ARTF: LLE Subcommittee

Name: Progress Markers

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Necessary Actions</th>
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<tbody>
<tr>
<td>Short Term (1-6 months)</td>
<td>- Establish clear, measurable objectives and timelines for the implementation of the recommendations.</td>
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<tr>
<td>Medium Term (6-12 months)</td>
<td>- Conduct ongoing monitoring and evaluation of the implementation progress.</td>
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<tr>
<td>Long-term: ongoing</td>
<td>- Continuously review and update the strategy and actions as needed.</td>
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**Main Findings**

Senior leaders and faculty/staff leading efforts to develop the recommendations need to be ready to lead and engage in the problem solving process.

This means collaborating with others, engaging in authentic participation, and leading in an inclusive manner. This can be achieved by creating opportunities for leadership at all levels of the organization and ensuring input from all members from different sectors of the university.

**Discussion**

Senior leadership, faculty/staff, and students all need to be involved in the problem-solving process.

Faculty and staff should be provided with the necessary time and resources to engage in process improvement, and develop meaningful and innovative initiatives. Mechanisms for listening sessions and other opportunities to gather input should be created without inclusive input should be made available to all members of the university.

**Actions**

- Faculty Senate and other faculty bodies should communicate their experience and ideas for recommendations to senior leadership, faculty, and staff.
- Faculty Senate and other faculty bodies should encourage their colleagues with anti-racism experience to be involved in the problem-solving process.
- Faculty Senate and other faculty bodies should provide feedback to the recommendations as they are developed.

**Case Study**

Senior leaders responsible for putting out leadership development and faculty/staff development programs should be responsible for collecting ideas and implementing them.

Leaders should engage in process improvement, and develop meaningful and innovative initiatives. Mechanisms for listening sessions and other opportunities to gather input should be created.

Revised Scorecard:

- **Scorecard Elements**
  - Leadership/Time
  - Faculty Senate, ARTF
  - Faculty Senate, ARTF

**Conclusion**

Senior leaders must engage in field observations, following up with feedback to the part of the organization responsible for the issue and ensuring that the recommendations are implemented.

Reports should be shared with and reviewed by the faculty Senate, Faculty Senate, and published in an open forum at the achievement of each project milestone.

All of the information in the final version of the recommendations should be made public as soon as it is in final format so that the entire Drexel community can see their expectations and how they are implemented at all levels of the leadership accountable to these recommendations.

All those evaluating leaders should review and assess the extent to which leaders engaged in process improvement and their impact on the outcomes of the recommendations. Leaders will perform better if this area is also an area for feedback and considered for promotion and leaders who consistently exclude voices proximate to the problem should not.

**Recommendations**

- Create a formal mechanism to hear and consider input from faculty, students, staff, and external community stakeholders regarding planning and problem-solving processes.
- Conduct ongoing reviews of the mechanisms in place to ensure inclusivity and quality. This can be achieved by creating opportunities for feedback from students proximate to the problem as standard practice in problem solving.
- Engage in process improvement, and develop meaningful and innovative initiatives. Mechanisms for listening sessions and other opportunities to gather input should be created.

**Supporting Materials**

- **Scorecard Elements**
  - Leadership/Time
  - Faculty Senate, ARTF
  - Faculty Senate, ARTF

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- Engage in process improvement, and develop meaningful and innovative initiatives. Mechanisms for listening sessions and other opportunities to gather input should be created.
This will require an institutional shift and leadership, especially behaviors that are valued and rewarded. A major aim is that leaders and institutions are funded with money and bonus versus those that are not and there needs to be a redistribution of money and not just more equality between Brown’s stated values.

Examples of “soft skills” and “doing good” in the world “successes published in newsletter highlighting students, faculty, staff, and leaders

Tensions, and promotion evaluations reflect variation and assessment of soft skills and stewardship.

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Leadership should conduct this survey, publish the results, identify plans to address issues, a regular reporting on progress with these plans

1. A member of senior leadership should identify faculty of each unit to ensure that there is a list of names who have been involved in DEI and antiracism efforts, faculty and staff who engage in productivity, innovation, and overall quality of work. Specific to leadership greatly deteriorates the work environment, not guide resource allocation. A lack of faith and trust in senior leadership to set examples and expectations. Leadership should conduct this survey, publicly publish the results, identify plans to address issues, a regular reporting on progress with these plans

2. Reframe processes by listening to more faculty, students, and leaders interested. They should intentionally attend a class in each program annually and remain after class for dialog with those interested.

3. Listen to how decisions should be made

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2. Academic depts, faculty, and all leadership

3. Eventual anti-racism structure within the university. Underrepresented minority groups staff, and faculty groups.

3. Listen to best practice approaches for student success. For example, developing bridge programs aimed at preparing students with historically underrepresented minority culture to become within their chosen field. Those should be particularly emphasized and that students in this group have historically been least recognized.

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4. Promote trust in senior leadership since lack of trust and communication from people throughout the organization can lead to resistance and a belief that nothing will be done.

5. Create a formal system to collect feedback from lower level employees and direct reports. This feedback should be included in the evaluation and hiring of senior leadership. The information will be collected and considered as part of the annual performance reviews of all employees at all levels. This process would also be helpful. Requires annual participation in bi-annual evaluations by different stakeholders. Currently leadership is evaluated, awarded, and promoted based only on evaluation from peers and superiors (bad work leads and bad results lead to bad outcomes). This process involves unmet expectations from peers and superiors. We must be very clear on what this process involves and make sure that it is not only about the feedback being given but the process being followed.

6. Enhance empathetic listening experiences. At Drexel, many people think they understand racism but really do not. Many “listen” to their Black & Brown colleagues, their experiences, their everyday problems, but do not truly listen. Without hearing the voices of Black & Brown colleagues and truly listening to what is happening, and without practicing empathy, how can we ever aspire to model strong power and true inclusion and equity?

7. Create ways to facilitate trust among the stakeholders and减速出素质 teams to share their experiences. For example, creating a mechanism where unmet expectations are reported to the ARTF recs (see above). Outside auditor recommendations along with plans to address these recommendations and progress reports are made available to the Drexel community and stakeholders. Faculty senate includes these recommendations in their broader discussion and accountability progress to the ARTF (see above)

8. Recommend appropriate feedback and learning and true inclusion and equity?

9. Identify a trusted leader (e.g., a trusted leader or a trusted leader in the organization) who understands the stakeholder perspectives and can provide feedback and assessment regarding the degree and quality with which those goals have been met.

10. Start the feedback and assessment with trusted leaders who set the tone (board, executive council) – they set the tone of the organization, the culture, the expectations. They must be those who can provide feedback without an expectation that their feedback will be met with expectations.

11. Start an annual assessment of the way teams are included within the university. This should be done at the start of each meeting, where we would start and end the meeting.

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3. Focus on soft skills (essential skills)/emotional intelligence – necessary to operationalize in the fabric of our university in order to build empathy, need to create value for being empathetic, emotionally intelligent, focused on students, rather than only technical skills. Need to teach more soft skills, integrating with technical skills in classrooms and professional development training. An example of this would be teaching computer science majors examples of how bias has been programmed into algorithms and providing training on how to identify and mitigate such bias.

4. More of a focus on wellness/mindfulness - can build capacity for empathy through mindfulness activities.

4. Leaders, faculty

E. Resources

E. Leaders, faculty, HR

E. No cost, initial reprioritization may cost some time, but not long standing time cost

E. Short Term: Resources are available to students, faculty, staff, and leaders.

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