

ARTF Subcommittee Name:

Recommendation Name	Description / Rationale	Necessary Actions	Responsible Division and/or Unit	Timeframe	Resources/ Funding	Progress Markers	Accountability	Other Considerations
Establish representation of Black and Brown faculty and staff in counseling and therapeutic spaces.	1. Governing board members and executive leadership teams should participate in evidence-based trainings and other programming to gain the foundational knowledge and tools needed to effectively commit to, prioritize, and advance diversity, equity, and inclusion across their institutions.; 2. Governing board members should demonstrate their commitment to advancing diversity, equity, and inclusion by increasing board representation from historically marginalized groups and ensuring that board composition is reflective of both their workforce and patient populations. Governing boards should also carefully evaluate existing and new institutional partnerships to ensure alignment with the vision for diversity, equity, and inclusion.	leaders should assess diversity and representation across their organizations. Include 2 Each department should assess its internal climate and engage in practices to better understand and improve the experiences of BIPOC faculty and staff (see 3rd recommendation) in order to increase workplace cohesion and retention	1. Provost Office 2. President's Office 3. Board 4 5	1 2 3 4 5		1		
Study 32 incoming THRIVE students of color for the entirety of their student career at Drexel.	Students who have self-identified as THRIVE participants will be tracked from First-year through to 4-yr or 5-yr graduation. The research will seek to identify social determinants of health that may impact, anxiety, first generation, depression, use of social resources (i.e. fraternity, sorority, etc.), tutoring, etc. for academic success./there is a meeting for Friday, Oct. 9th with Drs. Carey, Clegg, Ewing and Bernetta Millonde to initiate the future research study	1. Veronica met with Assoc. Dean Dr. Deb Clegg from CNHP to determine the best method by which to approach this from either a mixed-methods or quantitative study. 2. A Doctoral student was identified for inclusion in the project who is an African American licensed therapist on faculty within CNHP Counseling and Family therapy 3. Veronica and Dr. Clegg will meet with the doctoral student to flush out more of this opportunity for presentation from our subcommittee.	1. Office of Research 2. Office of Student Life 3	1 2 3		1 2 3		
Create spaces for faculty, staff, and students to share and engage		1) Each department should assess its internal climate and facilitate anonymous feedback from staff and faculty within the department, as well as students who engage w/ the department, in order to better understand general climate and experiences of BIPOC employees and students. 2) Department staff/faculty can engage (w/ facilitation/support if needed) in dialogue around how to create a equitable and safe workplace, as well as engage in planning around anti-racism efforts as it applies to their discipline/department. 3) Faculty and staff should be encouraged to check-in w/ students they work with and invite disclosure around emotion and well-being to facilitate providing support and directing to appropriate resources 4) Hold informal group meetings with students at the Center for Black Culture (CBC) as a safe space to discuss concerns, challenges, etc.	1 Provost office and deans of schools 2 For CBC recommendation, may be facilitated by Counseling Center and CBC staff. 3	1 2 3		1 2 3		
Propagate social media campaign about trauma, stress and adversity along with acknowledgement, healing, growing, and thriving	Purpose – To spread awareness to Drexel staff and students about the benefits of mental health counseling. People of color (POC) seeing other people of color speak-up and about mental health can inspire them to take those challenging steps forward in the arena of self-improvement. This form of socialization can spawn a new movement of mental health improvement in the black and brown community. Such a movement can broaden the horizon of both people of color and the community of Drexel for generations to come. Increased mental health and stability can help POC overcome the many challenges they face especially first-year students.	1. Utilize Drexel Communications for campus-wide outreach via Drexel platforms a. Create a series of one-minute video advertisements to post on Drexel's Face Book, Instagram, and YouTube pages – to encourage POC to utilize Drexel's Counseling Center or Center for Black Culture (CBC) for talk-therapy, encouragement, and revitalization b. Post advertisements in resident halls 2. Increase retention and build the culture of Drexel a. Increased socialization creates a community of support that strengthens POC, subsequently increases retention b. Increase POC in overall Drexel advertisements. E.g. - Admissions c. The more POC seen across campus and advertised globally by Drexel can increase enrollment of the cohort. Diversity then becomes reality.	1. MarCom (Drexel's Marketing & Communications) Craig Kampes, Center for Black Culture, Drexel's Counseling Center, Resident Halls - staff and student population 2. MarCom (Drexel's Marketing & Communications) Craig Kampes, Center for Black Culture, Drexel's Counseling Center, Resident Halls - staff and student population, Admissions 3	1 2 3		1 2 3		
Develop process whereby faculty review syllabi of peers to ensure content is inclusive and racially relevant including mental health	To ensure that academic spaces are inclusive and supportive of the mental health of Black and Brown students. Create space for students in class to share feelings while also allowing follow-up for students. Mandatory "difficult conversation" training	1. Implement a Intra/Inter department peer review process to limit bias and ensure that faculty are being reviewed by someone outside of their field of study. 2. Diversity topics are incorporated throughout the course and not delegated to one class of the semester/quarter. 3. Incorporate up to date work of Black & Brown authors and include content (lectures, articles, research, etc.) that is representative of diverse identities and perspectives. 4. Mental health resources and other support services are included on the syllabus and discussed openly in the classroom.	1. Per Department 2. Deans of Diversity Equity and Inclusion 3	1 2 3		1 2 3		

Post resources on department websites/keeping it focused

Deconstruct silos of counseling across Drexel to make services equitable and consistent.

<p>Some mental health resources include the Counseling Center for undergraduate/graduate students, on-campus counseling for med students specifically, off-campus mental health resources for insured and uninsured Drexel employees, Drexel psych department community therapy services for Drexel and non-Drexel affiliated individuals. Clear and consistent information should be delivered about these various services and the specific Drexel populations that they are offered for, which will help with the below category- "silos of counseling across Drexel" There is a need for these various departments, but the information needs to be clear. One resource is also the EAP program which is available to all employees and graduate students at Drexel. Lincoln Financial Group uses ComPsych as their service provider for the 5 counseling sessions. ComPsych has released a statement for their own commitment to Diversity and I will say that it is quite informative and does seem that the employee/grad student can request a counselor based on age, sex, race and/or culture. This is a great resource for depts to provide to their employees. While 5 sessions may not be enough, these are completely free and additional sessions could be done at a cost. The EAP is available to you and your dependents which I believe also includes any one who lives at home with you (I will verify) If possible, we may want to see if we can post the diversity statement on the HR website for EAP. Some job-protected resources are leave policies established by the Dept of Labor. FMLA provides employees up to 12-weeks of unpaid job protection to care for themselves, or a family member, who have a qualified serious health condition. Mental health has been trending with FMLA claims and this is a great resource for those employees who find themselves in a situation where they cannot work, so long as they meet the eligibility requirements. Short-Term Disability also covers mental health so long as it meets the definition of disability. The Americans with Disabilities Act (ADA) also provides employees with disabilities reasonable accommodations. This is also another form of job protection and allows the employee to continue working so long as they are able to perform the essential functions of their jobs. We need to have more awareness that mental health may fall under the definition of disability and that</p>	<p>1) Have general information and links to DUCC's website across department websites (DUCC's website has list of mental health resources for BIPOC students) 2) Have list of BIPOC mental health providers for staff and faculty on HR's website/employee tab on Drexel One 3) Each department should review existing websites and resources to ensure mental health resources are user-friendly and easy to find and navigate. 4) Outline and distinguish between various mental health resources on Drexel's main website. 5) compile a single list of resources that depts can post on their websites that can also lead to HR policies regarding FMLA, ADA, and other options such as Non-FMLA Medical Leave and a Personal Leave. 6) We can establish training for depts who have questions regarding any of the info above as well. 7) Post contacts on campus that can assist with any of the resources available. 8) Evaluate and consider implementation of wellness digital applications/technologies that can also streamline learning about resources (e.g. YOU at College)</p>	<p>Per department, HR/OED HR, Office of Equity and Diversity (OED) lists on website they offers implicit bias trainings to various faculty, staff, students, Counseling Center for presentations on recognizing distress</p>			
<p>This can be in the form of formal campus-wide trainings, as well as online resources for White faculty, staff, and students (MANDATORY)</p>	<p>1) Provide online resources on Drexel's main website for White students, faculty, and staff on how to be anti-racist and take action. 2) Provide campus-wide trainings on systemic racism, racial trauma, and allyship. 3) Provide trainings to faculty and staff on how to recognize signs of mental health distress or crisis and provide support in diverse student population.</p>				
<p>One of the needs identified by our Black and Brown students, Faculty &amp; Staff is the lack of a safe space and opportunity to simply talk out whatever is troubling them in the moment. It could be a mental health concern, a reaction to a life event, etc. We recommend establishing a Hotline staffed by CBC staff and volunteers who are trained to listen, support, and refer as appropriate so that those voices can be heard. Identify locations of counseling resources and who they serve and confirm this information continues to be up dated and that Drexel's resources are continually reviewed for consistency and equitability. Solidify process for EAP that is accessible, flexible and culturally appropriate. Address cost/coverage for mental health services. Acknowledgement that, in addition to facilitating access to mental health services, the University must also dismantle the systemic forms of racism that impact the mental health of BIPOC students and employees.</p>	<p>Establish a dedicated phone 'hotline' and market it as a hotline for Black and Brown F/S/S. Describe it's function as a resource to talk out what's troubling in the moment, identify where it's housed and who will be on the other end of the line. Distinguish it from an emergency MH hotline (although those calls may find their way in). Recruit volunteers of color from F/S/S and tool them up with info about all resources available so that appropriate referrals (MH, academic, etc) can be made as necessary.</p> <p>1) Assess current availability of mental health resources for students, faculty, staff in every area of the university, including undergraduate, graduate, professional schools. 2) Locate information on university websites accessible to students, faculty, staff.</p>	<p>The Center for Black Culture will be responsible for maintaining the Hotline. Counseling Center staff can act as back up support, conduct basic training in listening techniques, and help inform volunteers about resources on campus.</p>	<p>As soon as the CBC is up and running and volunteers can be recruited.</p>	<p>Cost of the dedicated phone line and costs related to marketing should be minimal. The phone line should be separate from the general CBC line so that calls can be transferred to volunteers' phones as shifts change.</p>	<p>Track utilization to evaluate effectiveness. Meet weekly with volunteers to talk through any issues, kinks in the system, their experiences, etc and tweak set up as necessary (hours, # of volunteers necessary at identified peak times).</p> <p>Use this source and an opportunity to identify any recurring themes of racial inequality, microaggressions, or anything untoward happening on campus that should be addressed by Dir of CBC, HR, OED, admin.</p>