

ARTF Subcommittee Name:

Recommendation	Description / Details	Necessary Actions	Responsible Division and/or Unit	Timeframe	Resources/ Funding	Process Markers	Accountability	Other Considerations
Restructure PAR process as an equity review	The purpose of the PAR process is to keep curriculum current and to engage faculty as stakeholders in the review process. The goal of the equity review is the same, but with a specific lens toward examining institutionalized racism in course offerings, course content, methods of course delivery and make up of faculty. The administrative mechanism and funding to support the PAR process is already in place at the University, so a pilot to an equity lens in this process is easy to facilitate and make real change on a quick timetable. There is already a University wide steering committee with representation from all Colleges to oversee the process. All units in the University have gone through the PAR process at this point, so this is an ideal time to transition the program.	1. For this to be successful, follow through on the action plans created must be	1. Provost	Begin within a year. Continue for seven year cycle	Provost- reallocation of current PAR resources	ongoing	Provost, Deans, Departments/Programs	
Add Drexel Student Learning Priority on Anti-Racism and Cultural Competence	Description: We recommend that the Provost Office analyze the set of DSI's and create a new DSI in the area of Anti-Racism and Cultural Competence.	1. Provost Office's leadership	1. Provost Office 2. Other units and colleges who wish to add this to their strategic plans and course learning objectives	Begin immediately	Indicated in responsible division and/or unit	See action steps	See Responsible Division/Unit	
Workshops on anti-racism teaching practices	on anti-racism teaching practices to be offered to Drexel University instructors. Examples of areas of focus include the use of visual aids in teaching practices to avoid stereotypes, creating opportunities to explicitly discuss race using scenarios of interactions between people of different races as provocations for dialogue, and recognizing and making space for the heterogeneity of voices in the classroom. Consistent workshop offerings on anti-racism teaching practices proactively provide instructors and students with needed tools to broaden personal and professional ability and comfort in these spaces. Rationale: Workshops promote pragmatic training where certification proposes in-depth education. Workshops can be dynamic and be adapted to reflect cultural variations. Workshops can be taken as refresh training and can be added as electives for the certification.	1. Designate a program/department to design, develop, and deploy workshops 2. Deploy, assess and update workshops based on new trends	1. Center for Teaching and Learning 2. Office of Faculty Affairs	1 year to first delivery then ongoing	Indicated in responsible division and/or unit	See action steps	See Responsible Division/Unit	
Diversity certificate	Description: Offered to students at both the graduate and undergraduate levels, a diversity certificate is a program with few courses (10) that will certify anyone who passes the program with skills to discuss and begin creating an actively anti-racist culture. Rationale: Racism is cultural and education is the only means to properly prepare students to be aware of racist actions and become supportive of an anti-racism culture across their disciplinary interests.	1. Designate a program/department to oversee certificate 2. Determine incertification program for faculty to develop new or remainig old 3. Research, design, and deliver curriculum for certificate 4. Constantly assess effectiveness of the certificate 5. Update certificate as required based on rigorous evaluation	1. Office of Faculty Affairs 2. Interested Colleges, Departments, and Programs	1 year for announcement then ongoing	Indicated in responsible division and/or unit	See action steps	See Responsible Division/Unit	
Diversity certificate for faculty and staff	A diversity certificate required for all faculty and staff that expands upon current resources within the online HR system that will certify anyone who passes the program with the skills to discuss anti-racist practices. Rationale: Racism is cultural and education is the only means to properly prepare university members to be aware of racist actions and become supportive of an anti-racism culture across their disciplinary interests.	1. Designate a program/department to oversee certificate 2. Research, design, and deliver curriculum for certificate 3. Communicate new requirement to all instructors to be completed within 2 years of announcement 4. Incorporate requirement in provost office list of requirements for syllabi and new 5. Constantly assess effectiveness of the certificate 6. Update certificate as required and based on rigorous evaluation	1. Office of Faculty Affairs 2. Human Resources	1 year for announcement and then ongoing	Indicated in responsible division and/or unit	See action steps	See Responsible Division/Unit	
Diversity resources	Designate department to create and maintain list of diversity resources (websites) that educate individuals about anti-racism. We recommend these resources are carefully selected and added to the list of required items for inclusion in every syllabus prepared for a class within Drexel University. Proactively providing a list of applicable diversity resources shows institutional support for diversity initiatives. Rationale: The inclusion in the syllabus is a motivation for instructors and students to be exposed to anti-racism awareness and culture. The inclusion of the elist also has the potential to being	1. Designate department to create and maintain list of diversity resources 2. Publish list of diversity resources 3. Communicate requirement to all instructors 4. Incorporate requirement in provost office list of requirements for syllabi and new 5. Request units incorporate verification of requirement in annual reviews	1. Human Resources	Begin immediately, implement within 2 months	Indicated in responsible division and/or unit	See action steps	See Responsible Division/Unit	
Diversity statement in syllabi	Description: Every faculty, staff, and adjunct instructor assigned with teaching any class or portion of a class for Drexel University required to write down a personal diversity statement for inclusion in the class syllabus. Adding a diversity statement to syllabi proactively promotes the relevance of an anti-racist culture. Rationale: First, making a requirement for instructors to explicitly mention their personal commitments with respect to anti-racism raises awareness about anti-racism actions. Second, making a statement explicit in the class syllabus invites a discussion about the topic as the instructor introduces and discusses the syllabus with students. Third, the inclusion of a personal statement by the instructor can potentially make students more comfortable to	1. Communicate requirement to all instructors 2. Incorporate requirement in provost office list of requirements for syllabi and new 3. Request units incorporate verification of requirement at the program level and in	1. Office of Faculty Affairs 2. Senate Committee for Academic Affairs 3. Graduate College 4. Undergraduate Education 5. OED 6. HR?	Begin immediately, implement within 2 months	Indicated in responsible division and/or unit	See action steps	See Responsible Division/Unit This would be in addition to the Provost's anti-discrimination policy. *Make sure that this is completely fleshed out in the accompanying narrative	
Diversity statement in teaching philosophy statements for tenure and promotion	Description: We recommend that the Office of Faculty Affairs assist faculty to develop a Diversity statement in their Teaching Statements for tenure and promotion.	1. Provost Office and the Office of Faculty Affairs examine how to incorporate a 2. OHA and HR can provide resources and training including examples of Diversity 3. College and academic units can reinforce the development of Diversity statements by 4. Tenure and promotion committees would review the resources and receive training	1. Provost Office 2. Office of Faculty Affairs 3. Every College/Academic Unit 4. Associate Deans for Academic Affairs	Begin immediately, implement within one year	Indicated in responsible division and/or unit	See action steps	See Responsible Division/Unit	
Increase Black Student Enrollment	Drexel's enrollment of Black students is disproportionately low considering it is situated in a diverse city and region. Black students are concentrated in SAC disciplines, with little representation across other disciplines, etc....	1. Quarterly reports on Black prospective student attendance at events 2. Diversity representation on recruitment print and web materials 3. Diversification at targeted college specific recruitment events 4. DEI training for student ambassadors 5. Identify majors for strategic recruitment of Black students	1. EMMS Admissions Events Team 2. EMMS Communications 3. College EMMS Liaisons	2 years	1. Pipeline for hiring Black student ambassadors 2. 12 months: applications 3. Targeted college DEI subcommittees			
Increase URM TT faculty	URM TT faculty is not representative of the student demographics	1. Cluster hires 2. Pipelines 3. Best practices in R & T	1. Colleges 2. Colleges 3. PA, ODE and Colleges 4. HR, ODE, Colleges	1. Provost and COO 2. Provost and COO 3. Provost and COO 4. HR, ODE, Colleges	1. 1 year, with yearly data from Insett research 2. same 3. same 4. same	Provost Office, COO,		
Increase URM Staff	URM staff is not representative of the student population	1. Training of search committees 2. Certification of pools	1. HR, ODE, Colleges 2. HR, ODE, Colleges 3. ODE and HR	1. Provost and COO 2. Provost and COO 3. Provost and COO	1. same 2. same 3. same	Provost, COO, HR		
Civic 101: should include DEI	In the absence of Core, Civic 101 and Univ 101 should include DEI components	1. review syllabi 2. recertify syllabi	2. SCAA 3. VP of LG Ed	1. same 2. same	1. modest funding from Provost 2. 1 year 3. same	Provost and Colleges;		
Support Ethnic Studies Programs	Ethnic Studies programs have been neglected. For ex. African Studies has no faculty left	1. re-hire	1. College	1. Provost and COO	1. one year	Provost and Colleges;		
Add DEI req. as we have for Math and English	Most universities have robust Ethnic Studies Programs that contribute a range of courses to General Education. Other universities mandate 'diversity' component in courses and/or course credits as a req. for graduation	1. discussion with SCAA 2. discussion with Senate	1. Academics	1. Provost and COO	1. one year	This should include a review		
Increase inclusion and	Whereas DEI and Deans are held through an open process (e.g. search, call, committees, presentations, etc.) this is not the case for administrators above the deans' level. The practice does not lead to	1. request open call for all searches 2. establish committees for all search for adm	1. Provost?	1. no funding required	1. one year	Provost and		
Launch regular climate surveys	Climate surveys are important instrument to assess institutional culture and should be done regularly	1. request climate surveys 2. request reporting of surveys 3. Follow up with actionable items	1. HR, Faculty Affairs, Provost, President	1. funding for surveys	1. one year	Senate, that is,		
DEI Senate Standing Committee	DEI is as important as Budget and Finance, Course and Curriculum, Facilities, etc. The Senate should consider establishing a standing committee	1. Senate	1. Senate	1. Comparable to whatever support is given to other committees of the Senate	1. one year	Executive Planning		
DEI in University Strategic Plan	DEI should have a central role in the university strategic plan	1. get clarity over DEI and strategic plan	1. Executive planning committee (EPC)		1. one year			
DEI in P & T	DEI efforts should have a place in P & T	1. engage Provost in discussion 2. engage DEI in discussion 3. engage DEI and departments in discussion	1. all members of P & T processes (DH, 2. Trustees for TT cases 3. Deans	1. none required	1. one year	all involved in P & T		
DEI in DH, Deans and Admin. contracts	Work in the space of DEI should be expected of leadership of all ranks	1. Review Provost Policy File to ensure DEI is included 2. DH contracts (typically issued by Deans) to have language to that effect across the un	1. Provost 2. Deans	1. Provost	1. could be on-going until a Provost Deans			
BIE Hiring Programs award one additional faculty hire to search committees who, in the course of a search, identify DEI candidates. The opportunity of hiring 2 faculty tends to incentivize search committees to go the extra mile to build a deep and diverse pool		1. Discussion with Provost 2. Discussion with Deans, DH, Faculty	1. Provost 2. Deans	1. none required	1. one year	Perhaps not so much		
DEI Retention Pool	At a time when many institutions seek to address faculty and staff diversity, retention is crucial	1. Discussion with Provost	1. Provost 2. Deans 3. DH	1. this is a request for funding	1. on-going	1. ability to retain		
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Developing African Studies	This unit in CoAS offers a minor, courses even term, an	Currently, only academic units participate in the PAR process. A suggestion has been made to hire a tenure track director of African Studies. Fully funding the teaching associated	1. Provost, CoAS, History	year 1	Provost funding request	ongoing	Provost, CoAS;	
Univ 101 and Civic 101	Univ 101 and Civic 101 are classes that all first-year students at Drexel are required to take	Lindy Center is absolutely a willing partner to think about how Civic101 might be	1. Provost, COA, History 2. Provost	year 1	no funding required	ongoing	Lindy Center	
Charge all college level curriculum committees/deans offices and the center for	Charge all college level curriculum committees/deans offices and the center for	Charge all college level curriculum committees/deans offices and the center for	1. Provost, 2. Deans	year 1	1. this is a request for funding to make sure faculty	ongoing	every academic unit, provost	
CO-Curriculum	I don't think we should discount the potential and power of co-	1. discussions with provost, 2. SCCC, 3. Dean of students	1. provost	year 1	1. this is a funding request	ongoing		

