

ARTF Subcommittee Name: Staff Recruitment, Retention and Promotion Committee Preliminary Recommendation

Recommendation	Description/Rationale	Necessary Actions**	Responsible Division and/or Unit	Timeframe	Resources/ Funding	Progress Markers	Accountability
<p>STAFF EDUCATION: Mandatory Professional Development Training for Hiring Managers and Supervisors</p>	<p>Eliminate bias in hiring practices, create accessible and equitable positions. For staff development: mitigation of bias, leading teams effectively, guide change and transitions. Institute cultural competency and anti-racism training across the university.</p>	<ol style="list-style-type: none"> 1. Develop internal training program and/or work with outside consultants to identify online training modules for hiring best practices across university. Build in Career Pathways, connect to annual review 2. Develop the skills for debiasing and anti-racism focus 3. DEI Training connected to and included in performance review modules. Build in Career Pathways 4. Offer personalized feedback to declined applicants (dispositioning), use Page Up for talent pool (ensure that all University community members knows that this exists) 5. PageUp to provide accurate EEO data to HR and indicated data shared with hiring managers and supervisors 6. Annual voluntary anonymous survey of professional staff to capture demographics to support EEO data on an ongoing basis 	<ol style="list-style-type: none"> 1. Talent Acquisition 2. College Dean/Unit Leadership 3. College/Unit DEI Administrator 	<p>Immediate upon hiring role; Annually</p>	<ol style="list-style-type: none"> 1. Cost associated with DEI training program/consultation 2. DEI Partners allocated time 3. Learning and Development focused time 	<ol style="list-style-type: none"> 1. 100% of hiring managers and supervisors able to demonstrate competency within learning modules. 2. Increase in diverse candidate hiring that is more reflective of Philadelphia population percentages 3. PageUp EEO Data is capturing usable data to ensure increased percentages 	<p>DEI Administrator, HR partnership with CDO</p>

****Necessary Actions:**

1. Develop internal training program and/or work with outside consultants to identify online training modules for hiring best practices across university. Build in Career Pathways, connect to annual review

- Provide tools and training opportunities for all staff to become adept at working in a diverse and inclusive environment, whether inside or outside the classroom, with colleagues, and with the general public
- Ensure that the allocation and utilization of resources and services provided reflect institutional commitment to the support and success of all members of the community and address concerns of discrimination and unfair treatment.

2. Develop the skills for debiasing and anti-racism focus

- Demonstrate that Drexel is a welcoming destination for people of all backgrounds and develop a robust DEI awareness strategy.

3. DEI Training connected to and included in performance review modules. Build in Career Pathways

- Make diversity outcomes part of the regular responsibility and accountability of administrators.

4. Offer personalized feedback to declined applicants (dispositioning), use Page Up for talent pool (ensure that all University community members knows that this exists)

- Establish Drexel as a workplace of choice through progressive and accountable human resource and grievance policies that promote diversity, inclusion, and equity.

5. PageUp to provide accurate EEO data to HR and indicated data shared with hiring managers and supervisors

- Assess and address barriers to the retention and success of diverse staff

6. Annual voluntary anonymous survey of professional staff to capture demographics to support EEO data on an ongoing basis

- Monitor and evaluate the effectiveness of resources, services, and administrative processes in fostering a climate of inclusion.

ARTF Subcommittee Name: Staff Recruitment, Retention and Promotion Committee Preliminary Recommendation

Recommendation	Description/Rationale	Necessary Actions	Responsible Division and/or Unit	Timeframe	Resources/ Funding	Progress Markers	Accountability
<p>STAFF EDUCATION: DEI Liaison (to be considered for DEI hiring committee) for Each College/Unit</p>	<p>Each unit is assigned DEI Administrator(s)* who is tasked with leading Diversity policy, programming, education and ensuring equitable hiring practices within the unit.</p> <p>*Number of Administrators required will depend on the size of the unit.</p>	<p>1. CDO meets with Paul Jensen, Helen Bowman, and John Fry to establish the rollout of the shared services model.</p> <p>2. Each unit designates a budget based on the number of employees within the unit and the overall budget of the unit to put towards the hiring of the Diversity Shared Services Team. That money is paid through the CDO's cost center.</p> <p>3. CDO Hires a Director of the Shared services team and then identifies internal candidates for the 5-6 manager roles</p> <p>4. Newly formed team meets with each unit to assess needs, gap areas, and creates individual training and culture maps for each unit.</p>	<p>1. College Dean/Unit Leadership</p> <p>2. College/Unit DEI Liaison</p>	<p>Beginning of new fiscal year</p>	<p>1. Each employee should be paid the fair market rate for Diversity professionals (Managers 75-80k, Director 110-140k) Approximately 650K per year</p> <p>2. Students and Current employees should be the first pipeline for these positions in an effort to increase professional promotion</p> <p>3. Faculty Fellows should be given a yearly stipend for participation in the program and must host events centered around faculty for the length of their appointments</p>	<p>1. Team fully staffed and rollout in 6 months</p> <p>2 Each unit has regular education offerings that can be reported to the CDO</p> <p>3. Culture shifts trend more equitably</p>	<p>HR partnership with CDO</p>

STAFF EDUCATION: DEI Administrator (to be considered for DEI hiring committee) for Each College/Unit

RECOMMENDATION APPENDIX

A number of ARTF task force groups have highlighted the importance of creating a position within each unit that would be dedicated to enhancing the DEI culture within said units, and the university. However, there is a severe lack of funding across the university and within units to pay for and host their own DEI position. Further, the rollout of policy and programming can be inconsistent across the university.

The University also lacks funding to enhance the Diversity programming at the university. In an effort to mitigate this a shared service model is recommended. A shared services model in which each unit pools resources to employ a team of diversity liaisons that are able to speak to the units' culture but also bridge that culture across the university to dismantle silos. While an option is to offer a stipend for the role as a supplement to existing positions, this can lead to burnout for the person holding that position which inevitably leads to attrition. Rather than each unit releasing budget to fund a full position (when many units lack that ability), building a shared service model will allow each unit to have specialized DEI programming.

Further, the shared service team will be specially dedicated to this work meaning there are no competing priorities. The needs and priorities of other Drexel demographics should also be a part of this program. It is recommended that this program include two (2) Faculty Fellow positions, (which the Faculty need to apply) which receives a stipend. These positions would be the primary liaisons of the Faculty Senate, work with the team to create Faculty centered programming. In an effort to increase equitability the terms are for two (2) years and limited to two (2) consecutive cycles.

For the student population, each major should create a peer mentor position. The number of these positions should be based on the number of students in said major. These peer mentors would primarily be responsible for de-escalation training for the students in their major. Priority for these positions should be given to work study students.

Finally, in an effort to encourage the promotion and cultivation of Drexel talent, priority for the shared services position should be given to internal candidates who show 1) promise, 2) creativity, 3) commitment.

ARTF Subcommittee Name: Professional Staff Recruitment and Retention - RECRUITMENT Recommendations

Recommendation	Description / Rationale	Necessary Actions	Responsible Division and/or Unit	Timeframe	Resources/ Funding	Progress Markers	Accountability
<p>PROFESSIONAL STAFF RECRUITMENT: Recruitment Policy</p>	<p>Create a policy for recruitment efforts that progresses best practices for recruitment strategy and DEI. The policy should demonstrate our DEI core values.</p>	<p>1. Pre-Recruitment 1.1 Create inclusive job descriptions that are competency-based and less restrictive by unjustified educational and experience requirements. 1.2 Develop a standard hiring statement that represents Drexel’s commitment to DEI.</p> <p>2. Diverse Applicant Pools 2.1 TA to review applicant pools to before recruitment begins. 2.2 Display EEO data charts in PageUp. 2.3 Diverse search committees will ensure more diverse hires.</p> <p>3. Advertising 3.1 Explore advertising options to be more effective in obtaining more diverse and inclusive applicants. Fully utilize ‘free’ social networking.</p> <p>4. Recruitment 4.1 Require hiring manager to partner with TA to create a cohesive advertisement and recruitment plan. 4.2 Ensure proper training for all hiring managers (Hiring Best Practices training). 4.3 Assign diversity educator/partner to specific level searches to diversify higher-level roles.</p> <p>5. Internal Applicants/Retention 5.1 Create internal careers site, providing internal applicants a chance to apply before posting to the public. 5.2 Create talent pools to recruit internal applicants for other opportunities.</p>	<p>1. HR 2. OED 3. Diversity Educator/Partner 4. Provost Office/Deans/SVPs</p>	<p>Immediate changes, up to 5 years</p>	<p>For successful implementation of many of these recommendations, the following should be considered.</p> <p>1. Funding for HR/TA staff positions 2. HR staff need time and resources to be able to do a comprehensive review. 3. HR staff needs funding and resources for training opportunities to become SME in these areas. 4. HR staff need time and resources to review all policies, amend or develop new policies and develop trainings, metrics and periodic reviews to ensure policies and practices are being implemented.</p>	<p>3--12 months</p> <p>1. Hire HR professionals to be able to achieve outlined actions. 2. DEI educator/partners are appointed. 3. Draft policy for review. 4. Communicate Policy to Univ. 5. Begin training hiring managers.</p>	<p>HR, OED, Hiring Managers, Provost Office/Deans/SVPs</p>

2. Pre-Recruitment

1.1 Job Descriptions

- **Write competency-based job descriptions**
 - To remove recruitment barriers that hinder diverse applications and hiring, job descriptions need to be more competency-based and less restricted by educational and experience requirements that are not justified. This is being handled by the Job Architecture project but is an important first step to creating inclusive job postings.
- **Assess and justify the required qualifications (education and experience levels)**
 - Define and train hiring managers on the difference between *required* qualifications versus *preferred* qualifications. Required qualifications are sometimes inflated and not needed for someone to be successful on the job.
 - We often run into issues when a department listed the qualifications, which are posted, but then meet a candidate who doesn't meet those qualifications but want to hire them regardless. We need more inclusivity around the qualifications, to require only base line education and number of years of experience needed to be successful in the role.

1.2 Create a hiring statement that represents Drexel's commitment to DEI

- A standard hiring statement that represents Drexel's commitment to building diverse and inclusive teams and creating a welcoming community for all. Should be developed and visible to applicants on the career website and/or all job postings.

3. Diverse Applicant Pools

2.1 Talent Acquisition (TA) must review applicant pools before recruitment begins.

- Including Talent Acquisition in the review of applicant pools has the potential to be a great checks and balances system. TA can ensure our departments have a healthy/diverse pool of candidates to choose from. Data charts will be provided on each job card in PageUp to provide clarity to departments so they are aware of what their applicant pools look like as well. TA can assess whether additional advertising is needed.

2.2 Defining Diverse Applicant Pool and training for HR/TA.

- The definition of a diverse applicant pool needs to be developed, but having a guideline for hiring managers to utilize would be a big step forward. Recruiting from a diverse pool of applicants means a more qualified workforce.
- TA will partner with OED on reviewing data and focusing on EEO data from the Diversity Achievement Plan (DAP) to take action on improving underrepresented or underutilized populations. To address anti-racism and diversity in staffing across the University, it will be important to not only build diverse applicant pools, but that these searches result in the hiring more diverse professional staff. This data will identify gaps in departments, help focus their recruitment efforts, and provide a baseline to show progress.
- All job postings are to be posted for 30 days to ensure we are capturing "true applicants". A posting can be extended past the 30 days, if the applicant pool is not robust or is lacking diversity. If a department asks to remove the posting earlier than 30 days, TA will review the applicant pool to determine if there is a diverse pool for the department to review.

2.3 Search Committees

- When possible, it is encouraged that search committees are used for the initial application review and interview for all positions. This reduces the impact of the individual hiring manager's unconscious bias and brings different perspectives to the table that help in selecting the best candidates to move forward.
- Ensuring search committees are diverse will in turn ensure more diverse hires; the hope is that a more diverse committee will bring different perspectives to allow more fruitful conversations about the most qualified/suitable candidates.

- Departments using a Search Committee must consider having a diverse team of reviewers, at all different levels within the department, to ensure a wide range of feedback on candidates, as well as to give a full interpretation of the departmental flow.

4. Advertising / Outreach / Branding

3.1 Advertising

- **Social Media Advertising**
 - Advertise with University accounts for Instagram, Twitter, and other social media (contact University Communications). Ensure full utilization of ‘free’ social networking. LinkedIn is a powerful tool for TA to support new jobs, recent hires, and promote tenured employees. TA should work with the communications department to ensure we are staying up to date with social media tools.
- **Future advertising options:**
 - Academic Network – HBCU’s – get pricing on bulk ads or unlimited packages
 - DiverseJobs.net
- **Drexel/ANS Brand**
 - Taking a deeper look into advertising and Drexel’s reputation in the community is crucial in determining how we will recruit in the future. We currently post jobs to multiple diversity sites via Local Job Network but would like the opportunity to explore other advertising options that may be more effective in obtaining more diverse applicants.
 - Departments and Hiring Managers should work with Talent Acquisition to create a list of external advertising options to increase visibility of the job posting. There are numerous diversity sites that specialize in careers in Higher Education. TA will partner with the colleges/departments to learn more about what associations, organizations, and memberships they are a part of, to establish a customized list of advertising options for specific areas.
 - TA will need to pull existing hire data to get a better understanding on where our applicants are seeing our jobs.

5. Recruitment

4.1 Partner with TA on a Recruitment Plan before recruitment begins

- Meeting with Talent Acquisition before recruitment begins will help to create a cohesive advertisement and recruitment plan to find the best qualified candidates for each position. TA will guide all hiring managers/interview committees through the recruitment process to review applicants, interview applicants, and select finalists.
- Candidate experience is often overlooked in this process but needs to become more of a focus. As a University, we want the application and interview process to be a good overall experience, even if the applicant is not chosen for a role. Applicants that feel seen and responded to will most likely continue to apply for roles in the future or even recommend others to apply.
- TA guidance will eliminate the barriers and set-backs during the interview process, ensuring that the candidate is clear on compensation expectations and is informed of the search timeline. TA will assist with creating a realistic timeline for the interview stages and will keep in contact with the candidates to keep them ‘warm’ throughout the process.

4.2 Training for Hiring Managers and newly promoted Supervisors

- To ensure proper DEI processes are taking place the University needs to be consistent in its practice. With an increased head count in TA we can provide consultative support for all active requisitions and ensure proper training for all hiring managers (through “Hiring Best Practices” training).

- All hiring managers/supervisors are required to get trained on the HR Hiring Best Practice Guide so every department is following a consistent process. Mandatory training will instill best practices and proper process for recruitment/hiring.
- We also believe that all new managers being promoted into supervisory positions be required to attend relevant trainings to set them and their teams up for success.

4.3 Assign a Diversity Educator/Partner

- We also believe assigning diversity educators/partners to Director level (maybe salary grade) and above searches would be an excellent way to diversify our higher-level roles; we believe that ultimately having diverse leadership then leads to decision making that considers ALL members of the University.

5. Internal Employee Recruitment, Promotion, Retention

5.1 Creating an Internal Careers site and requirements around posting

- By creating an internal careers site, this will allow for more internal mobility and will provide the opportunity to apply to positions prior to extending the postings to the public. We are recommending that all postings are posted internally for 5 days before posting to the external careers site.
- Internal candidates still need to go through the same application and interview process as external applicants. Talent Acquisition should be involved with the initial interviews to make certain the internal candidate can speak openly about their experiences and qualifications. The hiring manager or Talent Acquisition should acknowledge the internal applicant and reach out to them directly to inform them if they will not be moving forward in the interview process.
- Retention should be a benchmark for successful recruitment and assist in measuring over EEO information. Departments and colleges should understand and review the retention, as well as should be held accountable.

5.2 Talent Pools

- PageUp allows us to create talent pools to recruit across the University and not just department and college wide. This will also give candidates an extra advantage to be considered for numerous roles in many areas.

ARTF Subcommittee Name: Professional Staff Recruitment and Retention - RECRUITMENT Recommendations							
Recommendation	Description / Rationale	Necessary Actions	Responsible Division and/or Unit	Timeframe	Resources/ Funding	Progress Markers	Accountability
<p>PROFESSIONAL STAFF RECRUITMENT:</p> <p>Hire Locally</p>	<p>These recommendations focus exclusively and intentionally on hiring and recruiting untapped talent: under-skilled Drexel employees and external candidates such as returning citizens (formerly incarcerated). The recommendations serve as a framework that will help shape hiring and recruiting policies and strategy with the goal of identifying quality candidates who have the dedication and relevant skills to become employed or promoted at Drexel University.</p>	<ol style="list-style-type: none"> 1. Expanded Job Postings 2. Promotion from within 3. Hire Untapped Talent 4. Attracting Local Talent 5. Upskill West Philadelphia Drexel employees for professional development 	<ol style="list-style-type: none"> 1. University wide 2. HR 3. Dornsife Center and Beachell Center 4. Goodwin College 	<p>3-12 months</p>	<ol style="list-style-type: none"> 1. Funding for 1 Full Time Human Resources Representative 2. Tuition Remission 		<p>HR and other Drexel leaders including Department heads, Managers, Deans, etc. Dornsife Center and Beachell Center and Goodwin College</p>

These recommendations focus exclusively and intentionally on hiring and recruiting untapped talent: under-skilled Drexel employees and external candidates such as returning citizens (formerly incarcerated). The recommendations serve as a framework that will help shape hiring and recruiting policies and strategy with the goal of identifying quality candidates who have the dedication and relevant skills to become employed or promoted at Drexel University.

Recommendation #1: Expanded Job Postings

Description / Rationale: Although posted job descriptions are used to encourage the best applicants to apply for posted positions, we do not want to discourage individuals who can do the job but may choose not to after reading the description and requirements. By evaluating the methods and consideration that go into the writing of job descriptions and education requirements for staff positions at Drexel. To ensure requested requirements reflect the duties and responsibilities for the posted position.

Necessary Actions

- Assessment of all job postings
- Assure job descriptions are clear and describes skill and competencies required for position instead of relying on education background of applicant.
- Applicants who have the experience to do the job may not apply due to the education requirement.
- Ensure that education requirement is **necessary** for the job responsibilities and scope of work.

Recommendation #2: Promotion from within

Description / Rationale: Most departments/units have upper-level positions which offer individuals the opportunity to move up in their jobs. However, few are properly trained with in their current positions to have the confidence to apply for a upper level position. Supervisors and department heads need to do a better job giving their staff opportunities to grow within their current positions. By doing this individual will have the confidents to go after promotions within Drexel.

Necessary Actions

- Establish policy to identify and recruit internal candidates. For promotion

- Stop relying on the **peter principle** for promotion from within.
- It gives the impression that there was no consideration for anyone else within the unit/college/department for promotion.
- Work with lower-level employees by giving meaningful projects and assignments that would help/prepare them for growth within their unit/college/department.
- By doing this you give the employee confidence to seek promotion within their unit/college/department.

Transparency and clearer for job openings

- Post and promote position internally first (15 days) to recruit talent form within unit/college/department.
- This should give supervisors a chance to encourage everyone who is interested the opportunity to apply.
- Examining data on the rate of promotion of people of color for internal employment opportunities

Recommendation #3: Hire Untapped Talent

Description / Rationale: 19,400 West Philadelphia residents are returning citizens, those who have been formerly incarcerated. The crimes and convictions vary but one thing that is consistent: the dire need to connect these residents to long-term, stable careers to reduce recidivism and create economic stability in the neighborhood in which Drexel sits. Drexel University has an opportunity to continue its long legacy of civic engagement by considering, interviewing, and hiring candidates for employment who have a criminal background record. Currently, there is no formal checklist or screening process when reviewing a returning citizens application for employment. The current process includes HR personnel reviewing candidates on a one-by-one case without a formal assessment matrix and professional development or training on how to vet candidates.

Necessary Actions

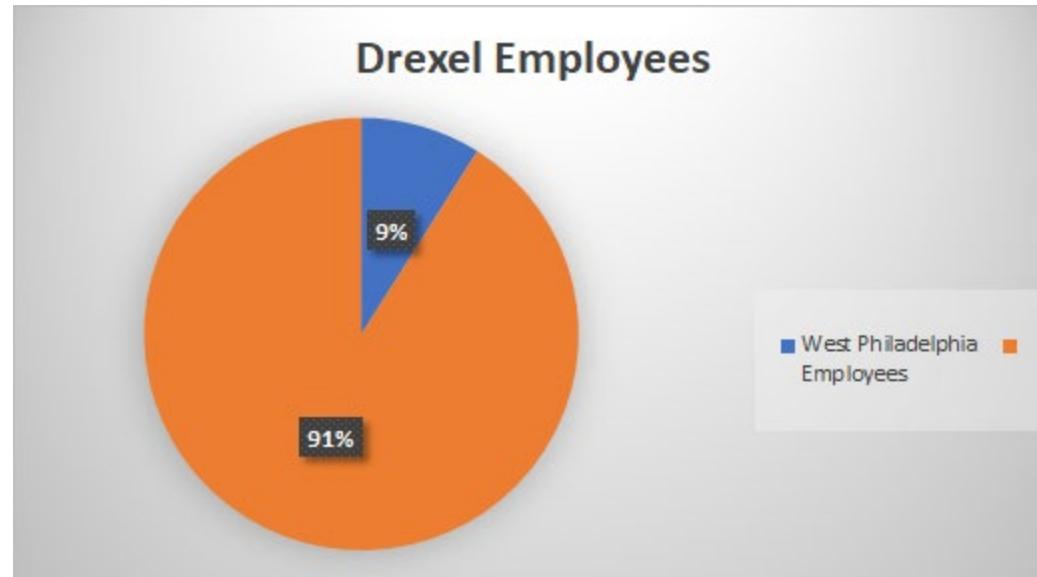
- Require HR professionals, hiring managers and front-line supervisors and staff to complete the Society of Human Resources management (SHRM) [Getting Talent Back to Work Certificate](#) (GTBTWC) is specifically designed to equip leaders with knowledge and actionable tools needed to attract, hire and retain individuals with criminal and conviction records.
- Form an internal review board, advisory council and or team comprised of those who completed the GTBTWC. Those members will meet routinely to review resumes and backgrounds of returning citizens to make an informed, unbiased decision on the candidates' employability at Drexel University.
- Devise a criteria assessment matrix that shapes the conversation and decisions set forth by the interview board/advisory council.
- Create an untapped talent source by partnering with community and workforce organizations who offer services to returning citizens. Drexel would offer career workshops to these organizations such as “What does it take to work at Drexel” in addition to post job openings.
- Identify and sponsor professional development that fosters career pathways for returning citizens that include skill-based learning workshops, certificates and certifications that foster lifelong learning and positions employees for entry-level to mid-level careers at Drexel.

Recommendation #4: Attracting Local Talent

Description / Rationale: Drexel currently has 4345 exempt employees (according to the most recent data accessed by our team). Of those 4345, only 428 benefits eligible employees live in West Philadelphia. As an anchor institution, Drexel has a mission to hire local, yet only 9% of our exempt employees live in West Philadelphia. Furthermore, we need to diversify our staff and faculty. Only 10% of exempt staff are African American. West Philadelphia community is 75% African American, therefore we are far from being representative of our community.

Necessary Actions

- Hire a HR representative to focus on hiring local west Philadelphians. They will coordinate with the Dornsife Center and Beachell Center. The Dornsife Center has created “Career Workshops” that bring employers directly in front of the West Philadelphia Audience that is majority African American. The Hire Local HR Rep will coordinate to bring Drexel job opportunities directly to the community. Bringing these opportunities to the community will increase the number of local hires and diverse staff.
- Considering Drexel’s desire to hire locally and to be an anti-racist University we propose to do a local job fair. The job fair would be focus on promoting jobs within Drexel to West Philadelphia residents in the seven zip codes we serve. A job fair would meet the goals of the Professional Staff Hiring and Retention Sub Committee to hire locally. It would also show Drexel’s investment in Hiring Locally and being an invested anchor institution in our community. Drexel has an opportunity to do this event that would be rather unique among Philadelphia higher education institutions. Providing opportunities to jobs is a clear path to being a positive member of the community we are a part of.



Recommendation #5: Upskill West Philadelphia Drexel employees for professional development

Description / Rationale: Drexel is committed to hire and train their local workforce as a 21st century strategic investment in its business continuity. Drexel Human Resources offers a variety of trainings and learning opportunities through the Learning and Development Career Pathway program for staff. These offerings increase the skills of current Drexel staff while also providing training to prepare them for future internal promotion.

Necessary Actions

- Goodwin College of Professional Studies' *The Skills Hub* currently serves incumbent and displaced professionals who seek industry credentials. Goodwin is now able to offer their courses to Drexel staff through tuition remission. Drexel's partner, the University City District's West Philadelphia Skills Initiative (WPSI) program, offers essential skills training such as leadership and coaching. By combining these programs – Goodwin's technical credentials and WPSI's essential skills training –

Drexel can offer their local staff engaging virtual trainings that will enrich their employment at Drexel and deepen our institutional investment in our talent in support of our students' experience.

Other Recommendations to Consider for Recruitment:

- Policy revisions
- Recruit Contracted Employees

ARTF Subcommittee Name: Staff Recruitment, Retention and Promotion Committee Preliminary Recommendation

Recommendation	Description / Rationale	Necessary Actions**	Responsible Division and/or Unit	Timeframe	Resources/ Funding	Progress Markers	Accountability
<p>STAFF RETENTION AND PROMOTION: Increase the 5-year retention of Black staff to 75% to match their white colleagues.</p> <p>Increase representation of full-time Black staff to a minimum of 25% in exempt positions in 5 years.</p> <p>Increase representation of full-time Black staff at EEO categories of (30), 1B and 1A to 25% at a minimum.</p>	<p>Black staff make up about 15% percent of all fulltime staff at Drexel (655 out of 4345), according to data from HR. The five-year retention rates for Black staff are significantly below their white colleagues (see chart 1.) White staff also disproportionately make up Exempt positions which are most often at higher pay rates (72.4% of white staff vs. 9.9% of Black staff, see chart for other demographic races). These trends are demonstrated throughout of the demographic data for staff for other important retention indicators such as 10-year hire vs. increase in salary, EEO category, and exemption status. The committee is recommending that the University commit to changing these demographics to match its Anti-Racist intention. .</p> <p>Furthermore, research shows that having a more inclusive working environment increases revenue, productivity, innovation, employee engagement and decreases costs. More importantly than all of this it is a moral imperative for Drexel.</p>	<ol style="list-style-type: none"> 1. Appoint administrator in the Office of the Provost whose focus is on staff diversity (across various dimensions of identity), inclusion, and belonging. 2. Appoint a DEI administrator in every College/School/ Unit to oversee and enforce proper retention and promotion processes and to help hiring committees best strategize the hiring process to create a fair and equitable process. These administrators should directly report to HR or OED and would work closely in partnership with the Deans/Vice Presidents. 3. Equity Audit for each College/School/Department-including review of grades and salaries equity for current staff. After review create standards for salary levels within job families. 4. Develop formal programs to enhance retention. People who leave Drexel often do so because they do not know what options for career advancement they may have, and this leads to career stagnation and frustration, rather than a culture of opportunity. 5. Policy changes (need to build Anti-racist practices into current policies for retention and promotion). In addition to reviewing all policies for anti-racism practices and language we need to ensure the following: <ol style="list-style-type: none"> 5.1. Promotion policy changes 5.2. Career Development 5.3. Education 6. Meaningful Recognition 	<ol style="list-style-type: none"> 6. Provost 7. Provost/HR 8. HR/OED 9. HR 10. HR 11. Provost 	<p>5 years</p>	<p>The main resource missing to ensure the successful implementation of many of these recommendations are staff in HR.</p> <ol style="list-style-type: none"> 6. Funding for staff position 7. Funding for positions within each college/school/unit 8. HR staff need time and resources to be able to do a comprehensive review. 9. Resources will be dependent on programs developed 10. HR staff need time and resources to review all policies, amend or develop new policies and develop trainings, metrics and periodic reviews to ensure policies and practices are being implemented. 	<ol style="list-style-type: none"> 1. Year one hire HR professionals to be able to achieve outlined actions. 2. DEI administrators are appointed - Year 1. 3. Equity audit performed – Year 1 4. HR professionals have developed retention programs including career mapping for each position. 5. HR professionals review all current policies for 6. Meaningful recognition can start year 1. 	<p>Provost, HR, OED, Deans' offices</p>

General Recommendation:

1. Appoint administrator in the Office of the Provost whose focus is on staff diversity (across various dimensions of identity), inclusion, and belonging.
 - This should be a separate position to ensure the focus stays on staff and is not lost on faculty.
 - This position will need a team to be able to focus on the needs of the different colleges/schools/units.
 2. Use the share resources model to appoint a Diversity Education and Culture Manager in every College/School/ Unit to oversee and enforce proper retention and promotion processes and to help hiring committees best strategize the hiring process to create a fair and equitable process. These managers should directly report to HR or OED and would work closely in partnership with the Deans/Vice Presidents.
 3. Equity Audit for each College/School/Department. Review for salary equity for current staff. After review create standards for salary levels within job families.
 4. Develop formal programs to enhance retention. People who leave Drexel often do so because they do not know what options for career advancement they may have, and this leads to career stagnation and frustration, rather than a culture of opportunity.
 5. Policy changes (need to build Anti-racist practices into current policies for retention and promotion). In addition to reviewing all policies for anti-racism practices and language we need to ensure the following:
 - Commit to a phone screening of all internal candidates for open positions.
 - Create internal careers page on Page Up.
 - Commit to a phone screening of all internal candidates for open positions.
 - Create internal careers page on Page Up.
 - Advertise all positions internally for a period before releasing to external career sites.
 - Use Exit data to identify challenges in the institution (currently do not have the resources to review data or make recommendations).
- 5.1.Promotion policy changes
- HRBP/Comp should review entire team or department demographics to ensure fair process and promotion practices are being upheld.
 - Deans should be held accountable for promotion of staff. Need Deans to be intentional about promotions and reward Deans that promote equity and inclusion.
 - Review policies on promotion so that education verification checks are followed for position. Need to handle everyone the same in this process. Not all employees have education verification checks (if required by position) so when promotions are happening, they may not meet the requirements.
 - Need a formal process for promotion like we have for faculty.
 - Performance Reviews:

- Need to be provide feedback and training in a timelier manner (not just once per year)
- 360 Blind reviews required to help identify and fix challenges within the institution.
- Need consistency in promotion practices across the university.

5.2. Career Development

- All employees should have access to information on the skills needed for next promotion/step in career. This should be in Career pathways for all positions and be available to all employees with recommended skill building and courses for all employees.
- Institute a formal mentoring program that pairs staff with more senior staff throughout the institution (this would be in addition to taking the Managing People unit in Career Pathways).

5.3. Education

- Yearly supervisor leadership trainings focusing on developing staff, mitigating bias, leading teams in a culturally responsive way, helping to guide anti-racism changes Drexel would like to see.
- Develop a program like Drexel Leaders 2020 or Provost Fellows focused on early or mid-career professionals (ensure selection/nomination process is not bias).
- Drawing on best practices of units like SPH, AJ Drexel Autism Institute, SoE, and Goodwin, establish a dedicated Center for Drexel Professional Staff Career Advancement that sits independent of HR and OED. This center can offer workshops, bootcamps, courses, certificates, mentorship, etc.
- Drexel provide staff with “Career Advancement Hours” like the “Civic Engagement Hours” currently offered.

6. Meaningful Recognition

- Need formal policy and practices around supplementary pay.
- I wonder how diverse is the Presidential recipients Awards and it's selection committee - this can also impact retention
- “Value of the Month” type of program that highlights the values inherent in a culture that is inclusive, diverse and equitable: enable staff to vote or be surveyed for award winners. Prizes can be small, or occasionally big (like a month’s free parking or a SEPTA pass), but the idea would be to encourage a culture shift that will also lift morale.
- Encourage staff to become good, invested allies in an inclusive culture.
- “TED” type speakers on how to be a good ally featured on Career Pathways, along with discussion points, or questions, badges/stickers that proclaim staff roles as allies. (There may be existing, similar programs we can learn from, like ones for LGBTQ, etc.)

ARTF Subcommittee Name: Staff Recruitment, Retention and Promotion Committee Preliminary Recommendation

Recommendation	Description / Rationale	Necessary Actions**	Responsible Division and/or Unit	Timeframe	Resources/ Funding	Progress Markers	Accountability
<p>STAFF RETENTION AND PROMOTION: Establish and highlight inclusive cultures at Drexel.</p>	<p>By creating a more inclusive culture the goal will be to attract and retain a more diverse pool of talent</p>	<ol style="list-style-type: none"> 1. Make physical spaces more welcoming and inclusive - e.g. look closely at displayed art to ensure it is inclusive and not offensive. 2. Increase staff engagement by celebrating staff accomplishments through communications, recognitions and celebrations. 3. Celebrate different cultures through flying flags of diverse countries that represent our staff and other types of celebration and recognition. 	<ol style="list-style-type: none"> 1. University wide 2. Provost 	<p>ASAP and On-going</p>	<ol style="list-style-type: none"> 1. Create a fund to support local artists of color. 	<ol style="list-style-type: none"> 1. Results from University Equity Survey 	<p>Provost, HR, OED, Deans' offices</p>

		<p>4. When establishing committees, they should be more representative of the groups we are trying to attract. They should be composed of staff from many levels of the institution.</p>					
--	--	--	--	--	--	--	--