

DREXEL UNIVERSITY
LEBOW COLLEGE OF BUSINESS

UN PRME

Sharing Information on Progress Report

2023



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PRME Six Principles

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LETTER FROM DEAN VIBHAS MADAN

At LeBow, our mission is to shape the future of business and business education through innovative external partnerships that drive market-centric academic programs, cutting-edge research and evidence-based solutions impacting industry and society. As a proud member of the impressive global community of business schools that are signatories to PRME, we reaffirm our commitment to the College's sustainability efforts and continued positive societal impact.

We recently renewed our strategic plan, continuing our emphasis on various areas of focus aligned with the Sustainable Development Goals, including investing in research that generates impactful, sustainable solutions for society and advancing our DEI culture by promoting and sustaining a vibrant and inclusive environment.

I am proud to report that our social impact and sustainability achievements were recently recognized by the Positive Impact Rating. What makes this global recognition even more meaningful is that it is based on the feedback of our students. It reassures me that they see and acknowledge LeBow's commitment to fostering positive societal change.

By embracing sustainability measures and driving thoughtful change, we will continue to progress in significant ways. We look forward to learning and working alongside the PRME community to continue this important work.



VIBHAS MADAN, PHD
Dean and R. John Chapel Jr. Dean's Chair
Bennett S. LeBow College of Business



VIBHAS MADAN, PHD

INTRODUCTION

PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION (PRME)

Principles for Responsible Management Education (PRME) is an initiative of the United Nations, whose mission is to transform management education and develop the responsible decision-makers of tomorrow to advance sustainable development. Over 800 business schools worldwide have committed to the PRME six principles: purpose, values, method, research, partnership and dialogue. When approached through the lens of the 2030 Sustainable Development Goals, each principle exposes current students and future business leaders to the connections between sustainability and economic objectives.



LEBOW COLLEGE OF BUSINESS

Drexel University's LeBow College of Business became a signatory to PRME in November 2019. During the years since, Drexel LeBow has navigated an unexpected global health crisis and moved to address calls for social justice. While “normal” activities were adjusted from March 2020 through 2021, a return to campus was phased in from 2022 on, and the past two years have been a time of learning and refining priorities. Preparation for this report included taking stock of how the 2030 Sustainable Development Goals (SDGs) are incorporated into teaching, learning and organizational practices at LeBow. This report to Share Information on Progress is well timed to recommit to responsible management education in a post-pandemic world.



PRINCIPLE 1: PURPOSE

“We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.”

Founded in 1891 in Philadelphia, Pennsylvania, Drexel University is a comprehensive research university. Drexel’s history is rooted in experiential learning that combines academic rigor with one of the United States’ premier cooperative education programs.



The Bennett S. LeBow College of Business is among the elite 20% of business schools to be accredited by the Association to Advance Collegiate Schools of Business (AACSB). Building on Drexel University’s history of experiential learning, LeBow aims to shape the future of business education through external partnerships that drive market-centric curricula, innovative research and evidence-based solutions that impact industry and society.

| | |
|--|--|
| UNDERGRADUATE 2640 students 462 international students 20 majors, including Economics 5 Co-majors, including Economics 19 Minors, including Economics 9 degrees | GRADUATE 702 students 206 international students 53 PhD students 24 majors 17 minors 14 degrees |
| EXECUTIVE EDUCATION 80 DBA students 31 EMBA students | FACULTY 64 tenured faculty 10 tenure-track faculty 43 clinical faculty |

VALUES

Impact • Innovation • Integrity • Inclusion

2023 POSITIVE IMPACT RATING (PIR)

The UN PRME Positive Impact Rating (PIR) is conducted by students. Students assessed their business schools on how they perceive their positive impact on the world, beyond their impact on business and the economy. The survey asks 20 questions in seven “impact dimensions” including governance and culture of the school, study programs, learning methods and student support, the institution as role models, and its public engagement.

In 2023, the LeBow College of Business ranked in Tier 4 out of 5 as a Transforming School. Of 71 business schools across five continents and 25 countries, 39 were ranked in Tier 4 and of the 39, six were in the U.S.

STRATEGIC PLAN 2023-2026

1. Improving student success
2. Investing in impactful research
3. Strengthening academic-industry partnerships
4. Advancing diversity, equity and inclusion
5. Enhancing visibility and brand position
6. Diversifying revenue streams



PRINCIPLE 2: VALUES

“We will incorporate into our academic activities, curricula and organizational practices the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.”

In addition to LeBow’s mission to provide cutting-edge academic programs and conduct top-tier research, the college exemplifies the SDGs through organizational practices and student activities.



DIVERSITY, EQUITY AND INCLUSION

DEI Action Group

In July 2020, the LeBow Diversity, Equity and Inclusion Action Group was formed to support under-represented groups in business.

The DEI Action Group is a part of the overall diversity, equity and inclusion efforts of Drexel University, and Drexel University was awarded a 2023 Higher Education Excellence in Diversity (HEED) award from *Insight Into Diversity* magazine.

The DEI Action Group is comprised of faculty and staff members and is organized around the following areas:

Recruitment and Retention:

Jocelyn Warren

Curriculum and Research:

Trina Andras

Inclusive Culture:

Jeffrey Levine

Transparency and Accountability:

Mark Stehr

Learning and Professional Development:

Brian Ellis

External Affairs and Community Partnerships:

Ozlem Ogutverem-Gonul



Some members of the DEI Action Group with DEI Speaker Series speaker Nona Lee, founder and CEO of Truth DEI Consulting.

Recruitment and Retention

Camps and Scholarships

Camp Business 2021-22 and 2022-23
Scholarships made available by Deans
Advisory Board members for students in need

Camp NAIOP Commercial Real Estate
Development Association 2021-22 and
2022-23. Funded completely by NAIOP
group (scholarships for all)

LeBow Boot Camp 2022-2023
Scholarships made available by Deans
Advisory Board members for students in need

Camp BRIDGES 2021-22 and 2022-23
Scholarships/funding made available by
LeBow BRIDGE and Drexel LeBow alum
Nate Cohen '85

LeBow BRIDGE is an undergraduate learning community that supports students who are under-represented in business as they develop into leaders of the future. The program's mission is to build relationships in diverse group experiences by developing student potential and preparing them for an ever-changing world. BRIDGE exists to enhance the student experience and foster a sense of belonging, engagement and empowerment to ensure student success at Drexel. The program focuses on academic excellence, community service, financial literacy, wellness and social engagement through intentional programming. The BRIDGE program is now over 11 years in existence. LeBow BRIDGE was awarded *Insight Into Diversity* magazine's 2023 Inspiring Programs in Business Award.



BRIDGE HIGHLIGHTS 2021-22 and 2022-23

2021/2022

- Team building ropes course
- Welcome Reception
- Saturday Sit-in
- Cultural Immersion Spring Break Trip: Los Angeles, California and San Diego, California
- Industry site visits: Independence Blue Cross, Options for All, L.A. Live
- Case competitions
- BRIDGE 10th Anniversary Gala
- Civic engagement: Hygiene bags for Project Home, Samuel Powel Elementary School-Science Leadership Academy Middle School (backpack & school supplies donations), Autism Walk, Holiday food drive supporting Mario's Food Pantry, Feeding San Diego, Bethesda Project (Care packages for families in shelters)

2022/2023

- Team building ropes course
- Welcome Reception
- Saturday Sit-in
- Cultural Immersion Spring Break Trip: Austin, Texas
- Site visits: SAP, Ballard Spahr Law Firm, LEM Capital Real Estate, Google, Whole Foods Market Corporate, Yeti, Accenture
- Dean's Advisory Board Luncheon (BRIDGE invite)
- Inclusive Impact Day Case Competition
- Drexel Alumni Fireside Chat: Randy Holmes
- Civic engagement: MLK Day of Service, Food Drive with Philabundance, Book Drive with Crayons to Cradles, Making of Valentine's cards for patients in University City's Rehabilitation and Healthcare Center, Caritas of Austin making care packages



LeBowX provides a platform for LeBow community members to present a 10-minute TED Talk-inspired presentation focused on diversity, equity and inclusion. Current undergraduate and graduate students and alumni are eligible to apply to speak. LeBowX is hosted twice per year.



2021/2022

- Diana Than – “Creating an inclusive environment”
- Josh Do – “Being adopted into an American family as an international student during Covid”
- Samantha Reilly – “Invisible disabilities”
- Jazib Malik – “Meditation and mindfulness”
- Margo Friedheim - “The fear of failure”
- Amir McCormick – “Resource spaces for minority students”
- Sam Vaughan – “Meeting strangers”
- Jeanette Rowe – “Identity and equity”

2022/2023

- Connor Jackson – “The untapped potential of scent marketing to form emotional bonds with consumers”
- Gabby Uku – “Government allotted welfare”
- Thomas Alberio – “Overcoming social anxiety”
- Andrew Austria – “Racial imposter syndrome”
- Aashvi Patel – “Finding your purpose”
- Tony Betterson – “Unconscious bias”

CURRICULUM AND RESEARCH

DEI, Environment and Sustainability Innovation Mini-grants

In 2021, LeBow launched a new mini-grant opportunity to support expanding scholarship and curriculum in diversity, equity and inclusion, and environment and sustainability. Mini-grants are awarded to selected projects that align with the College's strategic goals for research and pedagogy. Research projects may involve faculty, staff, students, alumni and external partners, while proposals to enhance pedagogy may include creating new courses or supplementing existing courses to increase student sensitivity toward the impact of diversity, equity and inclusion and/or environment and sustainability. Eight mini-grants were awarded during the 2021-22 and 2022-23 academic years.

Fall 2021-22 Innovation Mini-grants

Jeffrey Levine, JD, PhD, Assistant Clinical Professor, Sport Business, "Fostering Access, Opportunity, and Inclusion in Collegiate eSports: Understanding its Culture and Title IX Implications" Accepted

Ricardo Serrano-Padial, PhD, Associate Professor, Economics "Menu Effects and the Gender Wage Gap: An Experimental Study Phase Two



Winter 2021-22 Innovation Mini-grants

Dennis Hatchett, DBA student, "An Analysis of the Intersection of Identity, Voice, Meaning-making of Black Professionals within the Context of Major Polarizing and External Events"



Spring 2021-22 Innovation Mini-grants

Tristan Potter, PhD, Associate Professor, Economics, "Unemployed Need Not Apply: Evidence and Implications of Discrimination in Help-Wanted Ads"



Summer 2021-22 Innovation Mini-grants

Ashley Forsythe, PhD, Associate Director, Graduate Student Services, "BUSN 614: Foundations of Career and Professional Development" — reorganizing current topics in three learning modules and engaging our students with issues of diversity, equity and inclusion on a personal level



Winter 2022-23 Innovation Mini-grants

Cassidy Buhler, PhD student, “Black-box optimization for reserve design in biodiversity conservation”



Spring 2022-23 Innovation Mini-grants

Yoohee Kim, PhD student, “An Investigation of prejudice, social media misconduct, and job outcomes”



Summer 2022-23 Innovation Mini-grants

Christian Resick, PhD, Professor, Management “Neurodiversity and Leadership: Systemizing, Empathizing, and The Spectrum of Leadership Behaviors among Leaders Diagnosed with Autism”



Developed New Social Impact Marketing Course

Social Impact Marketing is an elective course in the MBA and MS curricula, which is also a part of a Marketing concentration or minor. Social Impact Marketing seeks to change behaviors to benefit the community, the country and the world. Social Impact Marketing is used to influence individuals or groups to change their behavior to improve a social condition and/or address a “wicked” problem or to improve the lives of individuals and groups. As a signatory to PRME, the course explores the Sustainable Development Goals (SDGs). In this class, students learn how to develop a social impact marketing campaign and explore global issues that impact society, the ethics of behavior change, and how to apply the concepts learned in class.

The course covers what social marketing is and how it is implemented, and focuses on what the SDGs and/or “wicked problems” are and how they may be addressed through an organizational marketing lens.

Course Deepening Global Impact

Dana D’Angelo, MBA, clinical professor, general business, and Jodi Cataline, MBA, clinical professor, general business have led LeBow’s Global Classroom initiative for the past 10 years, and the 2022-23 academic year brought both a new partner and a new area of focus to the students’ experience. During winter term 2023, in two sections of BUSN 102 that were designated as Global Classrooms, they worked with a new partner, Judith Ford from Amsterdam University of Applied Sciences. Together, they developed a new Global

Classroom project: a multi-week project in which students examined various UN Sustainable Development Goals, part of the Principles for Responsible Management Education, to which LeBow is a signatory, and how the goals are applied to or focused on the communities around both institutions in the cities of Philadelphia and Amsterdam.

Students examined issues, stakeholders, best practices from organizations and people through secondary research and conducted primary research by visiting sites and talking with both experts and community members. They discussed findings and shared content with peers from Amsterdam University of Applied Sciences (AUAS), and then both groups of students collaboratively presented, across two time zones, their shared learning experiences.

Through this experience, first-year students were exposed to the SDGs in depth, using experiential learning to further their knowledge and potentially become further involved in global citizenship.

Drexel LeBow Sports Management and Sustainability Research on Curricula

Through a grant from Erasmus+ (a European Commission program supporting education, training, youth and sport) LeBow faculty and colleagues from around the world are undertaking a cross-cultural study of Sustainable Sport Management (SSM) in sport management curricula in the U.S. and Europe as well as the implementation of sustainability strategies by sporting organizations. The grant is 400,000 euros in total (about \$390,000), with Drexel's portion being 88,000 euros (about \$86,000). As Drexel leads for the project, Joel Maxcy, PhD, professor and department head of sport business, and Jeffrey Levine, JD, PhD, assistant clinical professor of sport business, are part of the organizing committee and will contribute research expertise to the project through the end of the grant period in Dec. 2024.

Other aspects of the project will address preparing the next generation of managers who will be responsible for implementing new sustainable policies and strategies and will tie together various topics — climate change, educating the future workforce, working with young people to scale up their capacity, increasing digital abilities and access — into a forward-looking framework.

INCLUSIVE CULTURE

The Diversity, Equity and Inclusion Action Group, formed in July 2020, worked with a committee of faculty, staff, students, alumni and parents to review the current state of diversity, equity and inclusion at LeBow. The collaboration provided recommendations focused on five areas, including the goal to create an environment in which all students, staff, faculty and other stakeholders feel welcomed and respected. One of these recommendations was to create an annual Inclusive Impact Day. This is an event that includes business leaders, students, faculty, staff, alumni and the community to address our collective responsibility to build on transparency, equity, diversity and inclusivity. It provides opportunities to learn, grow, reflect, refuel and gain the tools necessary to hold one another accountable as we commit to impacting systems that impact our communities both personally and professionally.

Inclusive Impact Day 2021-22

Supported by Don Braun, Managing Director, SVP, Bernstein Private Wealth Management, Alum

Theme: Right in Our Back Yard: BIPOC-Owned Businesses Surviving and Thriving

This event was targeted to students, staff, faculty and the larger community and included a welcome from Keynote Speaker Jabari Jones, 2016 alum and President of the West Philadelphia Corridor Collaborative. Audience: Students, staff, faculty, alums, local business owners. The welcome was followed by a panel session of BIPOC business owners and entrepreneurs discussing the challenges and successes they faced and advice for others. This was followed by a workshop on “How to Do Business with Drexel,” “Be Healthy, Be Safe and Be Well™,” “Marketing for Entrepreneurs and Small Businesses” and “Technologies to Aid Small Businesses.” A student case competition resulted in three student teams receiving a monetary reward. The day was ended with a business fair of local BIPOC-owned businesses.



Inclusive Impact Day 2022-23

Supported by Don Braun, Managing Director, SVP, Bernstein Private Wealth Management, Alum

Theme: Woman Surviving and Thriving in Male-Dominated Industries

This event was targeted to students, staff, faculty and the larger community and included a welcome by Don Braun followed by a panel of women discussing their challenges and successes

for surviving and thriving in male dominated businesses. This was followed by two workshops, “Negotiating Skills for Women” and “Imposter Syndrome.” Lunch was accompanied by two keynote speakers, Jane Scacetti, CPA, MT, PFS, Ambassador, Armanino LLP, and Diane Decesare, CPA, MT, Armanino, LLP. The day also included a student case competition with 1st, 2nd and 3rd place receiving a monetary award and culminated with a networking reception.



Diversity, Equity and Inclusion Speaker Series

This speaker series was inaugurated in the 2022-23 academic year and the goal is to have one speaker per quarter, excepting summer term.

Fall 2022-23

Alex Cohen, PhD: “Are You Serious About DEI” presented a talk focusing on inclusion and equity with regard to customers with disabilities, employees and other stakeholders.

Alex Cohen was diagnosed with Retinitis Pigmentosa while pursuing his BS in Hotel Administration from the University of Nevada Las Vegas (UNLV). As the deterioration of his vision became more apparent, he completed an MS program in Hospitality Management at Drexel University, and a doctoral marketing program in the LeBow College of Business. Alex gained distinction and notoriety as their first and only blind PhD student. Professor Cohen’s research focuses on the marketplace experiences of people with disabilities and how these environments can be made more inclusive. Cohen, along with his business partners created Accessible Pharmacy. Accessible Pharmacy is a comprehensive healthcare service specializing in medication management for those living with blindness and low vision.



Winter 2022-23

Nona Lee: “Diversity, Equity and Inclusion: What it is and Why it Matters”

Nona Lee was the first openly gay, Black woman in top management of a U.S. national sports organization. Lee encountered countless acts of racism and discrimination while growing up in Los Angeles, during college, throughout



law school, in her workplaces and still today being an openly gay, Black woman. She served as Executive Vice President and Chief Legal Officer for the Arizona Diamondbacks' Major League Baseball franchise for several years, as well as leading the organization's diversity, equity and inclusion efforts from 2020-2022. She then started Truth DEI, a consulting firm helping organizations determine current and future growth opportunities and strategies in the areas of diversity, equity and inclusion. Nona consults leadership teams within an organization on current DEI truths, provides strategies and training to execute growth and change, and speaks at corporate events on related topics.

Spring 2022-23 (See Inclusive Impact Day, page 17)

Fall 2022-23

Karl Hausker, PhD "Can the U.S. Get to Net-Zero Emissions? The Visionary Climate Provisions of the 2022 Inflation Reduction Act"

Passage of the Inflation Reduction Act is a huge step forward for the U.S. on the path to a net-zero economy. The IRA affects all sectors and addresses both greenhouse gas emissions and the need for carbon dioxide removal. Dr. Hausker presented on the history of U.S. climate change policy, the origins of the IRA and its major provisions spanning climate, jobs, equity and environmental justice. He explored several features that are still contentious within climate policy circles, along with the implementation challenges we can expect in the decade ahead.

Dr. Hausker is a Senior Fellow in the Climate Program of the World Resources Institute. He leads analysis and modeling of net-zero emission pathways, climate mitigation, electricity market design and the social cost of carbon. He is an expert reviewer for the IPCC Sixth Assessment. He has worked for three decades in the fields of climate change, energy and environment in a career that has spanned legislative and executive branches, research institutions, nonprofits and consulting. He has led climate policy analysis and modeling projects for USAID, USEPA, RGGI, CARB and the Western Climate Initiative. He holds an MPP and PhD in Public Policy from Berkeley and received his BA in Economics from Cornell University.



Inclusive Spaces in Gerri C. LeBow Hall for Staff and Students

In response to students and staff needing a secure place in the building for reflection, meditation, prayer and relaxation, lactation, as well as other needs, the LeBow College of Business took two rooms offline to change over to our **Meditation Prayer Room** and our **Wellness Room**. In addition to staff who commute to campus, we have many students who commute and need a location that is private and safe for the above needs.

The Meditation Prayer Space is located in a student collaboration suite, has privacy screens and provides a peaceful, private, calm space.

The Wellness Room was established in our UG Advising suite so that people can access it during normal business hours. The room consists of frosted glass, a lactation chair, comfortable bean bag type chairs and has other items to help remain calm, like stress balls. The room has a lock and reservation system via the front desk of the office suite.



Meditation Prayer Space



Wellness Room



TRANSPARENCY AND ACCOUNTABILITY

To track our progress in supporting underrepresented groups within business and LeBow, Dean and R. John Chapel Jr. Dean's Chair Vibhas Madan, PhD, asked the Diversity, Equity and Inclusion Action Group (DEI Action Group) to create a [DEI Dashboard](#) that would track and make public our progress toward implementing their recommendations. The dashboard tracks progress in five key areas: inclusive culture; recruitment and retention of underrepresented students, faculty and staff; integration of DEI into the curriculum; providing DEI learning and professional development; and creating transparency and accountability. Each area contains a list of recommendations that are graded as emerging, progressing or completed. Each quarter, the member of the DEI Action Group who is tasked with creating transparency and accountability solicits updates on the recommendations from other members of the task force. Those updates are then transmitted to the LeBow Communications team, which make the necessary edits to the website. In this way, our progress on DEI is made transparent to LeBow's constituents.

[LeBow DEI Dashboard | Drexel University's LeBow College of Business](#)

Introduction of DEI Reporting in Faculty Annual Report

LeBow Tech developed DEI reporting within the Faculty Annual Report (the FARE electronic annual reporting system). Whenever faculty input a teaching, research or service item, they can check a box that says, "This activity has a DEI component." If that box is checked, a prompt appears in which the faculty member must provide a brief description of how and what the DEI component is. All DEI-related activity is then combined on its own DEI tab in the final report. This allows the College to signal to faculty that DEI activities are valued and will allow us to track DEI related activity over time.

First implemented in the Faculty Annual Assessment for the 2021-22 academic year, 57 of 111 (51%) reporting full-time faculty self-reported being engaged in at least one DEI activity. Forty-eight (43%) reported being engaged in DEI-related service activities, 25 (22.5%) reported being engaged in DEI-related teaching activities and 11 (10%) reported being engaged in DEI-related research activities. There were 120 separate DEI-related service activity items, 45 DEI-related teaching activity items and 14 DEI-related research activities (note that research is reported over a three-year revolving period).

For the 2022-23 academic year, of the 108 full-time faculty who had reported by Oct. 15, 2023, 61 (56%) reported being engaged in at least one DEI-related activity. Fifty (46%) reported being engaged in DEI-related service activities, 20 (18.5%) reported being engaged in DEI-related teaching activities and 10 (9%) reported being engaged in DEI-related research activities. There were 113 separate DEI-related service activity items, 50 DEI-related teaching

activity items and 18 DEI-related research related activities (note that research is reported over a three-year revolving period).

Thus, there was an increase in both the number and percentage of faculty engaged in DEI-related activities. In both reporting periods, service was the most prominent way for faculty to engage in DEI-related activities. However, there was a slight decrease in the number of DEI-related service activities from 2021-22 to 2022-23, while there was a slight increase in both teaching and research DEI-related activities.

LEARNING AND PROFESSIONAL DEVELOPMENT

The goal under Learning and Professional Development is **to provide faculty and staff with the knowledge, awareness and understanding of cultural competencies and humility to create a culture of belonging and create incentives and rewards to acknowledge individual participation in actively creating an inclusive environment.**

One of our first initiatives under Learning and Professional Development was to partner with Drexel's Office for Institutional Equity and Inclusive Culture (EIC) and Human Resources (HR) in the creation and deployment of LeBow's DEI Learning Bundles. Launched were two bundles "Understanding Power and Privilege" and "Building an Inclusive Culture." Upon completion of bundles via Drexel's Career Pathway and attending a supplemental workshop (per bundle) hosted by EIC, LeBow faculty and staff were able to earn micro-credentials (electronic badges).

Understanding Power and Privilege (curriculum)

- Microaggressions
- Privilege walk
- Five steps for being an ally for the Black community

Building an Inclusive Culture (curriculum)

- Recognizing and mitigating implicit bias
- Preventing escalation with conflict resolution
- Respecting individual rights and building an inclusive community

What worked well?

- 41 staff and faculty completed bundles and earned badges
- 187 had access to bundles
- Rich dialogue in workshops

Additionally:

- Professional staff showed the most interest in trainings and bundles
- Faculty expressed the desire for customized workshops/training
- In-person workshops were more effective
- Ensuring compliance was a manual process

EXTERNAL AFFAIRS AND COMMUNITY PARTNERSHIPS

The Accounting Department provides certified student volunteers to assist in the preparation of tax returns at no cost to citizens filing returns with incomes of \$49,000 or less who do not plan to itemize deductions. This program is offered through a partnership with the IRS Volunteer Income Tax Assistance (VITA) program, which trains and certifies these student volunteers for income tax preparation, enabling them to maximize returns for the individuals they are assisting.

Organizational Practices Assessment

The baseline analysis of habits of the College's purchasing habits was conducted in 2019-2021 and resulted in the development of goals to reduce purchases of single-use hot paper cups, plastic bottled water, white printer copier paper and to commit to purchasing only 30% recycled white printer copier paper. Due to the unexpected pandemic, remote working took over and a substantial amount of remote work has continued, thus the change in work location, has dramatically reduced the purchase of such materials and it is expected that minimal such purchases will continue into the future.

PRINCIPLE 3: METHOD

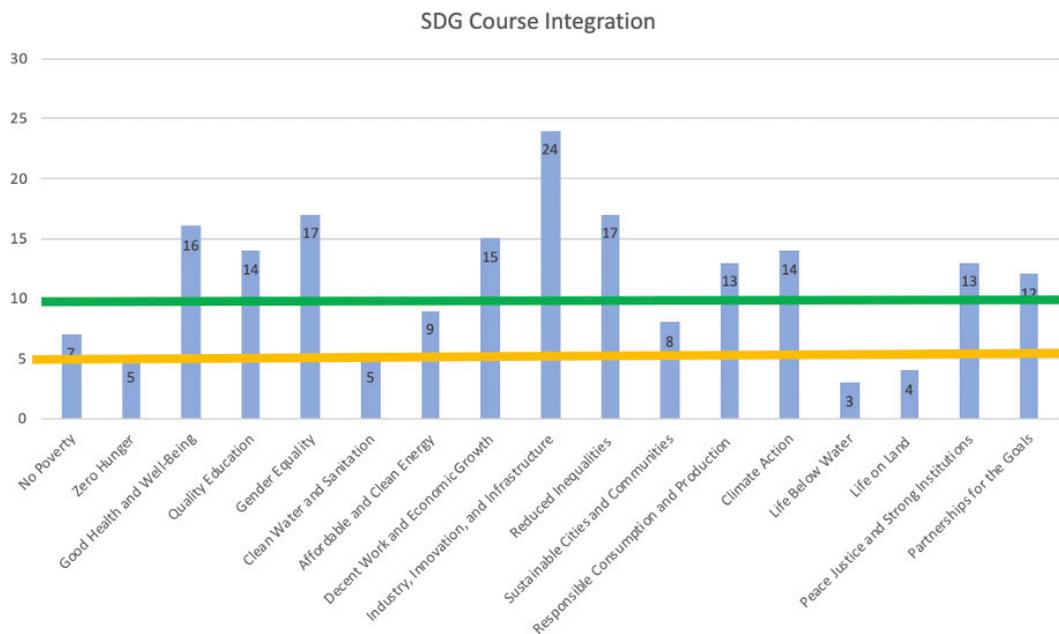
“We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.”

CURRICULUM ANALYSIS

Undergraduate and Masters’ level graduate courses were examined to understand where Sustainable Development Goals were integrated into the curriculum. There was a quantitative survey of full-time faculty and a qualitative analysis of the course syllabi.

The survey was distributed to 124 full-time faculty members across all LeBow academic departments and there were 74 responses for a response rate of 60%. This is compared with a response rate of 31% in the last survey. While a goal was established in the last SIP to include adjunct faculty in the next survey, this goal was abandoned because it is inconsistent with the goal to increase the response rate. Adjunct faculty come and go and generally do not develop curriculum and courses, rather they inherit and teach existing courses. Thus, having less long-term commitment to the curriculum and less involvement in developing curriculum, they were excluded from the survey.

Faculty were provided a list of the 17 SDGs and asked to identify which goals related to their course content. If faculty integrated SDGs into their courses, they were then asked to specify how they incorporated the SDGs into their courses. The majority of faculty reported including SDG-related topics during class discussions or assigned readings. Very few reported an entire course topic centered around the themes related to the SDGs. While limited in response rate, survey results helped to identify faculty with current interest in these areas.



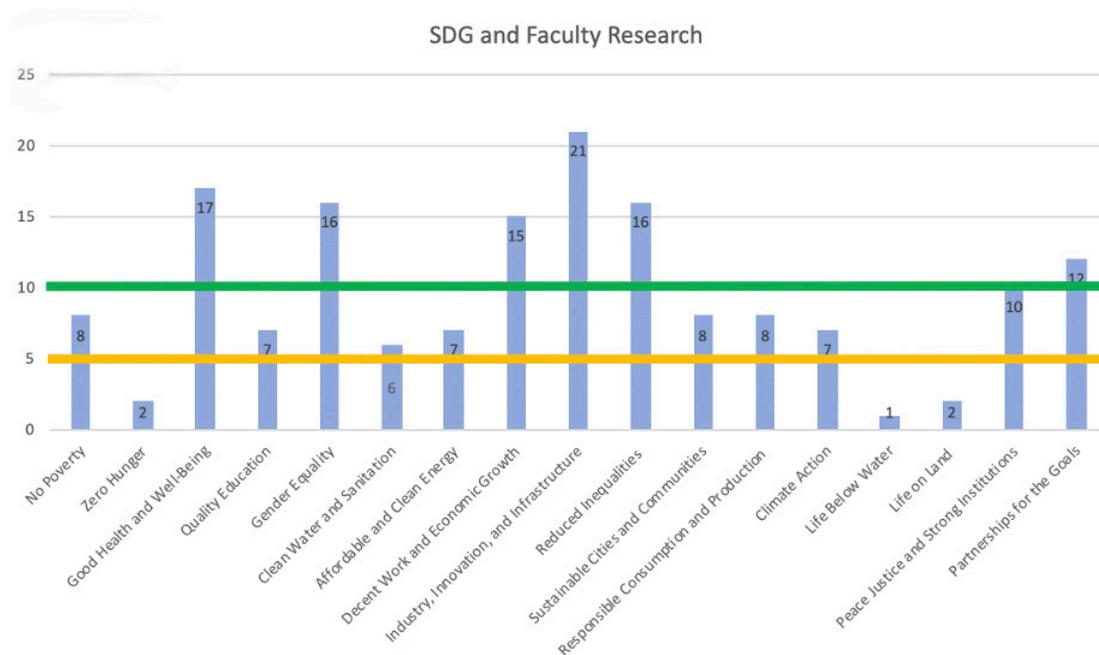
Survey responses indicate three tiers of alignment: high alignment (8-11 responses, indicated in green), mid-alignment (4-7 responses, indicated in yellow) and low alignment (0-3 responses).

A qualitative analysis of course descriptions was conducted to confirm whether and where courses aligned with the SDGs. The term master list was reviewed to indicate courses from the course catalog that were actually offered over the past two years. Then, for each of those courses the official course descriptions were reviewed to ascertain which courses aligned with the SDGs. This list was shared with each department head to confirm or revise. The analysis revealed 27% of undergraduate and masters' level course descriptions aligned to at least one SDG.

PRINCIPLE 4: RESEARCH

“We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental, and economic value.”

In the same survey that measured SDG integration in courses, full-time faculty were asked which goals align with their research.



Survey responses regarding research followed a similar pattern to that of course integration, with three tiers of alignment: high alignment (8-11 responses, indicated in green), mid-alignment (4-7 responses, indicated in yellow) and low alignment (0-3 responses).

SAMPLE FACULTY RESEARCH



Curtis Hall, PhD
Associate Professor Accounting



Finley, Andrew R., Curtis M. Hall, and Amanda R. Marino. "Negotiation and executive gender pay gaps in nonprofit organizations." *Review of Accounting Studies* 27.4 (2022): 1357-1388.

Abstract: This study examines gender pay gaps among nonprofit executives and how compensation negotiability influences these disparities. Using tax return data from IRS Form 990 filings, we find that females earn 8.9% lower total compensation than men in our sample. Further, we observe that settings more conducive to negotiation manifest in larger pay disparities, whereas settings that limit executives' opportunities to negotiate or that encourage females in particular to negotiate produce smaller gender pay gaps. Our nonprofit setting constrains mechanisms, such as labor force participation rates and risk preferences, that are thought to explain the pay gap, and our results are robust to using a Heckman correction model and matched samples. These findings provide evidence from a large-scale archival dataset of a plausible mechanism for the gender pay gap and point to a potential cost of work environments where negotiations play a larger role in setting compensation. reward. The day was ended with a business fair of local BIPOC-owned businesses.



Mike Howley, PhD
Clinical Professor Marketing



Howley, Michael, Jai Seth, Stella Sechopoulos, and Peter Malamis, '[Getting to Clinical Trial Diversity](#),' [Applied Clinical Trials Online](#), Published on June 21, 2023.

Abstract: Despite the importance of racial and ethnic diversity for the commercial and scientific success of clinical trials, there is still inadequate diversity in trial participants. While a variety of recruiting tactics have been identified to improve diversity, they all work by increasing trust in clinical trial participants. In this research, we focus on how trust relates to a patient's

willingness to participate in clinical trials and how trust varies by the information channel used to approach the patient. We surveyed patients as they were signing-in for medical visits across a variety of primary care and specialty practices. The survey responses were analyzed with a regression model with the patient's willingness to participate in clinical trials as the dependent variable and how much they trusted information about clinical trials from their doctors, nurses, family, the digital intake, the medical web, social media, the patient's race, and whether they are Hispanic. We created a Base Model that included all respondents and then created separate models by ethnicity and race. The model significantly predicted willingness to participate in clinical trials, but the effect sizes were smaller than expected. Trust in doctors and social media was significantly related to trial participation but the magnitude of the coefficient was smaller than familiarity with clinical trials. Trust in digital intake was marginally and positively associated with willingness to participate in trials. Given the small R² and the smaller coefficients for the Trust variable relative to Familiarity, we must consider that other processes are at work in clinical trial recruiting. The Familiarity finding suggests the process aspects of clinical trial recruiting is central. In this, it might be useful to think of clinical trial recruiting as prospect relationship management instead of a one-time solicitation to participate in a trial. The different trusted sources of information (i.e. doctors, digital intake, and social media) become an ecosystem in which patients receive trusted sources of information, gain familiarity and trust in trials, which leads to participation. These trusted sources of information shift across ethnic and racial groups and the noise within the ethnic and racial samples suggests the need for a more sophisticated segmentation for clinical trial recruiting.



Lauren D'Innocenzo, PhD
Associate Professor Organizational Behavior
Provost Solutions Fellow



Chisholm, D. and D'Innocenzo, L. (2023)
 Words and actions matter: The link between executive symbolism and organizational recruitment. Presented at the Northeast Business and Economics Association Conference. Lafayette Hill, PA.

Abstract: We empirically investigate the influence of CEO executive symbolism on a social justice movement, Black Lives Matter (BLM), in influencing organizational recruitment from an intention to apply perspective. We developed a set of hypotheses that predict a jobseeker's intent to apply after witnessing an act of executive symbolism and tested our hypotheses using a 2x3 randomized experimental design. The predictive factors include the type of executive

symbolism: primarily symbolic (i.e., symbolic statement with general support towards BLM) or partly symbolic (i.e., substantive statement with actionable steps towards supporting BLM) (i.e., primarily symbolic, or partly symbolic (substantive)) and the credibility of the organizational leader. Additionally, we analyzed race and political ideology of the jobseeker to uncover if these variables had a moderating effect on credibility perceptions and ultimately, intent to apply. We found that jobseekers were more likely to apply to an organization where the CEO made substantive statements vs. general symbolic statements. This effect was mediated by CEO credibility such that the statements made by CEO's influenced their perceived credibility. This effect was strongest for Black jobseekers and those who leaned Democrat in political orientation. Taken together, our results show that words and actions taken by CEO's matter and influences the pool of candidates likely to join organizations.



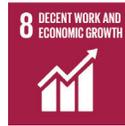
Gossaye, K. and D’Innocenzo, L. (2023) Is There a Right - or Left - Way to Manage Diversity? Effects of Political Ideology on Diversity Outcomes in US Businesses. Presented at the Northeast Business and Economics Association Conference. Lafayette Hill, PA.

Abstract: We examine how values held by Chief Executive Officers (CEOs) influence decision making and strategy in organizations. By integrating research from management and political psychology, this research explores if firm level diversity outcomes such as firm commitment to diversity, top management team (TMT) pay disparity, and firm performance are in part explained by the political ideology of CEOs. The study used empirical analysis of archival data for 182 CEOs in 182 Standard & Poor (S&P) companies from 2010 to 2015. The present study finds empirical support for the direct relationship between political ideology of CEOs and their firm commitment to diversity and firm performance, but not the mediating role of firm commitment to diversity on the relationship. Firms led by conservative CEOs are less likely to signal their commitment to diversity and CEO political ideology is a powerful consideration that influences firm performance regardless of commitment to diversity. This research also finds that firms led by conservatives experience higher pay disparity on their top management teams. Liberal CEOs tend to decrease the variation of compensation among their executives. In addition, the study demonstrates that conservative CEOs have less diversity on their top management teams when compared to liberal CEOs. This work hopes to add to our understanding of diversity management decision-making and strategy by looking at the role of political ideology and continue to add to an emerging literature.

SAMPLE STUDENT RESEARCH



Warren Christopher, DBA '23



Help Me Be Heard: The Effect of Servant Leadership, Psychological Safety, and Race on Employee Voice,
Dissertation March 2023

Abstract: Servant Leadership has not been examined broadly amongst specific racial backgrounds or how implementation of the philosophy may contribute to positively increasing Black employees' psychological safety and voice outcomes. Gaps exist and researchers have called for additional research and examination of servant leadership and its relationship to new constructs; through this examination of servant leadership, the intent is to sufficiently contribute to those gaps in research. To that end, this study focuses on servant leadership, and a construct to add to the depth of the theory. In so doing, it is important to understand the connotation of "servant" as not a subservient ideal to the precursor of leadership, but rather, the ideal of selfless service. Finally, this study highlights a systemic evaluation of servant leadership mediated by psychological safety, and moderated by race, and gain a broader understanding of how the construct increase individual Black employees' voice.



Yoonhee Kim, PhD student Management



An Investigation of Prejudice, Social Media Misconduct and Job Outcomes.
Work in Progress.

Abstract: Organizations are increasingly using social media to assess job candidates and monitor employees, yet the validity of this practice has not been well established. Across two studies, we examine the associations between social media misconduct, job demands, and job outcomes (Turnover, misconduct) among human service employees. In study 1, we studied police officers' social media misconduct and occupational ingroup interactions and their links to job outcomes (civilian complaints and officer turnover). We test our hypotheses using public

Facebook data from 311 active-duty officers employed by a large U.S. police organization. Results indicate that social media data can provide insights into long-term employee outcomes but may not predict workplace misconduct. In study 2, we investigate the role of employees' implicit bias using an implicit association test (IAT), which indirectly measures biases through a time association task. We investigate whether implicit bias toward client groups is associated with employee incivility toward those clients and whether social media misconduct is associated with employee incivility and burnout. This study advances our understanding of intergroup relationships in the workplace, particularly among service employees and the clients they serve. By identifying individual and workplace factors that lead to social media misconduct, which can serve as an early indicator of workplace misconduct, we may formulate interventions to reduce employee burnout, client derogation, and discrimination.

PRINCIPLE 5: PARTNERSHIP

“We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.”

Academic-industry partnership is a hallmark of the student experience at Drexel University and the LeBow College of Business. Undergraduate and graduate students have the opportunity to participate in multiple iterations of cooperative education and some graduate programs include an internship component.

At the LeBow College of Business, academic-industry partnerships are the foundation for experiential learning offerings and corporate education programs.



MS in Sport Business students at an off-site visit at LocalHost, a Philadelphia-based esports training center and location for competitions.

DREXEL SOLUTIONS INSTITUTE

Drexel Solutions Institute is the gateway for organizations to connect to the University's expertise and world-class resources to design custom interdisciplinary solutions tailored to external organizations and their people. It is a gateway for industry and academic collaboration to solve real-world problems. The following were collaborations during the 2021-2023 academic years:

FMC Building Capacity for Safe and Abundant Drinking Water in India Project (2020–23)

FMC and the Community Pure Water Foundation (CPW) have partnered with the University to study the impact of supplying clean drinking water in rural Indian communities on community health outcomes and attitudes towards Corporate Social Responsibility in select Indian Villages. This longitudinal study was conducted over three years and will comprise a pre and post assessment as water purification centers are installed by CPW in select Indian villages. An interdisciplinary team was formed engaging five expert faculty from the Academy of Natural Sciences, Dornsife School of Public Health, LeBow College of Business and School of Education.



SEPMA Market Research Insights Study (Fall 2022)

Southeastern Pennsylvania Manufacturing Alliance (SEPMA) partnered with the University to design, develop and conduct a market research insights project that will help SEMPA to identify and target new segments of the population for the future manufacturing workforce and to develop a marketing strategy aimed at changing the current perception of manufacturing in order to connect with these potential talent pools. The Drexel team was comprised of expert faculty and selected graduate and undergraduate students from the LeBow College of Business. This project enabled SEPMA to better understand targeted solutions for addressing multi-leveled issues with the manufacturing workforce pipeline.



WSFS Market Research Wealth Insights Study (Summer 2022/Fall 2022)

WSFS partnered with the University to design, develop and conduct an insight research project that analyzes the market of wealth management organizations and market data to assess growth and positioning opportunities with the WSFS Wealth/BMT footprint. This project launched in Summer 2022. The Drexel team was comprised of expert faculty and selected graduate and undergraduate students from the LeBow College of Business and the School of Economics. This project provided a comprehensive understanding of the competitive landscape in the regional market and enabled WSFS to identify opportunities for differentiation and growth.



Longwood Gardens VR Research Project (Winter 2022/Winter 2023)

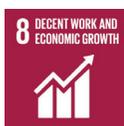
Longwood Gardens is working with Drexel University to design, develop and conduct an insight research project to create in-person and virtual immersive experiences for Longwood Garden's guests and learners that also highlight the impact of various assets (exhibits, spaces, specimens) at the Gardens on patron's health and performance while also measuring their perceived impact on the climate. This project will enable Longwood Gardens to gain a better understanding of the impact of the Gardens' onsite and virtual experiences on learning outcomes, engagement, health and wellness for Longwood's visitors. An interdisciplinary team has been formed engaging expert faculty members, undergraduate and graduate students from the Academy of Natural Sciences, LeBow College of Business (Neuro-Business Solutions Center), School of Biomedical Engineering, Science and Health Systems (CONQUER Collaborative), School of Education and Westphal College of Media Arts & Design.



Cell and Gene Therapy Training Institute Blueprint Study (Fall 2022/Spring 2023)

Drexel University launched a CGT Blueprint Study at the end of 2022 in response to the Philadelphia Region's booming Cell and Gene Therapy industry with the purpose of developing a comprehensive plan for implementing a Cell and Gene Therapy Training Institute to develop and grow the workforce for the CGT industry.

Over the past six months, an interdisciplinary Drexel research team comprised of expert faculty and students from the Drexel's College of Medicine, LeBow College of Business, School of Biomedical Engineering, Science and Health Systems, and School of Education have been in the process of conducting the study by inventorying the region's talent landscape, establishing a vision of workforce needs and identifying training programs to address the development needs of partners, students (current and future) and neighboring communities.



BUSINESS CONSULTING ENGAGEMENTS

Through LeBow's Dornsife Office for Experiential Learning, undergraduate and graduate students participate in business consulting engagements. Guided by faculty, student groups solve business challenges for industry partners. These project-based courses allow students to develop key competencies such as adaptability, communication, collaboration and industry awareness.

Due to the pandemic, the number of business consulting classes were more limited than usual.



2023 Graduate Student Datathon in partnership with Under Armour.

Fall 2022

MGMT 380 International Business Consulting

Throughout this 10-week course on campus, undergraduate students completed consulting projects for an Irish company committed to helping Ireland reach net zero carbon emissions by 2050. Students conducted a market and stakeholder analysis, an adoption analysis, and an economic analysis of green hydrogen for the company and presented their findings in person during their international residency in Ireland.



MGMT 372 Startup Business Consulting

Undergraduate students completed consulting projects to solve business problems for an organization that provides business and residential recycling services in the Philadelphia Metropolitan area. Projects focused on streamlined scheduling and route optimization, enhanced zoning schema, solutions for recycling challenges, and elevated visibility in order to increase the reach and efficiency of the startup.



Winter 2023

MGMT 715 Business Consulting

MBA students developed business recommendations for a global energy transition investment firm with a commitment to Environmental, Social and Governance initiatives. Students developed a strategic plan to raise funds for the company whilst advancing the firm's commitment to environmental sustainability.



MGMT 371 Nonprofit Business Consulting

Undergraduate students completed consulting projects to expand the reach and impact of an organization with a mission to equip children from marginalized communities with high quality, value-based education. Students developed a conceptual design of an expanded business model for the nonprofit's program and designed an assessment tool to measure the impact and progress of the program over time.



INTERNATIONAL TRAVEL

LeBow offers international residencies for undergraduate and graduate business students intended to highlight the dimensions of international business and to offer students the opportunity to hear from leaders across industries. Throughout their time abroad, students hone their skills in cross-cultural communication, complex problem solving and collaboration.

2022 INTB790 International Business Seminar and Residency Estonia and Finland: Sept. 1-7, 2022

In September 2022, MBA students travelled to Estonia and Finland. Students volunteered at the Ukrainian Cultural Center in Estonia and sorted through their ethnographic museum's collection of artifacts related to the history of the Ukrainian community in Tallinn. In both countries, students heard from chief executive officers and other major company personnel across many industries including energy, food and beverage, tourism and oil.



Fall 2022 MGMT 380 International Business Consulting Ireland: Dec. 11-17, 2022

Following a 10-week course on Drexel's campus, Management 380: International Business Consulting, undergraduate students travelled to Dublin, Ireland, to present to their consulting partner, a company committed to helping Ireland reach net zero carbon emissions by 2050, and to learn from business leaders from many industries abroad. Students met with a resident entrepreneur and founder of RecommenderX who presented on the Irish startup ecosystem, and from an energy policy and decarbonization specialist at KMPG, among others.



Spring 2022 INTB 790 International Business Seminar and Residency South Africa: May 4-13, 2023

In May 2023, Executive MBA students traveled to South Africa and met with leaders across the following industries: healthcare, food and beverage, creative, energy and mining. Students engaged in an informative discussion with the CEO of HOPE Cape Town Trust & Association, who gave an insightful presentation on how we can address the HIV epidemic with innovation and collaboration. Also notably, a panel of business leaders across industries shared the challenges of doing business in South Africa and provided guidance on how to grow a company in trying times.



See EMBA International Course in next section.

CORPORATE AND EXECUTIVE EDUCATION

LeBow offers international residencies for undergraduate and graduate business students intended to highlight the dimensions of international business and to offer students the opportunity to hear from leaders across industries. Throughout their time abroad, students hone their skills in cross-cultural communication, complex problem solving and collaboration.



EMBA Program

Course Option 4*

ESG in South Africa: Navigating Risks, Disruptions and Uncertainty Course **Location/Format: Cape Town, South Africa**

Course Description: This executive course integrated real-world visits in South Africa with current environmental, social and governance (ESG) issues facing companies today to amplify the importance of a global perspective through a local lens. Key topics included the role of governance in today's societal challenges and examining on-going crises, from environmental concerns to diversity metrics. EMBA students were challenged to address critical issues in environmental, social and governance (ESG) from a global perspective and explore how it drives financial value and impacts daily lives. Delivered from a financial-business perspective, the course employed an experiential approach, relying on real-life cases and interactive discussions and exercises. This approach allowed executive students to better understand and evaluate the decision-making processes behind effective ESG strategies. Particular emphasis was placed on learning from ESGs in action and why it is fundamental to a firm's mission.



PRINCIPLE 6: DIALOGUE

“We will facilitate and support dialogue and debate among educators, students, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.”

The LeBow College of Business is an active member of the Philadelphia and wider global communities. We will continue to be intentional about global social responsibility and sustainability moving forward through our academic curriculum, research and organizational practices. We will continue to promote PRME internally and externally, especially through our academic-industry partnerships and collaborations.



Interview panel at the 2023 Inclusive Impact Day.

CONCLUSION

STATUS OF GOALS FROM PREVIOUS SIP

Goals 1-4 involved reducing the purchase of single-use hot paper cups, plastic water bottles, white printer copier paper and to increase the purchase of recycled white printer copier paper. Since the last report, the reporting and retrieval of purchasing data has become more complex and as a result we do not have exact data at the college level to report. However, due to the pandemic for much of the time period people were working from home, and today a substantial number of employees continue to work from home, if only part of the time. As a result, we would not be comparing apples to apples. Purchasing of such items was drastically down as a result.

Goal 5: The faculty response rate to the survey was 60%, exceeding the goal of 40%.

Goal 6: It was decided NOT to include adjunct faculty in the survey, despite the previous report goal because adjuncts typically teach only intermittently, typically take over existing, pre-designed courses, do not develop the course they teach themselves, and given their temporary status at the Colleges have less vested interest so their response rate would likely be very low.

Goal 7: The qualitative analysis of course descriptions found that the percentage of courses that aligned with at least one SDG increased from 18% to 27%. A concrete example of this would be the creation and delivery of the graduate level Social Impact Marketing course.

Goal 8: Even though the pandemic reduced the total number of Business Consulting classes that were offered, the College did offer four Business Consulting classes over the time period, exceeding the goal of offering at least two.

Looking ahead to the coming academic years 2023-24 and 2024-25, we will strive to achieve these goals:

Goals for 2023-2025

- Continue to track and analyze faculty annual Report FARE DEI-related research, teaching and services self-reporting. Strive to further increase faculty integration of SDGs into their work, especially teaching and research, since service activity is already quite high

- Continue to partner with businesses through Drexel Solutions partnerships as appropriate collaborations arise
- Continue to integrate SDGs into Business Consulting and Executive Education courses, as appropriate
- Update DEI Dashboard quarterly
- Offer Innovation Mini-grants quarterly
- Continue Annual Inclusive Impact Day and DEI Speaker Series
- Continue recruiting diverse populations for employment and student admissions to the LeBow College using fair and equitable processes and best practices

