

**Drexel University Anti-racism Task Force
Community Engagement Committee
Executive Summary**



Committee Co-Chairs

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Committee Members

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COMMITTEE CHARGE

Reassess and reimagine community-engaged teaching, research, and learning approaches for projects in partnership with the Black community in West Philadelphia.

PROCESS

- Held weekly meetings as co-Chairs (sometimes more depending on tasks), bi-weekly meetings as a full committee, and bi-weekly meetings with our subcommittees. The Chairs also met with Lucy Kerman periodically. We are grateful for the significant amount of time and effort that all committee members put into this process.
- We established a shared vision, desired goals and outcomes, shared definitions of terms, and established group norms and commitments.
- We divided our team into 3 subcommittees to utilize the various strengths and interests of our committee members. We created the following subcommittees to more thoroughly examine the following:
 - 1- Internal Drexel policies and procedures as they relate to community engagement (CE)
 - 2- External impact and historical implications of Drexel's CE practices
 - 3- Best practices for predominantly white institutions (PWIs) to employ antiracism in all aspects of engagement with marginalized/Black communities
- Co-chairs attended a Community Collaborations Committee meeting led by Karen Lewis
- We conducted three community focus groups with stakeholders from Karen's Community Collaborations Committee, members of the Dornsife Center's Community Advisory Committee, and leadership and youth from Mantua Civic Association.
- We distributed a survey to Drexel Executive Council
- Co-chairs met with Drexel for PILOTS Action Team
- All committee members had several informal conversations with Drexel's internal community members and members of local Philadelphia communities.

KEY DEFINITIONS

The need for consistent and accurate definitions for key terms was essential to establishing a shared understanding and building trust within the CE committee and when communicating with key stakeholders. Below are the definitions that have led the work of the Community Engagement Subcommittee:

- **Racism:** A system of advantage and oppression based on race. A way of organizing society based on dominance and subordination based on race. Racism penetrates every aspect of personal, cultural, and institutional life. It includes prejudice against people of color, as well as exclusion, discrimination against, suspicion of, and fear and hate of people of color.

- **Anti-racism:** An antiracist idea is any idea that suggests the racial groups are equal in all of their apparent differences and that there is nothing wrong with any racial group. Antiracists argue that racist policies are the cause of racial injustices.
- **Anti-oppression organization:** An organization that actively recognizes and mitigates the oppressive effects of white dominant culture and power dynamics, striving to equalize that power imbalance internally and for the communities with which they work.
- **White supremacy:** The idea (ideology) that white people and the ideas, thoughts, beliefs, and actions of white people are superior to People of Color and their ideas, thoughts, beliefs, and actions. Drawing from critical race theory, the term "white supremacy" also refers to a political or socio-economic system where white people enjoy structural advantage and rights that other racial and ethnic groups do not, both at a collective and an individual level.

METHODS

Our data collection process included a mixed methods approach inclusive of quantitative (descriptive) and qualitative data gathering through the aforementioned surveys and focus groups/meetings with community members.

FINDINGS

- **A Framework for Best Practices for Anti-racism and Predominantly White Institutions' Community Engagement:**

Using Critical Race Theory as a foundational framework, our committee collected and proposed actionable responses to racist practices that are common among PWIs and/or anchor institutions and are also applicable to Drexel University and its relationship to neighboring communities and community-building. Results are displayed in Figure 1. Each specific racist and supremacist example listed is followed by a suggested corrective action. It is also important to highlight that intention behind each example is irrelevant to the experience of community members affected. Defensiveness, for example, in itself can be an unconscious white supremacist reaction, as it both denies a lived experience and ascribes the discomfort of the racist action to those attempting to name it as such.

Antiracist Community Engagement at PWI

Racist Practices of Community Engagement**		Proposed corrections at the community level		
Mission drift	<p>Prioritizing funding over mission</p> <p>Prioritizing partnerships with organizations that engage in practices that go against the mission or harm the community.</p>	<p>Do not compromise--stick to the mission. Uphold virtue. If the argument must be framed by self-interest (to purseholders), consider costs beyond the financial--costs to credibility, reputation, and morale.</p>	<p>Avoid conflicts of interest. Question partnerships with organizations who contribute to community issues (i.e. displacement) Exit these partnerships or pressure partners to change their practices.</p>	
False generalizability	<p>Assuming community needs based on too few surveys/too few participants.</p>	<p>Expand and diversify survey sample size. Broad and patient research will yield a more accurate picture.</p>		
Tokenization	<p>Unfair burden of responsibility placed on Black employees and partners. Outward optics of anti-racism result in internal racist practices.</p>	<p>Do not exploit employee cultural identity for institutional aggrandizement. Compensation over volunteering.</p>		
Overcorrecting through sense of urgency	<p>Fast results over true allyship, community feels unheard. Fosters resentment and hampers participation.</p> <p>Highly visible change as more valuable than long-term.</p>	<p>Establish realistic timelines with room for diverse perspectives and democratic process.</p>	<p>Patient leadership demonstrates empathy and active listening.</p>	<p>Choose good results over urgent ones.</p>
Metrics as paramount	<p>Quant over quality</p> <p>Friction between content and process</p> <p>Dismissive of lived-experience</p>	<p>Establish qualitative goals and values in workplanning</p>	<p>Make room for feelings. Seriously. Budget time for this.</p>	<p>Agenda/process flexibility. Room/time for error, to pause, correct, consider reevaluating earlier process steps.</p>
Power hoarding	<p>No true shared governance</p> <p>Assumptions that change-seekers are ill-informed or inexperienced</p> <p>Suggestions for change are internalized as threatening to leadership</p> <p>Fear of open conflict</p>	<p>Power sharing as part of mission</p>	<p>Acknowledge room to learn, emphasize empathy</p>	<p>Normalize challenges to leadership, engage with conflict</p>

Adapted by the Drexel University Community Engagement Anti-racism Subcommittee

*dRWorks 2000 & BlackInEngineering 2018. **these are not siloed

***Bold face text has been confirmed through our subcommittee as a racist practice identified by the Drexel University community

- **Survey Findings**

We distributed an online survey to the Drexel Executive Council that sought to assess the following questions in each school, office or department led by its members (see data in Appendix II)

- Which university units participate in direct engagement with local communities and is engagement tracked in any systematic fashion?
- Do current policies and procedures exist to guide that unit's community engagement efforts and what is the anti-racist nature of the policies and procedures?
- Have units instituted any community engagement training for their faculty staff and are units engaged in any explicitly anti-racist community engagement trainings?
- Are units interested in support for the evaluation of their community engagement practices?

Key findings from a total of 52 respondents:

- 75% (39) of respondents reported that their unit participates in work, programming or research within the local community
- Only 37% (19) respondents report that their unit has a listing of everyone who is leading/facilitating activities, work or research in local communities. More than half of those report not having a regularly planned update of that list
- Only 16% (7) report having a value statement that guides their community engaged work. 24% (11) are unsure if a value statement exists in their unit for community engaged work
- Only 39% (17) of respondents reported that their unit has formal or informal policies or procedures guiding community engaged work, and that 19% feel that those policies are explicitly anti-racist
- 73% (29) of respondents reported that their unit has not instituted staff or student training (mandatory or non-mandatory) for engaging with local communities, and 62% (24) reported that they need additional support or training on evaluating your community engagement efforts

- **Community Focus Group Findings**

We held two community meetings one on 12/17/20 and the other on 1/26/21. We invited over 30 people and had a total of 23 local residents and civic leaders participate including two youth. These participants represented six West Philadelphia Neighborhoods in and around the West Philadelphia Promise Zone; 10 civic, faith and community development organizations; and various age ranges. We collaborated with the ARTF's Community Collaborations Committee to connect to these participants.

Focus Group Guiding Questions

1. How do you think the community has experienced racism from Drexel individually, systemically or culturally?
2. What is the most important factor in anti-racist community engagement from Drexel?
3. What would anti-racist Drexel-community engagement look like?

Our team analyzed data by employing a thematic analysis of transcribed focus group data. Overall, community members identified various challenges and racist experiences that they and their fellow community members have encountered such as displacement of long time community residents with rising housing costs and a new Powel/SLAMS school that many fear will no longer serve predominantly Black students and families, community residents feeling unwelcome in their own neighborhood (in parks and other public places), as well as racism and profiling in Drexel policing culture.

A few of the salient comments from community member focus groups:

- *The most important factor in anti-racist community engagement: Changing personal racial beliefs - looking at the vestiges of colonialism that have infected the country - specifically Philadelphia - specifically DU . Then, there's students bringing racist culture and beliefs into the university and community. Protecting personal beliefs keeps racism culture alive. It's about people's personal racist beliefs - no matter where they came from, or from what time. People's personal racist beliefs need to be explored.*
- *Part of the problem is that DU does not have a large portfolio when it comes to working with communities - they weren't a community type school. The change of administration saw a new model - the Penn model - but they did NOT do their homework in doing this. They don't know how to do what they're trying to do. They're not listening to people at higher levels, because they don't know how to do what they're trying to do. They need to go back and rethink - are we really in this for the right reasons? Or is it because more areas are going to become promise zones? Are they good reasons to be here? Go back and do homework on what it means to be community engaged.*
- *DU as it exists - if it is to become antiracist - then the student body and the faculty would look like the community it sits in. Everyone that goes there comes from outside Phila and the neighborhoods - and they want to build things and have things - there's no reason why people in our communities can't be the best engineers in the world - comes across like a charity, and we have things and will give them to you in little bites - it's not about building reputation by bringing in brilliance right from Phila. Look at numbers of faculty and students that come and stay in Phila to be at DU. When DU goes out to do work - so much research into what is a "good school" is inherently racist. If we are antiracist, we look at students and see potential. Most importantly - consistency, and being part of a community over time. Using community without benefiting the community is racist.*

- *When I hear of Drexel, I'm not interested in going to Drexel when I grow up. There is a lot they could do to be more inclusive... When I used to go to the Rec Center whenever the Drexel kids would come to volunteer, there are rarely any African American students, usually white students. This showed me at an early age how little the minorities are at Drexel. I have two close friends who their sisters go to Drexel but they are Indian and Sudanese, it's only 2 students of color that I know go there.*
- *Messaging is important, especially about which spaces are considered "safe". Not necessarily communication from Drexel but from other students, etc. fear is a factor for Drexel students. Seem to be more nervous than Penn students for whatever reason (with roots/undertones in race)*
- *Drexel was not a community-focused school before some of the leadership from Penn came over to Drexel. But those people did not do their homework to learn about how to actually do community work. Systemic problems exist because the university doesn't really know how to do what they're trying to do. They hope to expand, get grant money, etc. rather than really understanding community engagement.*
- *Consistency and being part of the community over a long time. There is a process of using the community needs and leveraging them that don't have a direct benefit to those who live in the community. Using poverty to get funding, but that is not the balance.*
- *Drexel needs to clearly define what the university considers "the community" and there should be alignment between who the university surveys and who they service. Police patrol should not be the guideline for (the community). Drexel should provide additional services (in the) footprint with funds besides the Promise Neighborhood grant.*
- *Seeing families coming to SLAMS from far outside the community, but since Drexel is supporting the school, they should be doing a lot more community engagement to help get more West Philly students into SLAMS such as they should be supporting students with the school application process and ensure that support is provided to our community to give access to SLAMS in particular.*

RECOMMENDATIONS

1. **Drexel should publicly and regularly acknowledge, take responsibility for, and develop reparations plan for historical and present day racist impacts of university expansion, and policies and practices on its surrounding historically Black communities.**

Actions

1. Co-develop with community a University - Community Reconciliation Plan

2. Co-develop with community a reimagined vision of what Anti-racist community engagement should be.
3. Establish a reparations plan for Black community members that have been displaced by the university. Reparations would require the university to make amends for the wrong done, and financially support the individuals and families that have been wronged. Indiana University Purdue University Indianapolis (IUPUI) has presented a bold plan for repairing the generational harm that they have caused to their surrounding communities. The full article can be found [here](#), but we have also included an excerpt to highlight the need for Drexel to consider an audacious response to the issues in our own community:

IUPUI is providing new financial support for students with the creation of the Through Their Eyes scholarship program. Founded in 1969, IUPUI stands on the historic homelands of Native peoples and a once-vibrant Black residential community. This new scholarship honors the descendants of those displaced ancestors who once called the Ransom Place and Indiana Avenue neighborhoods home. The name of the scholarship honors the IUPUI Black Student Union's 2006 Black Student Initiative, which was a catalyst for advancing change toward racial equity and inclusion on the campus. Students who are related to the families displaced by the development of the IUPUI campus and are pursuing their first undergraduate degree at IUPUI will be eligible for an award of up to \$15,000, renewable for up to four years.

4. Create a universal channel of communication/reporting between the university and the residents of West Philadelphia to identify ongoing actions and report on progress towards goals of reconciliation plan
5. Anchor reconciliation and reparation plans in Cheryl Harris' article "[Whiteness as Property](#)". *Whiteness as Property* is an important framework for understanding historical contexts and gentrification and displacement of African Americans.
6. For additional Reconciliation Plans and Additional Resources: See Appendix I.

2. Drexel should divest from and reform the current Drexel policing model and invest in a comprehensive campus safety model. Current Drexel University Police Department (DUPD) practices make community residents vulnerable to profiling and police misconduct.

Actions

1. Drexel should reduce the DUPD budget and use funds to expand and support existing Drexel programs and departments to ensure safety, security, and health equity on campus and in surrounding neighborhoods.

2. DUPD should not have access to nor use military equipment including but not limited to, assault rifles, submachine guns, flashbang grenades, sniper rifles, and tear gas.
3. Launch a transparent communication campaign to the Drexel community to share findings of 21CP evaluation of the DUPD. The findings and a clear plan of action should be available to all stakeholders of the University.
4. Develop a strategy to report the quarterly to the community on community engagements and interactions with DUPD. DUPD should also report the outcome of calls by community members reporting inappropriate behavior by those in from the Drexel community.
5. Off-campus policing should be left entirely to the Philadelphia Police Department. There should be clear restrictions of the activities that are allowed when engaging non-Drexel students or staff off campus.
6. Expand security officer guidelines to enforce campus safety - they should remain unarmed and unable to arrest. They should also have a clear jurisdiction.
7. Terminate all conflicts of interest with Philadelphia Police Foundation including ensuring that any executive at Drexel resign from board appointments that create personal conflicts that may lead to unethical decision making.
8. Expand victim services model and related services for post-emergency response including the authority and practice to report sexual assaults and hate crimes committed by Drexel students/staff as violent offenses
9. Reserve Drexel Guardian Alert system for campus-wide emergency communications and implement language guidelines to ensure that messages do not promote racial profiling and further marginalize Black community members (i.e. Black male armed robbery)
10. Involvement of Drexel police or resources with the Philadelphia Police Department actions off-campus should be prohibited

3. Drexel should be bold and trailblazers in championing access to equitable educational opportunities for Black students residing in West Philadelphia i.e. Promise Neighborhood.

Actions

1. Drexel University should pay PILOTs to the City of Philadelphia. These payments should be in addition to SILOTs which can undermine the possibility of self-determination in West Philadelphia neighborhoods over generations, relying on institutional memory outlasting community and inter-generational memory to do so.
2. Drexel must consult with stakeholders and advocates for equity in public schools, including but not limited to: The School District of Philadelphia (SDP), The Philadelphia Federation of Teachers, and the Our City Our Schools Coalition.
3. Work with SDP and community partners to prevent Powel/SLA-MS from becoming disproportionately white (such as in the story of Penn Alexander School) overtime as

current trending in demographics in the catchment area indicate an upward trend in displacement of Black families.

4. Data dive into trends in demographics in SDP, for example: What is the current racial makeup of Powel/SLA-MS in comparison to the demographics of the district and other neighborhoods.
5. Any Drexel group interested in partnering with Powel/SLA-MS must demonstrate understanding of anti-racist frameworks and center these within their partnership.
6. All potential collaborations from the university must be vetted to ensure they work to support the K-8 [students, families](#), school faculty, and staff in ways that are anti-racist and not burdensome to the school community.
7. Refer to several relevant articles in Penn Netter Center's [Universities and Community Schools](#)

4. Drexel should promote a culture of respectful and equitable community engagement.

Drexel's community engagement efforts have at times been insensitive and sometimes harmful in regards to research, teaching, and service.

Actions

1. Charge the Office of University and Community Partnerships with the oversight and support of all university sanctioned community programs, research, services and other engagement efforts. This office should be aware of all proposed community engagement efforts. This centralization would allow the office to:
 - a. Develop a set off anti-racist values and principles that underpinned all community engagement from the university
 - b. Direct and support all university-community engagement efforts in partnership with the university's schools, colleges, and departments.
 - c. Develop anti-racist community engagement trainings and roll out plan. This training would be required and must be completed by all who are interested in participating in community engagement efforts before that work begins. Current projects would have a specified amount of time to complete the training in order for the project to continue. There may be different versions of this training for students, faculty, staff, alumni, and others within the Drexel community.
 - d. Faculty, staff and students who do not already utilize anti-racist practices in community-based work should not be able to engage with community at all until they build their capacity to do so and demonstrate a commitment to antiracism..
 - e. Establish clear entry points for the community to engage with the university, both in-person and online, possibly through:
 - i. An easily-seen portal or tab on the Drexel home page (see University of Pittsburgh, <https://www.pitt.edu/>)

- ii. A man HUB within the Dornsife Center for Community Partnerships where community members can come in person to discover more about any of the Universities community engaged efforts, report challenges members of the local community may be having with members of the Drexel community, suggest joint efforts that would be beneficial to the university and local community, and make suggestion about how the university-community relationship can be improved.
 - f. Establish a system for tracking all community engage work university-wide, making it transparent and searchable for all
 - g. Evaluate the collective impact of Drexel Community engaged efforts.
- 2. Acknowledge and respect relationships between students, staff and faculty of color who engage with communities of colors through their work. These staff members have a unique challenge of genuinely representing the perspective of the members of those communities and helping move toward their stated goals, while at times feeling pressured to enact university practices that they are aware may be harmful to those communities. Navigating these relationships can exhort a high amount of emotional stress, takes a high level of skill, and pulls at the student's, staff's or faculty member's social capital. This additional burden can be acknowledged in several ways, here are a few: celebrating those individuals to the entire university, educating other members of the university community on the outsized burden these members of our community are expected to take on, fully providing the resources needed by the individuals doing this work to be successful, and investigating a compensation model for this additional burden.

5. Drexel should co-create with the local community, a culture and expectations of respect for its neighbors in surrounding communities and beyond to be followed by all students and staff of the University. The university must be aware that its expansion into west Philadelphia neighborhoods, both directly or indirectly, has too frequently resulted in local residents feeling unwelcome in their own neighborhoods. The university has received several reports that its internal community members, especially students, have been disrespectful to local residents. Anecdotal evidence reports this reality being more apparent among the university's white students when in contact with Black residents.

Actions

1. Establish a University and Community good neighbor initiative whose aim will be to support students to fulfill Drexel and the community's expectations for being good neighbors. This initiative will create training opportunities for students, and plan engagements between students and local residents allowing them to build community. This would be a partnership between UCP and Drexel Student Life, who should have a

permanent presence within the community to support the needs of its students and the interest of the local community in which that students now live.

2. Develop a plan to promote a welcoming practice for community members to be on campus to access resources and enjoy campus assets. This plan should include visible messaging to the community about which assets are available to them. The University or its students should not claim ownership over public spaces (i.e. Drexel Park). Examples:
 - a. Drexel should allow residents from within the Promise Zone to gain membership to the Drexel Recreation Center at a greatly reduced cost.
 - b. Drexel should allow residents within the Promise Zone to gain access to the Drexel Library and its resources.
3. Institute a mandatory racial justice and anti-racist orientation for students in a city where over 40 percent of the population is Black or African American, attending a university where a little over five percent of the first year students are Black or African American.

6. Drexel should be proactive to eliminate and stop contributing to inequitable practices in real estate development that put the community at risk for displacement due to increasing housing cost burden

Actions

1. Drexel should review the impacts of the Home Purchase Assistance Program to ensure that it has not and will not lead to increased displacement of Black residents. If it is to go forward the university should develop criteria to determine eligibility for employees who are interested in the Home Purchase Assistance Program, including but not limited to showing a commitment to be an active member of the community by attending community events and meetings, showing knowledge of existing community development plans, and agreeing to be active within the respective community towards that communities defined goals.
2. Renegotiate partnerships with developers such as Brandywine Realty Trust to require that they commit to equity in their Drexel affiliated projects. See [here](#) for list of equitable practices in real estate and development
3. Create a process to screen real estate partners to ensure that they are aligned with antiracism, social justice, and community engaged values. Measures need to be put in place and revisited on a regular basis. Seek to build partnerships with organizations who are leaders in reversing historical inequities due to residential segregation.
4. Create an advisory group of community members who will review any University proposed purchase and site/building plans for property within local residential neighborhoods. These group would have the ability to decline the purchase.
5. Require that any multi-unit off-campus housing buildings endorsed by the university directly or indirectly through partnerships (i.e. Off-Campus Partners) have at least 20% of more of its units available to the general community at a price of no greater than

\$500/month. This price meets the PEW identified Affordability Threshold of 30% of the \$19,958 median household income within the West Philadelphia Promise Neighborhood. Full PEW article, The State of Housing Affordability in Philadelphia, found [here](#).

Based on the 30% affordability threshold, a household earning \$10,000 annually should spend no more than \$250 in monthly housing costs (\$3,000 per year). Each increase of \$10,000 in earnings raises the amount that can affordably be spent on monthly housing expenses by \$250.

7. Drexel should invest significant resources into Drexel's existing hubs of CE (Dornsife, Lindy Center, 11th Street Family Health Services, etc), departments, courses, and research that employ antiracist community engagement. Currently the entities that are dedicated to community facing work have a limited number of staff members and resources which limits their ability to serve the community engagement needs for the entirety of Drexel's campus.

Actions

1. Provide financial and human capital support to expand, and advance the work of our existing hubs of sustained community engagement with a clear anti-racism focus. These offices possess the frameworks, partnerships, research and pedagogical approaches to engaged work needed to support anti-racist practices in community engagement.
 - a. For instance, the Dornsife Center, while often celebrated as the home of the university's anti-racist community engaged work, particularly in West Philadelphia, needs additional funding and staff to support in the following areas: Outreach and Communications, Data Monitoring and Evaluation, some expanded weekday hours and Saturday hours,
2. Faculty, staff and students who do not already utilize anti-racist practices in community-based work should not be able to engage with community at all until they build their capacity to do so, and demonstrate a commitment to antiracism.
3. Students should connect with the Dornsife Center who can inform students about local neighborhoods via newsletters, community dinners, and courses that engage students with members of the local community.
4. Increase financial support and capacity of the Lindy Center to better prepare students, faculty and staff who will engage with the community and continue to recommend anti-racist pedagogy for engaged learning (continued revisions to the CIVC 101 course)
5. Provide the Lindy Center with additional resources for a community staff and/or community faculty to prepare and implement trainings, compensate community members to inform, instruct, and participate in engaged learning courses via stipends

and speaking fees, and allow for more long-term partnerships that ensure community-informed and led academic projects.

6. Community members who serve on advisory committees for various university community based efforts should be compensated for their time and efforts. The university should work with those offices to develop a standard compensation model.

8. Drexel should develop a clear plan to communicate the complete recommendations of the Anti-Racism Task Force to the local community such that the local community can hold Drexel accountable.

Actions

1. Create a summary report of all recommendations and make it accessible to the general public by posting on a public site and distributing to all community stakeholders directly
2. Hold a series of community meetings and listening sessions to hear feedback on the recommendations and suggestions for additions. Utilize successful outreach plans such as the CNHP's Community Wellness HUB's Were Here Because We Care initiative.
3. Share power with the local community in any decision making that stems from this anti-racism work and that will ultimately impact the West Philadelphia community.

LIMITATIONS

- **Equitable representation of community residents in ARTF process:** Co-Chairs initially sought a community leader to become a Co-Chair of the committee and for community members to become permanent members of the committee. Due to the ARTF leadership decision to keep community member involvement centralized, we were told that we could not. This mandate felt like a top down decision which did not sit well with committee members. Particularly, the pushback we received about the need for community voice at the table in our committee. We found this to be one of the major limitations of our work which is representative of perpetuating a racist approach to community engagement, i.e making decisions about folks when those folks and their experiences are not represented at the table.
- **Time:** There was limited time to build a foundation of trusting working relationships within the taskforce co-chairs, chairs of other committees, within our own committee, and with community members. The process was rushed and lacked timely guidance.
- **Lack of overall communication:** The communication was often top-down and there was a lack of consistency with chair meetings, supporting documents, clear definitions of key concepts, and overall progress monitoring.

- **Competing priorities:** Co-Chairs and committee members were conducting this work in addition to existing obligations and continually expanding workloads without compensation for time and effort.
- **General context of current socio-political climate:** There seemed to be a lack of general responsiveness and understanding of stress and burnout, especially considering the series of unprecedented events in 2020-2021. There was also no focus on being cautious to not add excess burden on community partners without fair compensation and equitable contributions.

BUDGET: See Recommendation Spreadsheet

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APPENDIX I

Reconciliation Plans & Additional Resources

Reconciliation Plans

Union University (Jackson, MS and Nashville, TN area)

- Goal 1: Establish the Great Commandment Collaborative, an advisory committee with collaborative leadership to further racial reconciliation and diversity initiatives across campus and community
- Goal 2: Create Campus Space for Center for Reconciliation & Minority Student Resource Center
- Goal 3: Increase the Ethnic Diversity of the Student Populations
- Goal 4: Increase the Ethnic Diversity of the Professional Faculty/Staff Populations
- Goal 5: Provide ongoing Diversity Training for Faculty/Staff Development to improve Intercultural Competency and enhance Racial Reconciliation efforts
- Goal 6: Include/Expand core curriculum and other curriculum opportunities/courses for students to engage in culturally diverse learning with diverse populations.

This plan is jointly sponsored by the [Center for Reconciliation](#), [Center for Intercultural Engagement](#), [Center for Just and Caring Communities](#) and the [Vocatio Center for Life Calling and Career](#).

Truth, Racial Healing, and Transformation (TRHT) Campus Centers (started in 2017; part of Association of American Colleges and

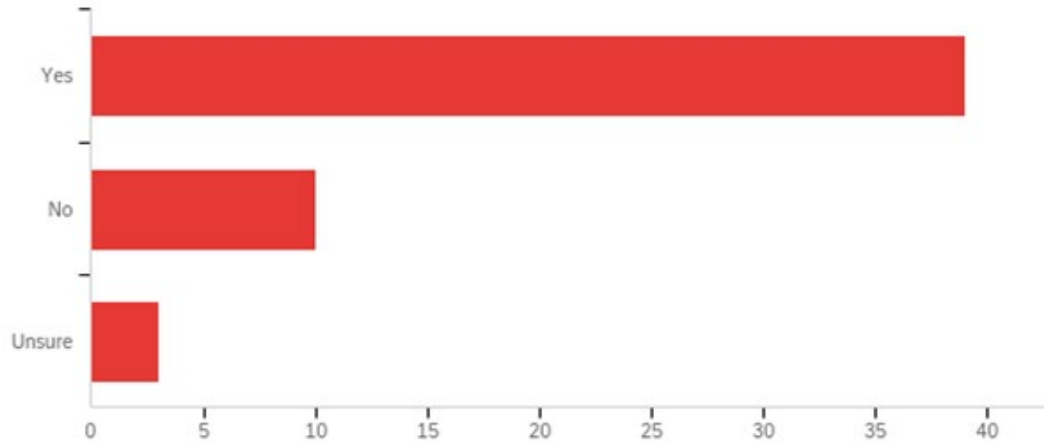
Universities(<https://www.insidehighered.com/news/2020/07/02/report-spotlights-work-10-campus-based-centers-focused-racial-healing-and>)

- Five components
 - Narrative change:
 - Racial healing
 - relationship building
 - understanding and addressing economic, historical, legal, social, and political constructs that perpetuate systemic and structural racism
 - separation
 - law
 - economy
- Report available here: <https://www.aacu.org/we-hold-these-truths>
- [RX Racial Healing Circles](#): extended, facilitated discussions; methodology for bringing people together. “interconnectedness as members of the human family” and “become more aware of the absurdity of the belief in a hierarchy of human value”.
- “Every campus that decides to host a TRHT Campus Center builds an action plan based on the TRHT framework,” McNair said. “The commonalities are that

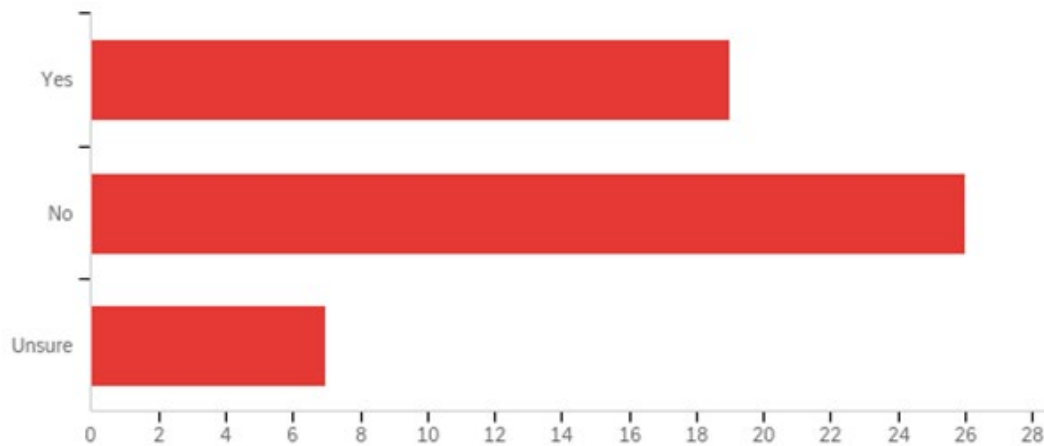
in some way, shape or form every campus is involved with understanding the narrative about race in their campus and their community. They also have a focus on racial healing by helping students, educators, community partners engage in sharing of their narratives so that they can create deeper connections with one another. There is a focus on deep listening, a focus on understanding experiences -- and that is a key part of building relationships and building trust prior to engaging in discussions and actions related to examining racism and racial incidents on our campuses and in our communities. We ask every campus to identify community partners, because we believe strongly that our institutions are not just in the community but of the community.”

APPENDIX II Survey Data

Q1 - Do the faculty/staff in your college/school/office do any work, programming or research within local communities?



Q2 - Does your college/school/office have a listing of everyone in your unit that is leading/facilitating in any activities, work, or research in those local communities?



Q2A - Who is responsible for keeping the list updated (title/position)?

Who is responsible for keeping the list updated (title/position)?

Barrie Litzky and Scott Quitel

No one

we did a scan most recently and we have this information

David Wilson, Vice President

Brian Keech, SVP, OGCR

Community Relations Officers & Administrative Captain

Assistant Director, Talent Acquisition

Research coordinators

Community Relations Officers & Accreditation Manager

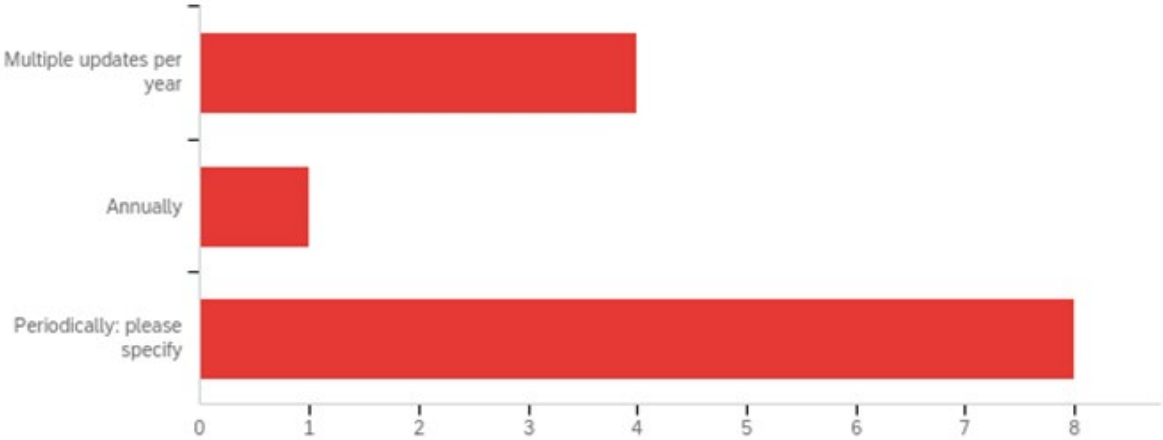
Dr. Vera Lee - Co-PI of the Promise Neighborhood grant and Department Chair of Teaching, Learning, and Curriculum in the School of Education

Marie Fazio, Assistant Dean of Operations and Diversity Officer

Allen Riddick, Director of Supplier Inclusion

Brian Keech, Senior Vice President

Q2B - How often is this list updated?



Q19_3_TEXT - Periodically; please specify

Periodically; please specify - Text

No one gathers this information

see above

As needed

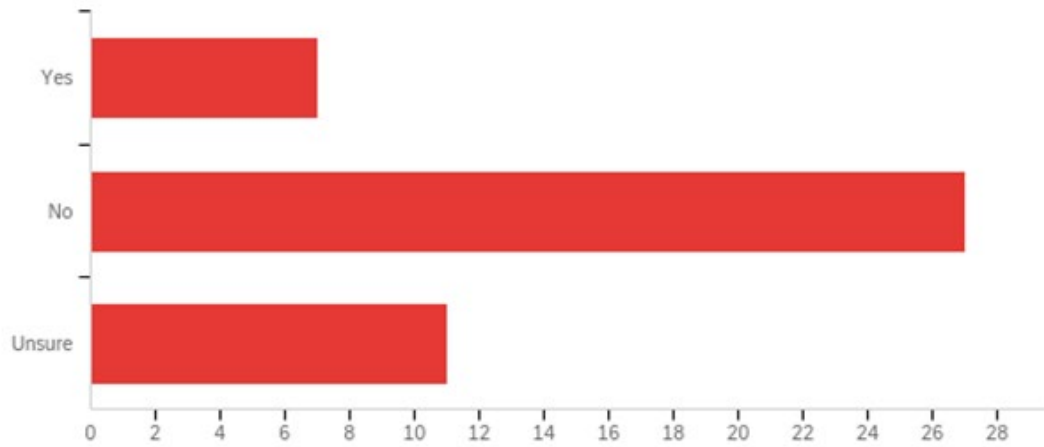
We are a very small office so we really don't need to update it

Based on staff turnover or change in duties/assignment

No regular interval. As needed.

At the pleasure of the SVP

Q3 - Does your school/college/office have a value statement guiding your engagement with local communities?



Q3A - Please share that value statement or a link to a webpage or document with that statement here:

Please share that value statement or a link to a webpage or document with that statement here:

In the College of Arts and Sciences unique Community-Based-Learning courses, students don't just study the issues affecting the world — they study alongside the people affected. In *Prison, Society and You*, students attend class in the Curran-Fromhold Correctional Facility alongside prison inmates, creating a dialogue about crime and justice between those outside and inside of the nation's correctional facilities. In *Urban Farming Communities*, students learn how to plant and maintain an urban green space at a West Philadelphia farm where they volunteer each week. In *Hospice Journaling*, students create life journals for hospice patients to help ailing individuals create a lasting record of their life for their loved ones. In *Connections in Biology*, students teach in an after-school science club at a local middle school on topics ranging from microbiology to genetics. And in *Drexel's Story Medicine* course at a local hospital, students use storytelling to initiate positive moments and memories for children and their families grappling with very serious health issues.

Community-Based-Learning courses are offered in three formats: side-by-side, community hybrid and service learning. Side-by-side courses create a co-learning environment in which Drexel students and community members take classes together. Community hybrid courses are composed entirely of Drexel students and are split between the classroom and community. Service learning courses require service in the community in addition to students' credit hours in the classroom.

<https://drexel.edu/ogcr/about/vp-message/>

<https://drexel.edu/procurement/supplier-inclusion/overview/>

The Dornsife School of Public Health faculty, staff and students are committed to the following: • Health as a human right and the importance of social justice to health • Integrity, rigor, critical thinking, and self-reflection in research, scholarship, and education • Translation of knowledge into actions to improve population health and eliminate health disparities • Sustainable and equitable community partnerships • Inclusiveness, diversity, empathy and respect for others regardless of position or status • Human dignity and open and honest dialogue

Q4 - Does your school/college/office have any formal or informal policies or procedures guiding your engagement with local communities?

#	Answer	%	Count
1	Yes	38.64%	17

2	No	50.00%	22
3	Unsure	11.36%	5
	Total	100%	44

Q4A - Please share those policies or procedures or a link to a webpage or document with the policies and procedures here:

*Two respondents reported that they have “informal” policies or procedures

Before faculty can teach CBL courses, there is mandatory training

<https://drexel.edu/compliance-privacy-audit/compliance/policies/cpo-1/>

https://www.library.drexel.edu/services/services-for/affiliates-and-visitors/?_gl=1*_3nx10i*_ga*ODQzODg3ODQ0LjE1Mzc4MTYzNDM.*_ga_6KJ1PNLE19*MTYwODA4Mz M0MC4zLjEuMTYwODA4MzM1NS40NQ..

Policy Attached to email to John Kirby (see Appendix III)

Policy number HR-70 Civic Engagement Leave

They are informal from working with community partners over the last 20 years and not written

<https://drexel.edu/procurement/policies-resources/policies/>

agreement with West Catholic Prep HS to use our athletic fields at Vidas, we are also open to community members for our rec ctr, we also have agreement with Squash Smarts a community academic and sports development program for under-resourced children

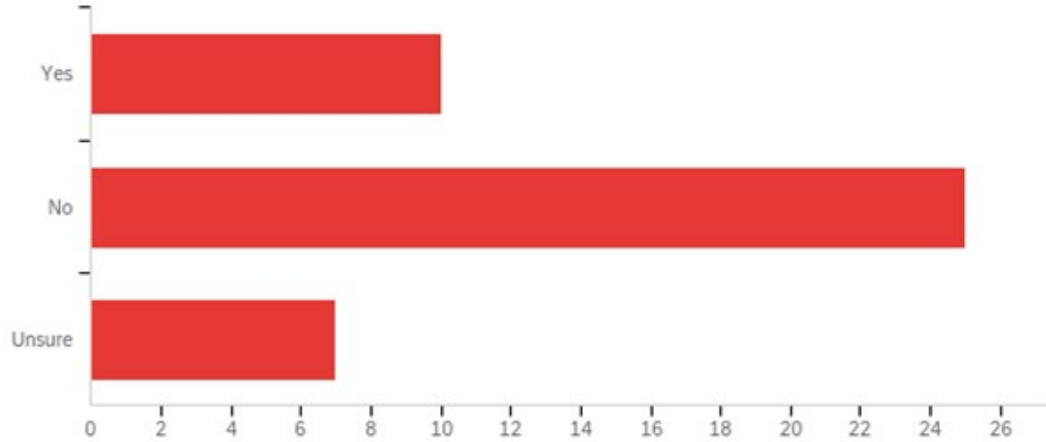
informal policy to provide all "partners" with the highest quality of customer service experience

Has to be discussed with SVP

Q4B - Would you consider those policies and procedures to be explicitly anti-racist?

#	Answer	%	Count
1	Yes	18.75%	3
4	No	43.75%	7
5	Somewhat	12.50%	2
6	Unsure	25.00%	4
	Total	100%	16

Q5 - Does your school/college/office have any formal or informal policies or procedures guiding your engagement with communities outside of the local communities (outside Philadelphia to abroad)?



Q5A - Please share those policies of procedures or a link to a webpage or document with the policies and procedures here:

Please share those policies of procedures or a link to a webpage or document with the policies and procedures here:

Informal

<https://drexel.edu/research/compliance/human-research-protection-new/research-participants/>

news items on international students over the years

Attached to email to John Kirby (See Appendix III)

Policy number HR-70 Civic Engagement Leave. We are also encouraged to be active in supporting community organizations.

<https://drexel.edu/procurement/policies-resources/policies/>

Must be discussed or requested from SVP

Q6 - Has your school/college/office instituted any staff or student training (mandatory or non-mandatory) for engaging with local communities?

#	Answer	%	Count
1	Yes	20.00%	8
2	No	72.50%	29
3	Unsure	7.50%	3
	Total	100%	40

Q6A - Who provides this training?

Lindy Center for Civic Engagement

HR and Procurement

Brian Keech, SVP

Community Relations Officers attend training at various times through various agencies

Depends on university policy

Allen Riddick and OED

Peter Roby Consultant, also our staff

Summer Urban Health Insititute Course on Community Based Participatory Research. Other regular curricular offerings on CBPR.

Q6B - Please briefly describe the training.

Please briefly describe the training.

I cannot

Lobbying and Campaign training - Interaction with Government

Training through Pa. or NJ Commission on Crime & Delinquency; Pa Police Municipal Training, Etc...

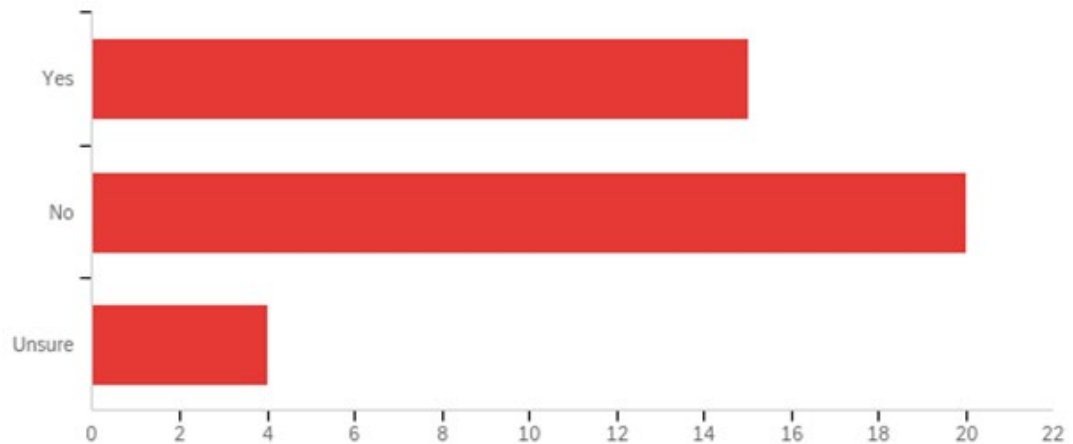
Internation with Minors

Allen trains our team on supplier inclusion. OED trainings on inclusion and bias.

Orientation for all student-athletes, workshops and training sessions for staff and coaches

Short summer course (one week). Some masters level courses that are part of our curriculum. Not mandatory and not available every year necessarily. S

Q7 - Is your school/college/office engaging in any training on anti-racist community engagement?



Q7A - Who provides this training?

internal

Dr. Veronica Carey

work in progress. I would imagine OED

Patience and the CoAS AD for DEI

HR

Reimagined Heritage Consulting

Patience Adjoff Foster

We are starting to explore

a staff committee has invited members of DEI staff

Various training - we have a policy and yearly training in some area

CEO Glenn Singleton from Pacific Educational Group

By "engaging in training," I'm not sure whether the survey means training we create and provide, or training from elsewhere. But if the latter, then primarily from the Lindy Center (although the Writers Room, a CoAS center, also trains as part of its faculty engagement.)

Patience Ajoff-Foster

A small cohort of staff was trained by iPAGE. All staff is being trained by internally provided trainings and we are in the process of hiring a firm for outside training.

Peter Roby Consultant, as well as our staff

Q7B - Please briefly describe the training

work in progress

This was just started but are basic trainings in micro-aggressions, understanding privilege, etc.

Working Through Social Identities Towards Empathy and Inclusion Workshop

Series of staff workshops on history of racism, implications for our work, etc.

Basic DEI training

Not yet developed

previously also had workshops on communications and anti-racial sensitivities

Attached information -

We are going through their "Courageous Conversation" training led by Glenn Singleton

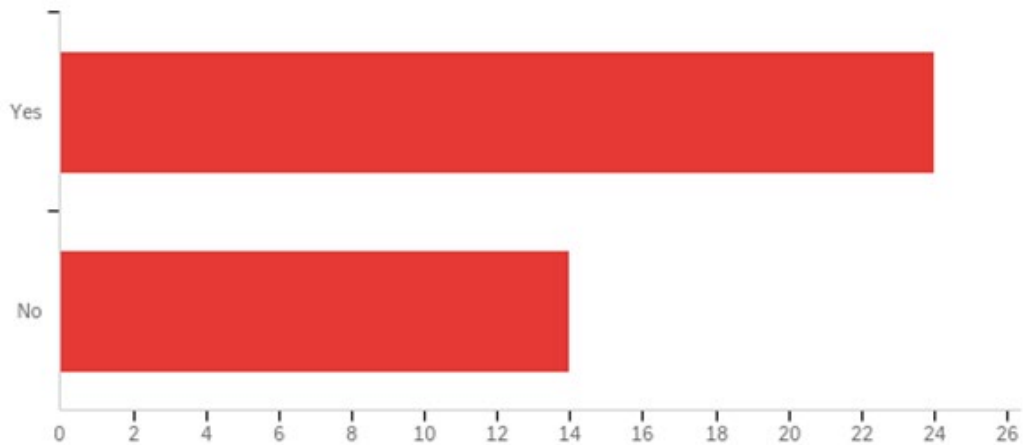
Various trainings. For example, the Lindy Center's 2-day Community Engagement workshop, coming up in January.

Working through Social Identities Towards Empathy and Inclusion Workshop

The training by iPAGE has been over the last two years and is complex. I am happy to share more indepth information. Other training we are looking to do more of is around being an anti-racist.

Includes orientation for all of our student-athletes, specific training for coaches, staff

Q8 - Does your school/college/office want or need support or training on evaluating your community engagement efforts?



Q9 - Which school/college/office do you represent? (Optional)

CNHP

CoAS. I do think that an evaluation on how effective the university is as a whole in community engagement efforts would be welcome. Perhaps this could be done in the context of the McKinsey's recommendations in Drexel Forward.

Finance & Admin

Information Technology

Office of Research & Innovation

office of research

Institutional Advancement

Government and Community Relations

engineering

Westphal

Human Resources

Drexel Libraries

Public Safety

School of Education

CoAS

Administration

CCI

Academy of Natural Sciences

Accounts Payable and Procurement Services

Athletics Department

Kline Law

Drexel Solutions Institute

Office of Equality and Diversity

Appendix III

Risk of residential displacement in the West Philly Promise Neighborhood due to declining income and increasing home values. Based on the Reinvestment Fund's displacement risk ratio, 2011-2018

