

Report of the
Drexel University LeBow College of Business
Diversity, Equity and Inclusion Action Group

Recommendations to the Dean

January 19, 2021

Presented by the DEI Action Group Core Committee

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Subcommittee Chairs:

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INTRODUCTION: PURPOSE AND PROCESS

In July 2020, the LeBow Diversity, Equity and Inclusion Action Group (DEI Action Group) was created to support the Black community and other marginalized groups within LeBow.

The DEI Action Group was formed and charged with three primary goals:

- Advancing access and equity
- Recruiting and retaining a diverse student body and workforce
- Supporting an inclusive campus culture

The Dean asked the action group to examine student life, recruitment and retention, curricular and extracurricular programming, experiential learning opportunities, inclusive teaching practices, and policies and procedures aimed at creating a culture of awareness and inclusion.

This was a data-driven endeavor utilizing the New England Resource Center for Higher Education (NERCHE) Self-Assessment Rubric for the Institutionalization of Diversity, Equity and Inclusion in Higher Education as a framework for the group's work, as well as a climate survey administered to faculty, staff and students.

The group formed seven sub-committees (Appendix A) to examine, assess and provide recommendations in these areas:

- Philosophy and Mission
- Faculty Support
- Curriculum
- Staff Support
- Student Support
- Administrative Leadership
- External Affairs and Community Partnerships

The LeBow DEI Action Group also collaborated with the Drexel University Anti-Racism Task Force, as well as other University partners focused on inclusive, equitable and diverse initiatives to ensure consistency and share resources.

The group's initial work included two phases: Phase I: Assessment and Phase II: Recommendations. After conducting a thorough review of the current state of diversity, equity and inclusion at LeBow, the DEI Action Group presented its Phase I Assessment (Appendix B) to the Dean, the LeBow community and its stakeholders in September 2020.

Following this assessment, the sub-committees developed actionable recommendations based on these findings.

RECOMMENDATIONS

The group identified some core components of its vision for the future of DEI at LeBow:

- The College's culture, mission and identity will embrace and be aligned with DEI principles.
- Graduating students will have an appreciation and understanding of the critical value and impact of equity, inclusion and diversity in business.
- LeBow will cultivate and maintain a diverse community, including students, students, faculty, staff, administrators, and community partners.
- LeBow's DEI efforts will incorporate training for students, faculty and staff.
- LeBow will establish leading and lagging metrics to audit progress towards DEI goals.
- The College will be intentional in including DEI in its external partnerships, programming, and marketing and communications.
- DEI principles will be incorporated in the College's programming and external partnerships.
- The College's marketing and communications will highlight DEI.
- LeBow will prioritize DEI engagement in all facets of leadership, professional development and hiring/retention.
- The College will identify top talent through the lens of DEI acumen/allyship.
- The College will create an environment (e.g., resources, scaffolding, learning systems, clear pathways and processes) that acknowledges that people view DEI through different frames, lenses, and biases, changes the climate and pedagogy in departments to shape a culture that embraces DEI, welcomes ongoing difficult conversations, explores unintentional or unconscious biases, and provides access to educational opportunities for success for underrepresented groups and marginalized communities.
- The College will address our collective responsibility to build on transparency, equity, diversity and inclusivity and to provide opportunities to learn, grow, reflect, refuel, and gain the tools necessary to hold each other accountable as we commit to impacting systems to ensure equity and inclusion.

The group also identified some specific strategies to accomplish this vision, and these recommendations focus on five areas:

- Inclusive Culture
- Recruitment & Retention
- Curriculum & Research
- Learning & Professional Development
- Transparency & Accountability

The recommendations are summarized briefly below, and a chart showing the details and metrics for the full list of recommendations is attached as Appendix C.

INCLUSIVE CULTURE:

Create an environment in which all students, staff, faculty and other stakeholders feel welcomed and respected.

Strategies:

- Create a shared DEI mission statement to guide expectations for an inclusive culture.
- Integrate DEI into the LeBow strategic plan by creating DEI strategic plan to operationalize DEI at LeBow.
- Appoint a DEI practitioner to lead, assess, support and guide DEI programming, practices, policies and procedures.
- Create a DEI Advisory Council with student, faculty, staff and alumni representation.
- Incorporate DEI in programming:
 - Ensure that events include representation from diverse populations.
 - Offer ongoing programming that highlights DEI as a business/leadership competency and discusses current trends/issues in DEI.
 - Create Inclusive Impact Day, an annual co-curricular event that includes business leaders, students, faculty, staff, alumni and business leaders.
- Incorporate DEI in external partnerships:
 - Corporate: Create metrics to assess potential partners to ensure that their organizations value DEI, including DEI practices, policy, procedures and leadership team/board of directors.
 - Community: Develop civic engagement/partnerships with community groups that leverage faculty, staff, student and alumni thought leadership and mentorship to advance education in business and create a pipeline of applicants.
 - Nonprofit: Utilize students, faculty, staff and alumni to provide support, expertise and/or pro-bono consulting services to local nonprofit organizations (e.g., Compass).
- Develop DEI Marketing and Communications:
 - Revamp the LeBow DEI website to demonstrate that DEI is part of our DNA, share stories that represent and reflect the diversity of our stakeholders (prospective students and their families, current students, and external partners), and provide information about programs and initiatives.
 - Create internal and external diversity marketing plans to extend the impact of DEI programming and resources at LeBow and raise awareness of the stories and successes of LeBow's Black/African American and Hispanic/Latinx students.
 - Tag LeBow DEI events and programs as "Diversity, Equity & Inclusion."

RECRUITMENT & RETENTION:

Create recruitment and retention strategies to increase and maintain the diverse representation of students, faculty and staff, and continually assess climate and sense of belonging for all constituents.

Strategies:

- Student Recruitment:
 - Engage in dynamic and continuous outreach to local junior high and high schools, with an emphasis on Black/African American and Hispanic/Latinx prospective students in Philadelphia.
 - Develop strategies to increase the enrollment of underrepresented undergraduate students, with the goals of admitting, matriculating and retaining the largest percentage of Black/African American and Hispanic/Latinx students among our peer institutions and doubling the current 6% Black/African American and 5% Hispanic/Latinx student populations by FY 2024.
 - Partner with corporate partners and Institutional Advancement/Alumni Relations to provide scholarships and stipends for Black/African American high school students to attend Camp Business.
- Faculty/Staff Recruitment:
 - Increase the diversity of the candidate pool by posting positions in publications/outlets that serve underrepresented populations, with the goal of having at least half of the candidates self-identify as BIPOC.
 - Ensure diversity within selection committees and provide formal interview training to selection committees to increase cultural competencies and mitigate unconscious bias.
- Student Retention:
 - Operationalize and scale the BRIDGE Program by providing funding and additional resources and staff.
 - Continuously assess the underrepresented minority student experience, with a special emphasis on the Black/African American and Hispanic/Latinx student experience.
- Faculty/Staff Retention:
 - Create an onboarding program to formally welcome new employees to LeBow, which includes an internal communication to create a sense of belonging; a buddy/mentor outside of their department who will provide resources (org chart, LCOB mission/vision, ERG, programming), and a 30-60-90 day meeting with direct supervisor (30), skip level (60), and dean (90).
 - Regularly survey staff and faculty to identify gaps in DEI resources and determine the unmet needs of the community.

CURRICULUM & RESEARCH:

Intentionally include diversity in curricular material and research objectives to reflect the diversity of global leaders and equip students to lead diverse organizations with confidence and humility.

Strategies:

- Curriculum:
 - Help faculty to incorporate DEI related assignments into coursework or make courses DEI friendly by developing a list of methods that instructors can draw from (e.g., case study with DEI theme, teach a DEI related research paper, use diverse names in examples and assignments) and sharing syllabi with examples of DEI-related assignments.
 - Work with College and department curriculum committees to identify how DEI can be incorporated into more courses and include DEI related learning objectives in some courses.
 - Incorporate DEI in the College Research and Curriculum Innovation (CRCI) Group so faculty and staff can make the case for resources for new ideas.
 - Create incentives (e.g., recognition or reward) for faculty to build DEI into coursework.
- DEI Course Requirements:
 - Add a diversity requirement to LeBow undergraduate degree programs. The Academic Programs Committee (APC) could determine which courses meet the requirement.
 - Create a new undergraduate interdisciplinary LeBow course, probably team taught, with minimal or no prerequisites, which would be open to all Drexel students (Global & Cultural Competency).
 - Include DEI in CIVC 101 or UNIV 101. Encourage diversity in any groups in these early courses.
- Research:
 - Develop an area of research dedicated to DEI issues within business.
 - Infuse this into the curriculum (how to be aware, lead and teach in that space when working or leading a group or organization).
 - Develop an internal role or unit that will lead this effort.
 - Foster a collaborative research model that involves both faculty and students
 - Recruit diverse faculty applicants in this research area.

LEARNING & PROFESSIONAL DEVELOPMENT:

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.

Strategies:

- Knowledge and Awareness:
 - In collaboration with Drexel's Learning & Development team, develop and facilitate a training series on awareness of DEI for faculty and staff.
 - Continue to facilitate open dialogue about DEI. (Dialogue Boards/Brave Spaces/Courageous Conversations).
 - Provide funds for faculty, PhD students and staff to attend conferences to learn about DEI (e.g., bringing it into the classroom, co-curricular activities, research, etc.). Share information about upcoming conferences, and have attendees share best practices upon their return.
- Incentives and Rewards:
 - Students:
 - Create incentives for students to engage in DEI programming, such as creating a DEI scholarship award or funding for professional development/conference attendance for students who significantly contribute to LeBow DEI efforts (DEI Fund).
 - Faculty/Staff:
 - Incentivize attendance/participation in DEI programming by offering DEI PTO time (similar to civic engagement time).
 - Incentivize faculty/staff engagement in DEI programming by adding a DEI component to annual performance evaluation.
 - Incentivize departments to attract and retain diverse talent through a Diversity Scoreboard.
 - Provide awards to recognize impact in advancing DEI at LeBow.

TRANSPARENCY & ACCOUNTABILITY:

Create methods to hold individuals and units accountable for actively participating and engaging in the advancement of DEI initiatives at LeBow and create transparency around these advancements.

Strategies:

- Transparency:
 - Create a LeBow College of Business DEI Dashboard to assess and measure progress of DEI initiatives by department, including recruitment, retention, engagement, programming, and learning and professional development.
- Accountability:
 - Create an area for faculty to report DEI-related service in the FARE system.
 - Report faculty involvement in DEI in the College's annual report to the University.
 - Report DEI related course content or how courses are being modified to incorporate DEI in the teaching section of the annual report in FARE. This should be reported course by course and should include in the previous year's data for accurate measurement.
 - Faculty/Staff Career Advancement:
 - Add a DEI component to the tenure and promotion assessment.
 - Add a DEI component to the Annual Performance Review.

CONCLUSION AND NEXT STEPS

The action group is proud to share its report and recommendations with the Dean, the LeBow community, and other stakeholders. The LeBow College of Business aspires to be a leader in diversity, equity and inclusion by creating a culture of belonging, transparency and accountability, and these recommendations are an important step toward achieving that vision. The action group looks forward to working with the entire LeBow community to make this vision a reality.

APPENDICES

SUB-COMMITTEES:

Student Support

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ASSESSMENT:
Charge: August 2020

The LeBow College of Business Diversity, Equity and Inclusion Action Group was created to further the support of our Black community and other marginalized groups within LeBow.

The DEI Action Group is Focused on Three Primary Goals:

- Advancing access and equity
- Recruiting and retaining a diverse student body & workforce
- Supporting an inclusive campus culture

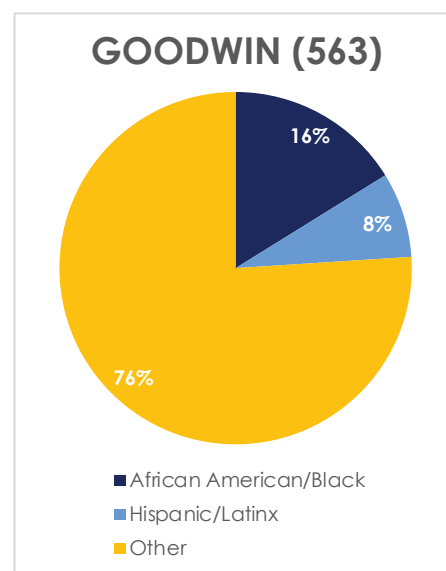
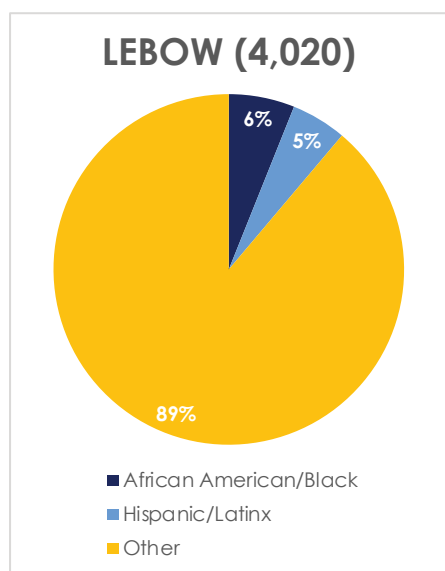
Specific areas of focus for the working groups will include student life, recruitment and retention, curricular and extracurricular programming, experiential learning opportunities, inclusive teaching practices, and policies and procedures aimed at creating a culture of awareness and inclusion. This will be a data-driven endeavor and will include creating a DEI “dashboard” to be used in reviewing practices and policies.

The Action Group will also support and collaborate with University Anti-Racism Task Force, as well as other University groups focused on inclusive, equitable and diverse initiatives.

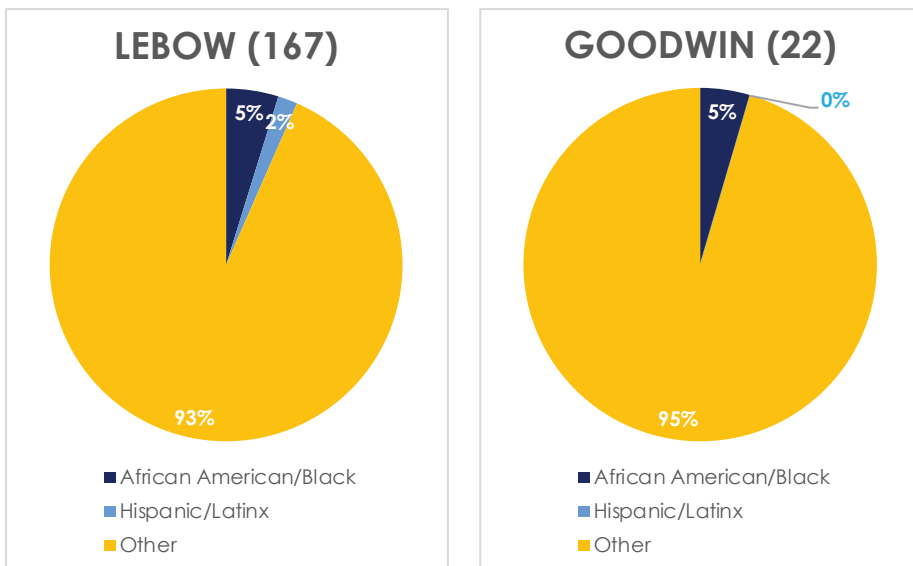
ASSESSMENT: LeBow and Goodwin Demographics



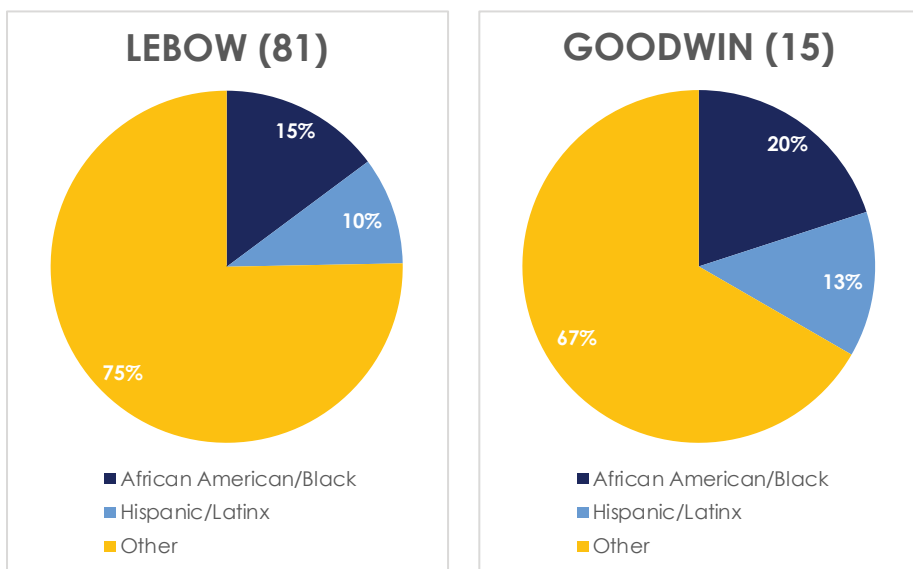
ASSESSMENT: Student Demographics



ASSESSMENT: Faculty Demographics



ASSESSMENT: Staff Demographics



ASSESSMENT:
New England Resource Center for Higher Education (NERCHE)**ASSESSMENT:**
Assessment Focus & Sub-Committees

- Philosophy & Mission
- Faculty Support
- Curriculum
- Staff Support
- Student Support
- Administrative Leadership
- External Affairs & Community Partnerships

PHILOSOPHY AND MISSION

- **Stage 1:** Emerging
- **Summary:** DEI does not appear to be a priority from a philosophy and mission standpoint:
- **Indicators:**
 - Absence of college-wide definition for DEI.
 - The college does not have an official strategic plan for advancing DEI. Although inclusion is a named value, the current strategic plan is focused on college research, industry and economic outcomes, not DEI.
 - Little of the college mission can be interpreted as being related to DEI.
 - DEI stands alone and is not tied to other important, high profile efforts on campus. However, LeBow Learning Communities, Underrepresented Minority Scholarship, BRIDGE, NAIOP, and Dornsife Office all stand out as positive programs.
 - The college does not include DEI as factors that meaningfully contribute to disciplinary, institutional, and other accreditation efforts. DEI and their relationship to the local community's geographic and cultural history appear not acknowledged nor widely understood by LeBow. Subgroup members were somewhat confused by how the college rated on these indicators, illustrating that LeBow has some work to do (e.g. can do better).

FACULTY SUPPORT

- **Stage 1:** Emerging
- **Summary:** A survey of faculty was conducted to assess perceptions. The sample size was quite low, approximately 24% so the findings should be considered with caution and as exploratory data that needs follow up. While the College seems to be at an Emerging stage, there does seem to be a small group of engaged and interested faculty who could be leveraged to help engage and educate others.
- **Indicators:**
 - A substantive number of responding faculty felt that they themselves had some knowledge of DEI but felt that other faculty were less knowledgeable.
 - Most responding faculty do not do research involving DEI nor do they mentor a PhD student doing work in the area.
 - Many faculty said they had discussed DEI issues with the Dean or their Dept. Chair, and responding faculty felt that there is an inclusive and equitable environment in LeBow, so from a perception perspective the Faculty feels that the College is Developing in this area.
 - The responding faculty largely felt that rewards for engaging in DEI, and development and incentives to engage in DEI are largely missing in LeBow.

CURRICULUM

- **Stage 1:** Emerging
- **Summary:** 130 faculty emailed Response rate: 31/130 = 24%. Knowledge and Awareness in Relation to DEI (emerging) Curriculum and Academic Departments (emerging) Co-curricular (faculty emerging; staff developing) Faculty Teaching and Learning Strategies and Methods (emerging) Teaching and Learning Resources (emerging) Student Learning Outcomes (emerging) Service (emerging) Research (developing) Academic Departments Assessed as part of Curriculum.
- **Indicators:**
 - Although the average number of assignments that directly address DEI was 1.3 per course, this was driven by outliers and the median course had zero such assignments. The university lists many courses with DEI related content, but only eight are in LeBow.
 - Only a third of faculty who served on curriculum committees thought DEI was considered moderately, quite, or very important whereas two thirds thought it was considered not at all or a little bit important when developing new courses or programs.
 - A minority of faculty agreed that they actively consider/purposely incorporate DEI content. Also, a minority indicated that they have a clear understanding/know how to create an environment for including DEI in the classroom. Very few faculty had participated in DEI training or instruction, but a large majority indicated a willingness to participate.
 - Only around 15% of course contain DEI related learning objectives. Although it may not be appropriate for every course, most faculty thought there was an opportunity to include DEI content in their courses.
 - Nine of thirty-three faculty reported that they conduct research that specifically addresses DEI which is fairly large fraction considering that it's not realistic that all faculty would conduct research in this area.

STAFF SUPPORT

- **Stage 1:** Emerging
- **Summary:** Our assessment revealed that there is much room for education and support. The same individuals attend & support DEI programs and unless you identify with a marginalized population, DEI is not viewed as a priority. There is a perceived lack of awareness and involvement. BIPOC staff are often responsible for creating a welcoming and supportive environment for students.
- **Indicators:**
 - Unless your manager prioritizes DEI there are no imperative to institutionalize DEI.
 - Requests for funds to attend DEI programming/conferences are frequently met with objections.

- Enrollment for internal training and programs are not encouraged and frequently up to the staff member to seek out.
- Actions appear to be performative rather than a prioritized culture of inclusiveness, equity and diversity in which ALL are held accountable for creating.

STUDENT SUPPORT

- **Stage 1:** Emerging
- **Summary:** Survey data in terms of respondents' race, revealed measurably different experiences and perceptions of DEI at LeBow between the Black/African American population and the White population. Students reported that LeBow should improve in diversifying the faculty, increase leadership opportunities for Black and Hispanic students, provide more education and resources on DEI, and integrate DEI components in the classroom. There was high praise for the BRIDGE program, but concern for other underrepresented students not in BRIDGE.
- **Indicators:**
 - 53% of respondents cited negative experiences with DEI inside the classroom, 25% cited positive, and 22% cited neutral. Students reported biases among faculty, no integration of DEI in coursework, no Black professors, lack of faculty/staff diversity, low sense of belonging because of low minority representation and high white peer representation in classes, stereotypes, and class group work as negative experiences with DEI. 44% of respondents cited negative experiences outside the classroom. 40% of respondents cited negative first impressions within their academic departments. During our focus group discussions, students reported being unaware of DEI resources and opportunities at LeBow, lack of integration of DEI in the curriculum, poor communication of resources and opportunities, and a need for better representation among faculty, staff, and peers. We also found that there were high praises of the BRIDGE program among our Black/African American, Brown, and underrepresented students, but concern for minority students who were not in the BRIDGE program.
 - Positive/Negative Experiences with DEI within LeBow Student Organizations: 65% of respondents cited positive experiences with DEI within LeBow student organizations, 29% cited negative, and 6% were neutral.

ADMINISTRATIVE LEADERSHIP

- **Stage 1:** Emerging
- **Summary:** Using the components identified in NERCHE associated with Administrative Leadership, the subcommittee elected to group these components in 3 distinct areas: College Leadership (Dean's Counsel and Cabinet), Human Resources,

and Fundraising and Alumni Engagement. A qualitative method was deployed using interviews and focus groups to collect rich textual data. The consensus of the respondents was that LeBow College was in the emerging stage for DEI institutionalization for Leadership Admin.

- **Indicators:**
 - Program Integration; Communications; Coordination of Efforts
 - Operational and donated funding; Active alumni population; Affinity group specialized initiatives
 - Lack of inclusivity for all diversity across race, gender, and sexual orientation/identification; Lack of professional development resources; Leadership positions will work to promote diversity in their teams.

EXTERNAL AFFAIRS AND COMMUNITY PARTNERSHIPS

- **Stage 1:** Emerging
- **Summary:** This sub-committee examined DEI initiatives from the lens of programming, partnerships, research, and communications. Through anecdotal experience and review of the website we determined that although LCOB is making some strides in incorporating DEI in these areas, it is not clearly communicated on the website:
- **Indicators:**
 - Although some content is listed there is a lack of effort in connecting with DEI and lack of consideration of the user perspective/experience (student vs. parent, community group vs. corporate partner).
 - Items listed appear performative rather than integrated into the culture at LCOB. There is no clear standard.
 - As an alumnus, I have yet to see any targeted marketing to share DEI related initiatives and how I can be involved.
 - It has only been through this committee that I have become aware of the DEI offerings of LCOB.

SUMMARY

Overall, the data collected and shared reflects that LCOB is at a Stage 1, Emerging Stage with regards to recognizing DEI as a strategic priority. There are examples of great work being done however this is often not communicated effectively. There are large gaps in student, faculty, and staff experiences and perceived awareness and knowledge of DEI at LCOB.