

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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**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.