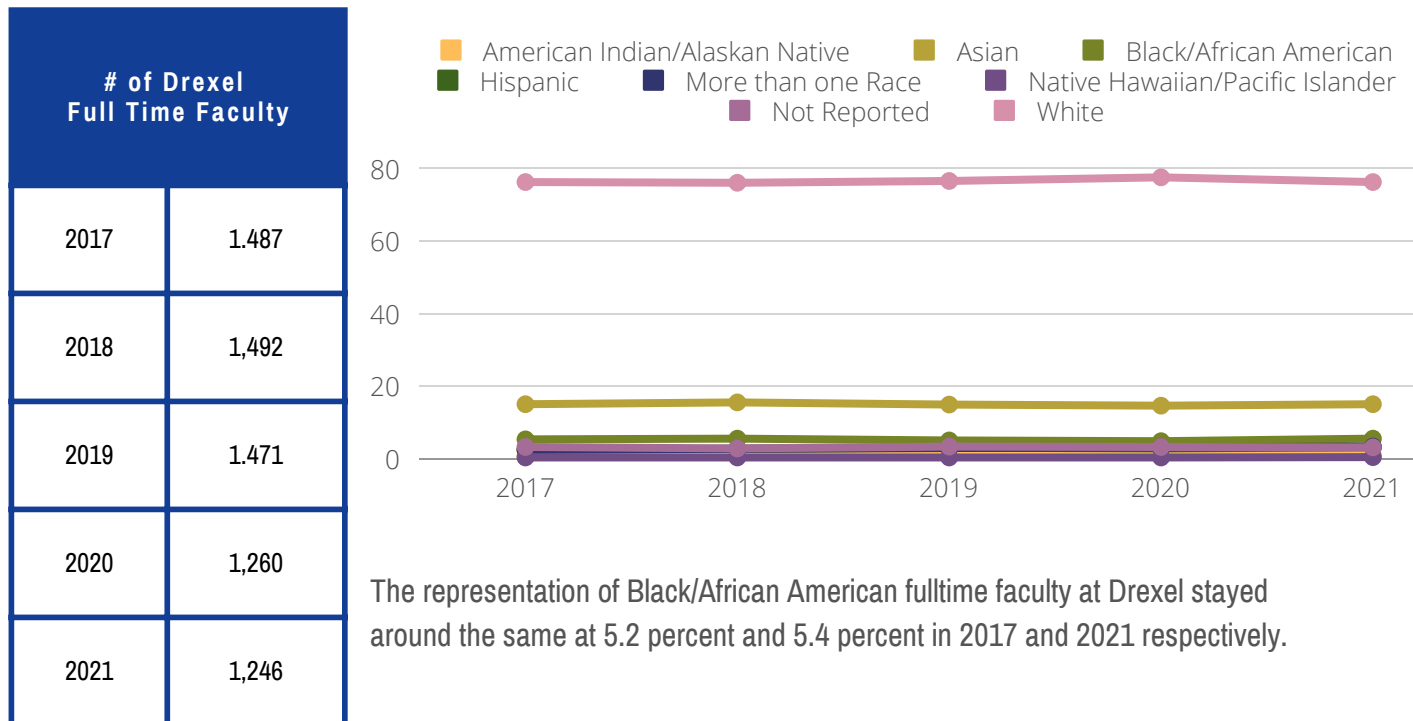| # of Drexel Full Time Faculty	
2017	1.487
2018	1,492
2019	1.471
2020	1,260
2021	1,246

The representation of Black/African American fulltime faculty at Drexel stayed around the same at 5.2 percent and 5.4 percent in 2017 and 2021 respectively.

Figure 4: Full-time faculty by race/ethnicity

Benefit Eligible Staff by Race/Ethnicity: 2017-2021

# of Drexel Full Time Staff	
2017	3,296
2018	3,346
2019	3,076
2020	2,755
2021	2,795

The representation of Black/African American benefits eligible professional staff decreased about a single percentage point from 23.4 percent in 2017 to 22.5 in 2021.
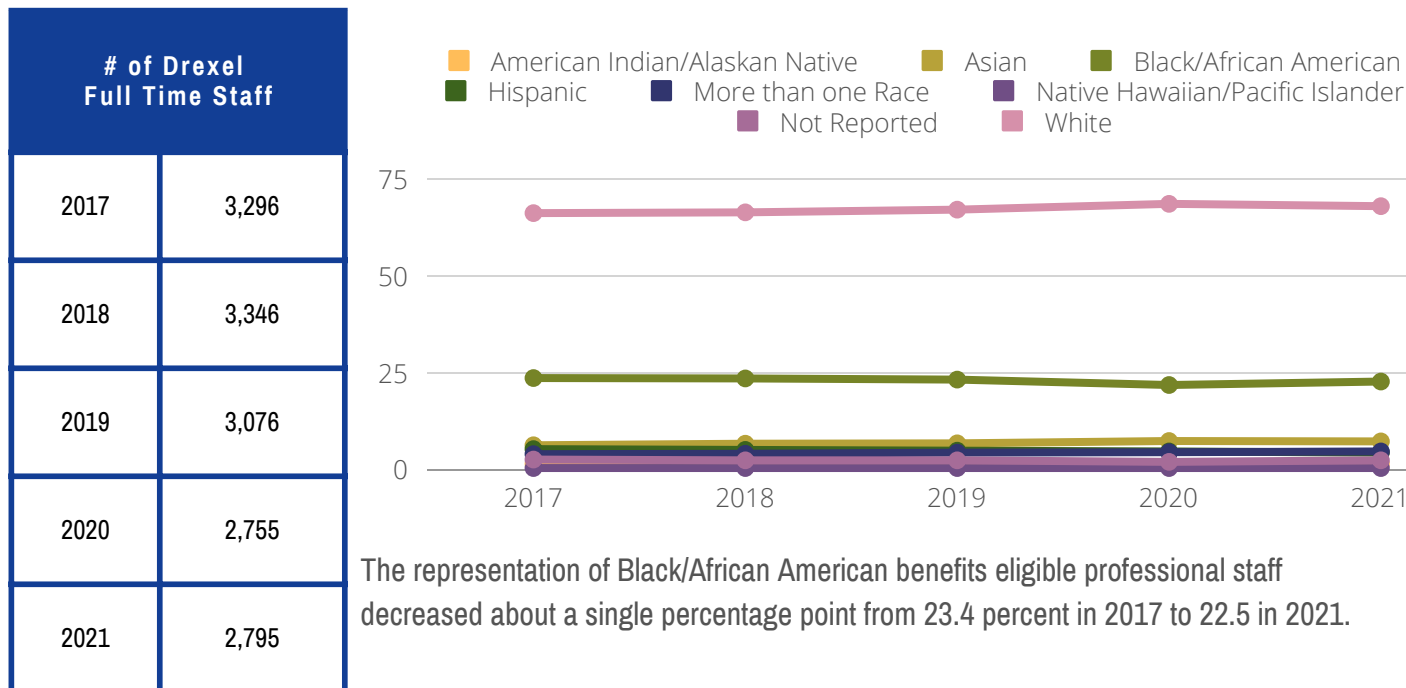
Figure 5: Benefits eligible professional staff by race/ethnicity

Overall, the representation of Black/African American students, faculty and staff remained largely unchanged between 2017-2021.

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.

i. Culture

The initial step towards success monitoring during this inaugural implementation year of the ARTF commitments was to gather information from academic and administrative units at Drexel. Working in partnership with Program Management and Organizational Effectiveness (PMOE), we identified 43 units within Drexel. We distributed a spreadsheet to each unit outlining all 64 commitments, where units report activities they were undertaking that supported these commitments; what if any additional resources were needed to continue these activities; and how they were going to evaluate their efforts.

Of the 43 units, 32 completed the spreadsheets. Upon receipt, we aggregated the responses to determine how many units were addressing each commitment. Figure 6 below shows the frequency by commitment, with additional tables and list of units included in the appendix section of this report.
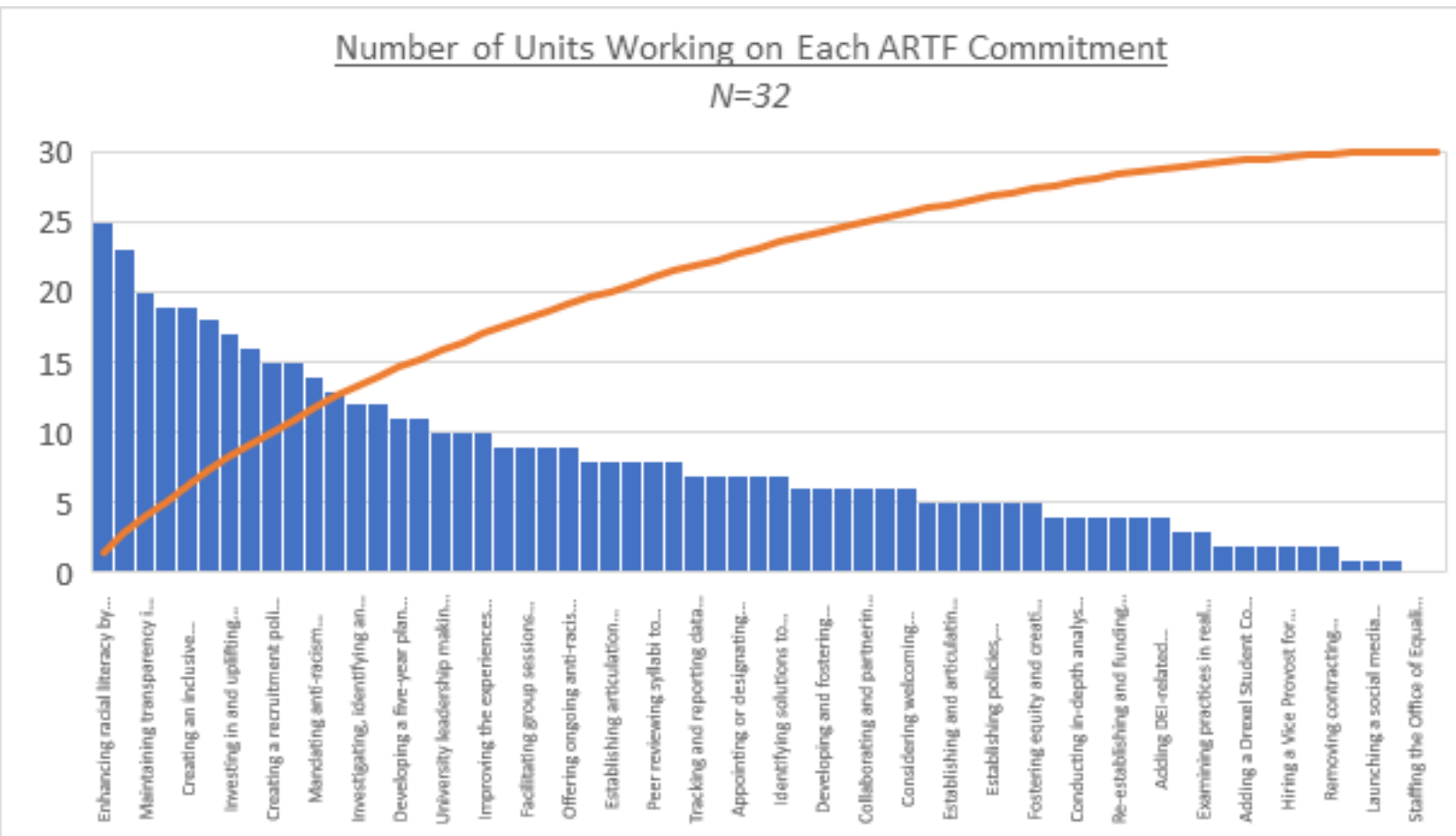

Figure 6: ARTF commitments with Aggregated Unit Responses

ii. Climate

In response to ARTF recommendations and as part of the University's commitment towards an antiracist institution, the first climate survey, administered by the Higher Education Data Service Consortium (HEDS), was implemented in the fall of 2021. The survey was sent to 27,190 students, faculty, and professional staff at Drexel, of whom 1,810, or about 6 percent, responded. Of the 1,810 respondents, 9 percent (N=161) identified as African American/Black. When examined within group, faculty had the highest response rate of 23 percent, followed by professional staff/administrators at 13 percent, with graduate and undergraduate students responding at 4 and 3 percent respectively.

The summary of findings highlighted in this report focuses on respondents by race/ethnicity for overall campus climate and sense of belonging. A more comprehensive report of the climate survey results will be made available on EIC's website.

Overall Campus Climate

When asked to indicate level of satisfaction with overall campus climate, 57 percent of participants who identified as African American/Black indicated that they were either generally satisfied or very satisfied, compared to 67 percent of all respondents. Twenty-five percent were neither satisfied nor dissatisfied, and 18 percent were either generally dissatisfied, or very dissatisfied.
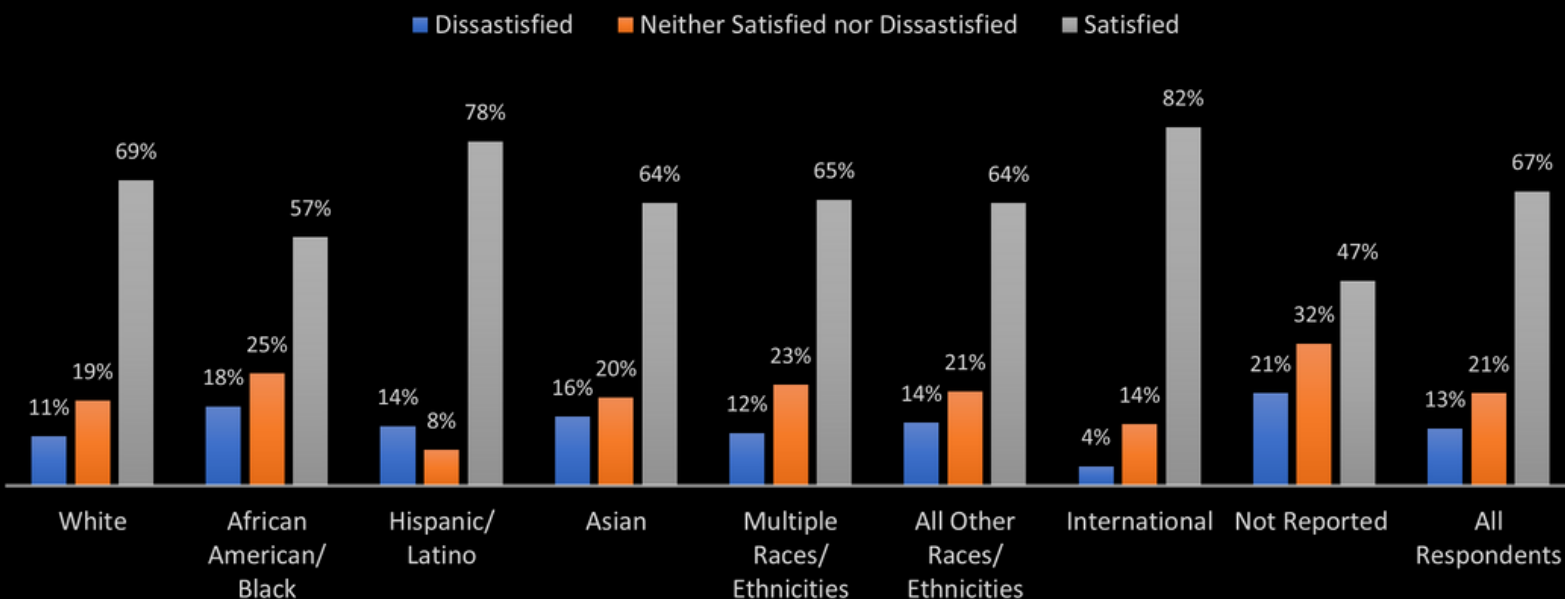

Figure 7: Overall Campus Climate by Race/Ethnicity

Sense of Belonging

Respondents were asked to indicate their level of satisfaction based on the extent to which they experienced a sense of belonging or community at Drexel. Fifty percent of the participants who identified as African American/Black (N=161) indicated that they were either generally satisfied or very satisfied, compared to 58 percent of all respondents. Twenty-five percent of African American/Black respondents were neither satisfied nor dissatisfied, and 24 percent were either generally dissatisfied or very dissatisfied, compared to 19 percent of all respondents.
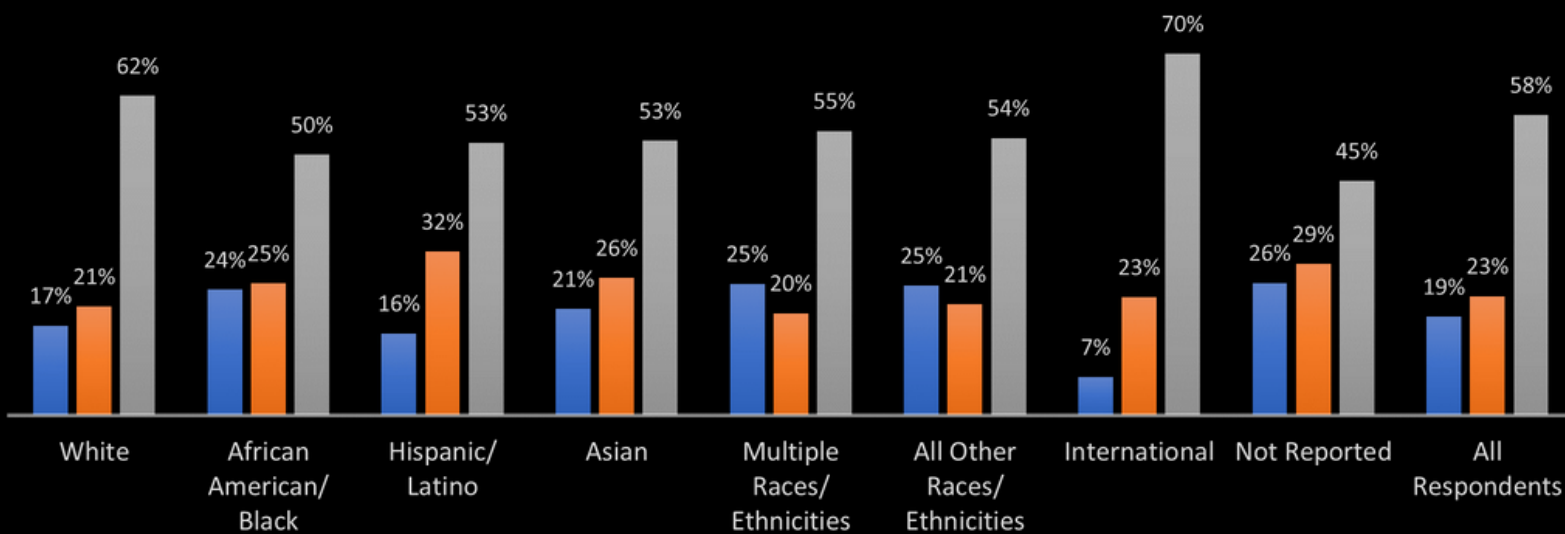

Figure 8: Sense of Belonging by Race/Ethnicity

The inaugural climate survey served as a baseline that will be launched every other year to assess for sense of belonging and is one of the outcomes of the ARTF work that will benefit everyone at Drexel.

Highlights of Unit Activities

After aggregating inputs from the 32 academic and administrative units highlighting which of the antiracism commitments they were working on, and organizing by frequency, we identified a few that we would focus on as an institution. The selected commitments are organized in two tiers and do not preclude units from continuing activities previously identified. Tier I consists of two commitments that every unit at the University ought to be working on, and Tier II commitments are led by specific individuals and/or specific units. We highlight below the commitments and activities that are currently ongoing.

Tier I: University-Wide Commitments

The commitments highlighted in this section are the two commitments that every unit should be working on, which are: 1) Enhancing racial literacy by creating learning opportunities at the individual and organizational levels through dialogues, and assigned workshops, films, and articles; and 2) Creating an inclusive employee experience that is supported by conditions that reflect and reinforce anti-racism efforts.

i. Enhancing racial literacy by creating learning opportunities at the individual and organizational levels through dialogues, and assigned workshops, films, and articles.

This commitment showed up most frequently in reported activities, with 25 out of 32 units responding that they were engaging in activities in this area. Submissions ranged from units indicating that they were committed to working on these goals to some units having already taken action, like the College of Nursing and Health Professions (CNHP)offering their Tuesday Topics series and LeBow College of Business and Goodwin College of Professional Studies launching their DEI Learning Bundle initiative. Other more targeted highlights included:

- Institutional Advancement (IA) offering advancement-focused antiracism workshops and dialogues offered to IA teams.
- The Lenfest Center for Cultural Partnerships sharing professional development articles and other resources related to DEI (particularly as it pertains to the museum field); and
- The Provost's Office offering University-wide panels on issues related to antiracism, with additional partnerships with EAB to deliver sessions as part of their "Hallmarks of an Antiracist Institution" to academic leadership and department heads.

These efforts reflect the breadth of ways in which different units are engaging with this commitment that include both an organizational structure to achieve this goal (LeBow, Goodwin, IA, and CNHP), and offerings made available for individuals within units to engage (Provost and Lenfest).

ii.Creating an inclusive employee experience that is supported by conditions that reflect and reinforce anti-racism efforts.

Nineteen of the 32 units responding to the survey highlighted ways in which they were working towards creating an inclusive employee experience that is supported by conditions that reflect antiracism efforts. Some of the activities reported included the Academy of Natural Sciences' move towards establishing community agreements as part of all staff meetings; the College of Engineering's leadership asking faculty and professional staff to complete DEI workshops beyond the University's mandatory annual requirements; and the College of Computing and Informatics offering faculty and professional staff orientation, retreats, and the piloting of DEI-related workshops for faculty. Other activities included LeBow and Goodwin College's thoughtful mentoring and onboarding opportunities, and the Information Technology department making training and career advancement opportunities accessible to all professional staff in their department.

Tier II: Unit-Specific Commitments

Tier II commitments discussed here include five that were deemed equally critical to advancing Drexel's mission and strategy but did not directly apply to all units at the University. Specific people and units that will be responsible for advancing these units include leadership at all levels of the organization, Office of the Provost, Enrollment Management, and Human Resources.

Commitment	Responsible
Impressing upon leaders the need to prrioritze antiracism ad DEI learning, to model behaviors, and maintain accountability.	Leaders at all levels of the University
University leadership making a public commitment, stating a goal and the need to prioritize the recruitment and retention of more Black/African American professors.	Office of the Provost
Adding a Drexel Student Core Competency focused on diversity, equity and inclusion that includes anti-racism and cultural competence. To be explored in consideration with Drexel 2030 initiatives and Middle States Commission on Higher Education recommendations.	Office of the Provost
Requiring DEI awareness, unconscious bias and cultural competency training for recruitement teams and student ambassadors.	Enrollment Management
Creating a recruitment policy that;outlines best practices and strategies that center diversity, equity, and inclusion, contains a comprehensive process spanning the entire recruitement process, and is consistent with Drexel's core values.	Office of Human Resources

Impressing upon leaders the need to prioritize anti-racism and DEI learning, to model behaviors, and maintain accountability.

This commitment is in part highlighted in this report because of feedback received from faculty and professional staff about the need for their leaders to model behaviors consistent with Drexel's values of inclusivity and a desire for accountability in the absence of it. This commitment was also the second most frequent commitment units reported working on, with 23 out of 32 doing so.

Highlights from the submissions included the Department of Athletics' desire to have more diverse representation in its leadership and working to empower staff; the College of Arts and Science's goal to create a training module that would be a required component of training for all department heads and college level leadership; and Institutional Advancement incorporating this into annual goals for leaders within the unit.

Furthermore, President Fry and members of his senior leadership team read "The Conversation: How Seeking and Speaking the Truth about Racism Can Radically Transform Individuals and Organizations," and engaged in peer-facilitated conversations about the book during a three-month period. These conversations culminated with an invitation to the author, Dr. Robert Livingston, for a fireside chat at Drexel. Members of the senior leadership team continue to participate in regular retreats to engage in these and other topics and to share best practices.

University leadership making a public commitment, stating a goal and the need to prioritize the recruitment and retention of more Black/African American professors.

10 out of 32 responding units stated a desire to work on this commitment. The Provost's Office mentioned the need to convene a group to develop a detailed strategy for this commitment. The Dornsife School of Public Health highlighted two major efforts that were specific to this area, including the NIH First Grant and the Ubuntu Center faculty hires. The College of Engineering and College of Arts and Sciences reported activities that included the need to make public statements about faculty diversity and a commitment to resources that would be allocated in support. The Office of Faculty Advancement highlighted a preliminary faculty recruitment process it worked with in partnership with EIC and HR.

Adding a Drexel Student Core Competency focused on diversity, equity and inclusion that includes anti-racism and cultural competence.

There were two out of 34 units that reported a commitment to working on this activity – the Provost's Office and the Dornsife School of Public Health. The Provost's Office reported that this commitment was a recommended approach for consideration in the strategic planning teams. The Dornsife School of Public Health took the approach to require a learning objective related to DEI in all its programs, with objectives constructed independently by program and mapped to broader DEI objectives to accommodate each program's uniqueness.

Requiring DEI awareness, unconscious bias and cultural competency training for recruitment teams and student ambassadors.

Nineteen of the 32 units responding reported that they were working on this commitment. The College of Nursing and Health Professions and the School of Biomedical Engineering, Science, and Health Systems (BIOMED) indicated that admissions team members would be required to complete synchronous or on-demand unconscious bias training available through Career Pathway. The College of Engineering added that it would include student ambassadors as part of these trainings. At the central administrative unit level, Enrollment Management reported that admissions teams have been required to complete trainings in a variety of DEI content areas.

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.

Fifteen out of 32 units reported working on this commitment, with several units exploring ways to engage with Human Resources more broadly to accomplish it. In response to this commitment, HR indicated that it would convene stakeholders to update and enhance current policies to ensure that Drexel values serve as a guide in how we engage with recruitment.

Next Steps

While we have highlighted specific commitments that we will be monitoring over the next year, academic and administrative units will continue to work on the commitments they have initially identified. They may also expand their commitments and use the efforts of other units as models. We will continue to gather information from units to see where there is progress or areas of opportunity moving forward. Furthermore, we will work with four units (academic and administrative) during the fall 2022 term to pilot comprehensive processes for the two Tier I commitments outlined in this report, and to develop a more detailed evaluation method prior to launching University-wide. For Tier II commitments, we will serve in a more consultative capacity and follow the lead of the units responsible for the implementation of each (see Table 1).

At this time, our implementation cycle will include piloting and/or launching initiatives during the fall, info sessions for ARTF liaisons during the winter, reports with updates due from units in the early spring, synthesizing of reports by EIC during the spring, and publication of annual report during the summer.

Acknowledgements

Appendices

Appendix A: Units Contacted and Responding Units with Acronyms

43 Units Contacted / 32 Units Responded	
Academy of Natural Sciences (ANS)	Lenfest Center for Cultural Partnerships (Lenfest)
Antoinette Westphal College of Media Arts and Design	Office of Compliance, Privacy, and Internal Audit (Compliance)
Athletics	Office of Faculty Advancement and UG Affairs (OFA)
Business Services	Office of General Counsel
Close School of Entrepreneurship (Close School)	Office of Global Engagement
College of Arts and Sciences (CoAS)	Office of Government and Community Relations
College of Computing and Informatics (CCI)	Office of Human Resources (HR)
College of Engineering (COE)	Office of Institutional Advancement (IA)
College of Medicine	Office of Research and Innovation
College of Nursing and Health Professions (CNHP)	Office of the Provost
Dornsife School of Public Health (DSPH)	Pennoni Honors College
Drexel Solutions Institute	Procurement Office
Drexel University Libraries (DUL)	Public Safety
Enrollment Management (EMSS)	Real Estate and Facilities
Finance & Treasury and Investment Office	School of Biomedical Engineering, Science, and Health Systems (BIOMED)
Financial Aid	School of Education (SOE)
Goodwin College (Goodwin)	Steinbright Career Development Center (Steinbright)
Graduate College	Student Success
Information Technology (IT)	Thomas R. Kline School of Law
Institutional Research (IR)	University & Community Partnerships (UCP)
LeBow College of Business (LeBow)	University Communications
	University Wellness

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

ARTF Commitment	Number of Units Working on Commitment	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, BIOMED, Close School, EMSS, Goodwin, Graduate College, Institutional Research, LeBow, SOE
Requiring DEI awareness, unconscious bias and cultural competency training for recruitment teams and student ambassadors.	19	ANS, Athletics, BIOMED, Business Services, CCI, CNHP, CoAS, COE, DSPH, EMSS, Graduate College, HR, IA, LeBow, Public Safety, SOE, Steinbright, Student Success, DUL
Identifying and establishing formal memoranda of understanding (MOU) with targeted middle and high schools to provide coaching to students to and through college.	8	ANS, BIOMED, Close School, CNHP, Goodwin, Graduate College, LeBow, SOE
Establishing articulation agreements with historically Black colleges and universities (HBCUs), at the undergraduate and graduate levels.	8	ANS, CoAS, COE, DSPH, Graduate College, OFA UG, Provost, DUL
Investigating, identifying and implementing preadmission/community college transfer programs with feeder community colleges.	12	BIOMED, CCI, Close School, CNHP, CoAS, COE, EMSS, Goodwin, Graduate College, LeBow, OFA UG, Provost
Providing transparent actual pricing information	6	Business Services, CCI, Drexel Central, EMSS, Global Engagement, Graduate College
University leadership making a public commitment, stating a goal and the need to prioritize the recruitment and retention of more Black/African American professors.	10	Athletics, CCI, CoAS, COE, DSPH, HR, Graduate College, LeBow, Provost, Student Success
Developing and implementing a coordinated University-wide faculty recruitment process that includes a centralized data collection requirement for every faculty search.	4	COE, HR, OFA UG, Provost
Developing a five-year plan for hiring, including metrics for evaluation and accountability.	11	ANS, Athletics, CCI, COE, Drexel Central, HR, IT, IA, Institutional Research, Lenfest, DUL
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.	9	ANS, CCI, CNHP, COE, DSPH, HR, LeBow, OFAUG, Provost
Appointing or designating administrator(s) for academic units to facilitate the faculty hiring process.	7	BIOMED, CCI, CNHP, CoAS, COE, HR, LeBow
Re-establishing and funding an Africana Studies department.	4	CoAS, IA, Provost, DUL
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.	15	ANS, Athletics, CNHP, CoAS, DSPH, EMSS, Graduate College, HR, IA, Institutional Research, Provost, Public Safety, SOE, Steinbright, Student Success
Tapping into the local West Philadelphia talent by increasing hiring and professional development of the local community.	13	ANS, Athletics, Business Services, CoAS, Goodwin, HR, LeBow, Lenfest, Public Safety, SOE, Steinbright, Student Success, UCP
Adding "Equity Partners" to assist with DEI strategic goals, culture of equity shift, programming, education and ensuring equitable hiring practices within the unit.	15	ANS, Athletics, Business Services, CCI, CNHP, CoAS, COE, Global Engagement, Goodwin, Graduate College, LeBow, Public Safety, Steinbright, Student Success, DUL
Developing internal talent to alleviate disparity gaps that persist regarding the advancement of people of color.	18	ANS, Athletics, Business Services, CCI, CNHP, CoAS, Compliance, Drexel Central, Goodwin, Graduate College, HR, IT, IA, LeBow, Lenfest, Provost, Public Safety, SOE

Appendix C: Fostering a culture of antiracism through learning and education

ARTF Commitment	Number of Units Working on Commitment	Units Working On
Enhancing racial literacy by creating learning opportunities at the individual and organizational levels through dialogues, and assigned workshops, films and articles.	25	ANS, Athletics, Business Services, CCI, Close School, CNHP, CoAS, Compliance, Drexel Central, EMSS, Global Engagement, Goodwin, Graduate College, HR, IA, LeBow, Lenfest, Provost, Public Safety, SOE, Steinbright, Student Success, UCP, University Communications, DUL
Mandating anti-racism training for all members of the University community.	14	ANS, Athletics, CNHP, CoAS, COE, Drexel Central, DSPH, Graduate College, HR, IA, Institutional Research, Steinbright, Student Success, DUL
Leveraging faculty expertise to provide guidance and options for culturally responsive counseling and therapy.	5	Global Engagement, Goodwin, Graduate College, Student Success, DUL
Impressing upon leaders the need to prioritize anti-racism and DEI learning, to model behaviors, and maintain accountability.	23	ANS, Athletics, Business Services, CCI, Close School, CNHP, CoAS, COE, DSPH, EMSS, Global Engagement, Goodwin, Graduate College, IT, IA, Institutional Research, LeBow, Lenfest, Provost, Public Safety, Steinbright, University Communications, DUL
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, BIOMED, CCI, CoAS, LeBow, Steinbright, Student Success
Creating an inclusive employee experience that is supported by conditions that reflect and reinforce anti-racism efforts.	19	ANS, Athletics, Business Services, CCI, Close School, CoAS, COE, Drexel Central, EMSS, Global Engagement, Goodwin, Graduate College, IT, IA, LeBow, Lenfest, Student Success, University Communications, DUL
Establishing a mental health-focused call center.		
Facilitating group sessions focused on mutual racial identity concerns that include students, faculty and professional staff to share in safe spaces.	9	ANS, Athletics, Close School, CNHP, CoAS, COE, DSPH, Global Engagement, IA
Launching a social media campaign that draws attention to racial trauma and destigmatizes stress and adversity across the University.	1	COE
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.	1	Business Services
Developing protocols and training for faculty engaged in community-facing research with clear anti-racist principles and values.	3	ANS, Global Engagement, Lenfest

Appendix D: Policies and Systems

ARTF Commitment	Number of Units Working on Commitment	Units Working On
Defining key terms essential to the University's anti-racism agenda.	7	ANS, CoAS, Drexcel Central, Graduate College, Lenfest, University Communication, DUL
Ensuring significant representation of Black community members during the development and enforcement of policies.	6	CoAS, Compliance, Graduate College, HR, IA, Provost
Maintaining transparency in the University's anti-racism efforts through communication.	20	ANS, Athletics, Business Services, CNHP, CoAS, COE, Drexel Central, DSPH, EMSS, Goodwin, Graduate College, IT, IA, LeBow, Lenfest, Provost, Public Safety, Steinbright, University Communication, DUL
Committing to regular policy reviews using an equity lens.	16	Athletics, Business Services, CoAS, Compliance, Drexel Central, EMSS, Goodwin, Graduate College, IT, IA, Lenfest, Provost, Public Safety, Streinbright, DUL
Transforming the Program Alignment and Review (PAR) process to include an equity audit.	2	CoAS, Provost
Establishing policies, processes and initiatives throughout the faculty lifecycle that ensure the retention of Black faculty.	5	CCI, Global Engagement, Provost, SOE, CoAS
Conducting in-depth analyses to uncover potential biases within specific promotion and tenure processes.	4	COE, Compliance, Institutional Research, SOE
Developing and fostering ongoing mentoring mechanisms for Black faculty.	6	CCI, Close School, CoAS, DSPH, Lenfest, SOE
Tracking and reporting data related to faculty workload and performing a pay equity audit.	7	Close School, CNHP, CoAS, DSPH, HR, Institutional Research, Provost

Appendix E: Adequate Staffing and Resource Allocation

ARTF Commitment	Number of Units Working on Commitment	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.		
Adequately resourcing and staffing offices that are dedicated to community engagement and community-facing work.	8	ANS, CNHP, IT, IA, Lenfest, Public Safety, UCP, DUL
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).	10	Athletics, CNHP, CoAS, COE, Global Engagement, IA, LeBow, Provost, Public Safety, DUL
Investing in and uplifting Black student organizations.	17	Athletics, Business Services, CCI, Close School, CNHP, COE, EMSS, Global Engagement, Graduate College, IA, LeBow, Lenfest, Public Saftey, SOE, Steinbright, Student Success, DUL
Creating funding opportunities to address specific needs, especially during instances of emergency	11	Business Services, CNHP, CoAS, Drexel Central, Global Engagement, Goodwin, IA, LeBow, Lenfest, Steinbright, Student Success

Appendix F: Faculty Diversity and Curriculum Revisions

ARTF Commitment	Number of Units Working on Commitment	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.	1	CoAS
Examining core curriculum to begin addressing need for anti-racist pedagogies across departments and eliminate inequalities in academic success.	4	CCI, CNHP, CoAS, SOE
Peer reviewing syllabi to ensure content is inclusive and racially relevant.	8	BIOMED, CCI, Close School, CoAS, LeBow, Lenfest, Provost, Steinbright
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, CoAS, Global Engagment, Lenfest, Provost
Adding DEI-related requirements to accompany math, science and English general education requirements.	4	CoAS, DSPH, LeBow, Provost
Establishing and articulating a focus on social justice as part of the University's strategies to increase diversity among faculty.	5	ANS, DSPH, Global Engagement, SOE, Provost
Adding a Drexel Student Core Competency focused on diversity, equity and inclusion that includes anti-racism and cultural competence.	2	DSPH, Provost
Offering ongoing anti-racism pedagogy training.	9	CCI, CNHP, CoAS, DSPH, Global Engagement, Graduate College, Provost, Steinbright, Student Success
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.5	5	CCI, Close School, DSPH, Provost, SOE

Appendix G: Business Practices and Community Engagement

ARTF Commitment	Number of Units Working on Commitment	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.	7	ANS, CNHP, CoAS, LeBow, Lenfest, SOE, UCP
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.	6	ANS, Athletics, CNHP, CoAS, SOE, UCP
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.	12	ANS, Athletics, CCI, Close School, CoAS, EMSS, LeBow, Lenfest, SOE, Steinbright, Student Stuccess, UCP.
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, HR, University Communications, CoAS, DUL
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.	2	HR, Public Safety
Examining practices in real estate development that put the community at risk for displacement due to increasing housing cost burden.3	3	CoAS, HR, UCP
Developing a "Good Neighbor Initiative" with Student Life to address off-campus student attitudes and behaviors.	4	Business Services, CNHP, Student Success, UCP
Considering welcoming programming and community access to on-campus facilities, including the Library and Recreation Center.	6	Athletics, Business Services, Graduate College, LenFest, UCP, DUL
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, CNHP, CoAS, COE, Graduate College, Lenfest, UCP, DUL
Increasing direct spending with diverse and local businesses.	10	Athletics, Business Services, CoAS, IT, LeBow, Lenfest, Steinbright, Student Success, UCP, DUL
Removing contracting process barriers to local and minority-owned business participation.	2	IT, SOE
Collaborating and partnering with community organizations to enhance access to opportunities for partnerships with local businesses.	6	Athletics, Business Services, CCI, Global Engagement, SOE, UCP