



Above: African American Veterans Monument, Buffalo, New York

Pillars of Progress

Pillars Promote...

- Guided Reflection
- Community and Relationship Building
- Transparency
- Accountability
- Growth
- Targeted Change

Informed by....¹

- Multicultural Organizational Development (MCO): Model for social/organizational change
- Diversity and Equity Self-Assessment and Planning Tool (DEAP): Indicators of education inclusion
- EAB (Educational Advisory Board) “DEIJ Strategic Plan Guidelines” (Framework for transformation)
- EDI-A Practice Knowledge and Experience

Compliments Current/Recent Initiatives

- GROWTH Change Teams
- FITE/FISSE frameworks
- SA Inclusion Change Team
- Campus Climate Task Force

Pillar 1: Commitment to Care, Respect, Trust, and Authentic Relationships

- Opportunities for *intentional* relationship building and supportive dialogue (students/faculty/staff)
- Opportunities for constructive feedback by underrepresented students/staff/faculty
- Process for conflict resolution, reconciliation, restorative justice
- Recognition and incentives for EDI-A labor and accomplishments
- Strategies to identify and prevent “cultural taxation”
- Leadership that promotes a culture of open communication, inclusion, and trust

Pillar 2: Commitment to EDI-A Growth and Change

- EDI-A values are imbedded in mission statement, vision, strategic plan
- Leadership explicitly champions Equity, Diversity, Inclusion, Anti-racism through tangible actions and investments
- Leaders/staff/faculty/students demonstrate commitment to EDI-A education and learning
- Leadership, faculty/staff commit to review/eliminate policies/practices/programs that serve as barriers to EDI-A
- Leadership seeks guidance and partnerships (internal and external) to advance meaningful organizational change

Pillar 3: Commitment to Inclusive Leadership and Governance

- Evidence of diversity in leadership and administration (college/department/unit)
- Evidence of diversity in governing committees
- Intentional strategies/efforts to recruit and nurture diverse leaders and talent where none exist
- Examination/elimination of “self-imposed barriers” that prevent equitable/diverse representation within governing bodies
- Evidence of diversity in student advisory committees

Pillar 4: Value Contributions of Diverse Faculty, Staff, Leaders

- Financial investment in EDI-A faculty/staff efforts that prevent cultural taxation

- Intentional recruitment and hiring strategies that place value on EDI-A experience and expertise
- Diverse and inclusive search committees trained in inclusive search protocols and hiring practices
- “Grow your own” opportunities for emerging professionals who contribute knowledge and expertise in EDI-A
- Culturally responsive onboarding and mentoring for new faculty/staff
- Tenure/promotion and staff evaluation policies that place value in EDI A service, teaching, research
- Inclusive nomination process for faculty/staff awards

Pillar 5: Value Talents of Diverse Student Learners

- Intentional recruitment and outreach strategies resulting in diverse student applicant pools
- Inclusive and holistic application review process
- Diverse and inclusive admissions committee members trained in implicit bias mitigation
- Student success strategies that value the experiences and talents of diverse learners
- Inclusive hiring opportunities for student workers/graduate assistants
- Intentional recruitment of diverse students for co-curricular and leadership roles
- Intentional recruitment of diverse students for internships and summer employment
- Mentor/mentee opportunities for students across the diversity spectrum

Pillar 6: Inclusive and Equitable Policies, Procedures, and Outcomes

- Strategic plan that includes measurable EDI-A actions and outcomes
- Budgets/expenditures that support equity goals
- Protocols for policy review/feedback from underrepresented faculty, students, and staff
- Tenure and promotion policies that place value on inclusive excellence in teaching, research, and service
- Incentives for faculty and staff who implement EDI-A innovations

Pillar 7: Inclusive and Equity-Centered Curricula and Student Engagement

- Faculty trained and implementing the six dimensions of the Framework for Inclusive Teaching Excellence (FITE) to support inclusive teaching practices (faculty)
- Staff trained and implementing the Framework for Inclusive Support and Service Excellence (FISSE) (staff)
- Faculty participated in “Courageous Conversations” workshops that promote EDI-A classroom dialogues
- Evidence of diverse student involvement and leadership in cocurricular activities
- Evidence of inclusive/culturally responsive strategies that promote student use of academic advising resources

Pillar 8: Inclusive web, print, and social media content

- Content for websites, print, and social media reflect diverse identities and experiences
- Recruitment materials are intentional in representing diverse student experiences across all disciplines
- Student-focused articles and newsletters are intentional in representing the accomplishments of diverse student leaders
- Articles/newsletters for alumni are intentional in representing the accomplishments of diverse alumni
- Faculty and staff-focused articles and newsletters are intentional in representing the accomplishments of diverse staff and faculty
- Staff/faculty who produce content for departmental/division websites and print material are trained in EDI, anti-racism, and implicit bias mitigation

Pillar 9: Physical Spaces that Promote Belonging

- Common spaces include artwork and visuals that reflect and celebrate diverse identities and languages
- Common spaces are inviting and accessible to/for individuals with ability differences
- Magazines and books in common spaces/reception centers represent diverse authors and publications
- Inviting spaces designated (when possible) for faculty, student, staff interaction and informal dialogue
- Homecoming and other special event decorations reflect diverse identity groups

Pillar 10: Community Partnerships

- Advisory groups include representatives from diverse community organizations
- Faculty and staff receive incentives and recognition for service with local community groups that promote EDI-A
- Intentional efforts are made to invite youth from underserved communities to participate in cultural/educational events and academic enrichment
- Consistent input from diverse community stakeholders embedded into strategic plans

◦ ¹ Cox, T. H., Jr. (2001). Creating the multicultural organization: A strategy for capturing the power of diversity. San Francisco, CA: Jossey-Bass. Jackson, B. W (2006). Theory and practice of multicultural organization development. In Jones, B. B. & Brazzel, M. (Eds.), The NTL Handbook of Organization Development and Change (139-154). San Francisco, CA: Pfeiffer.

◦ EAB (Educational Advisory Board) Institutional DEIJ Plan Starter Kit:
<https://eab.com/research/strategy/toolkit/institutional-deij-plan-starter-kit/>

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- Jackson, B. W (2014). Theory and practice of multicultural organization development. NTL Handbook of Organization Development and Change: Principles, Practices, and Perspectives by Brenda B. Jones and Michael Brazzel, Editors. (<https://equitydiversity.cals.wisc.edu/wp-content/uploads/sites/39/2017/11/Theory-and-Practice-of-Multicultural-Org-Dev-1.pdf>)
 - Jackson, B. W., & Hardiman, R. (1994). Multicultural organization development. In E. Y. Cross, J. H. Katz, F. A. Miller, & E. W. Seashore (Eds.), *The promise of diversity: Over 40 voices discuss strategies for eliminating discrimination in organizations* (pp. 231–239). Arlington, VA: NTL Institute.
 - The Diversity and Equity Self-Assessment and Planning Tool (DEAP): <https://www.queensu.ca/equity/>

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