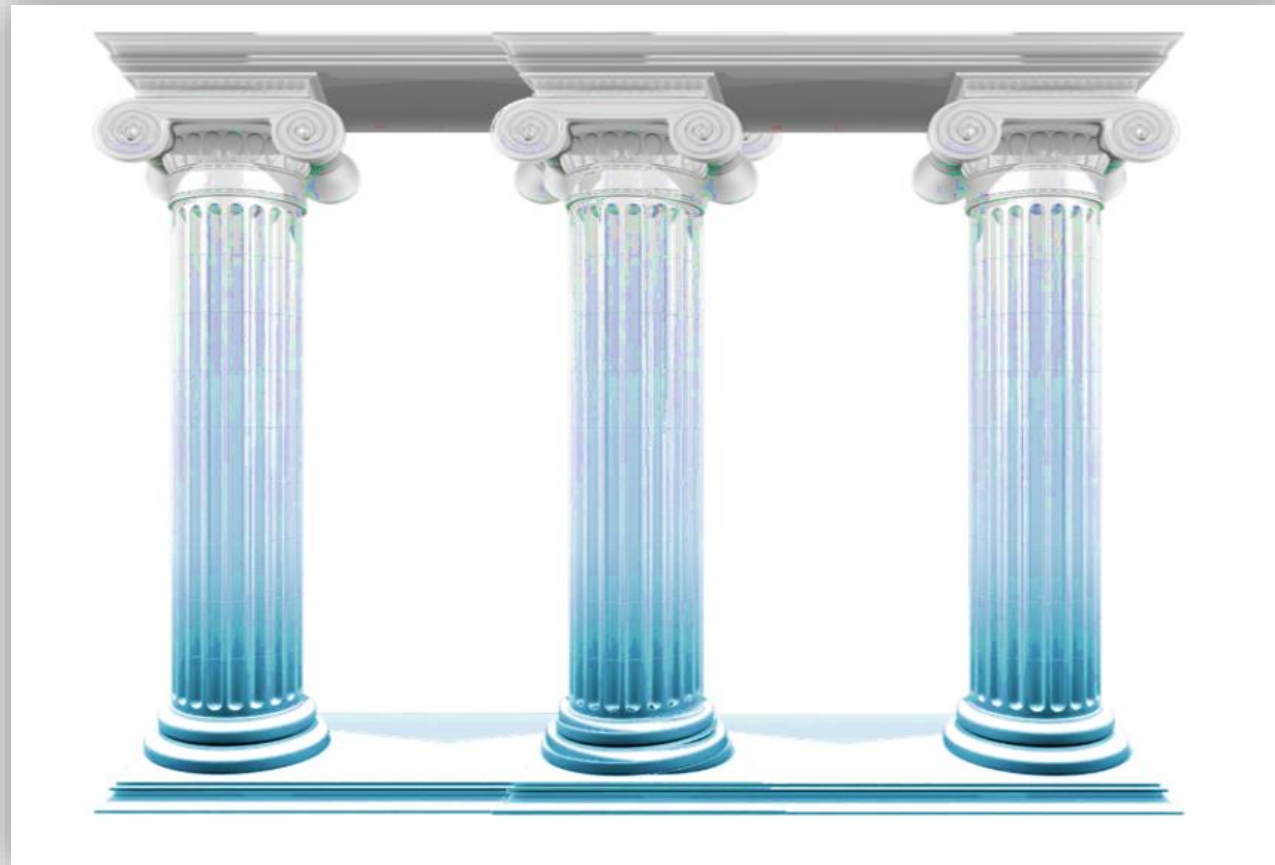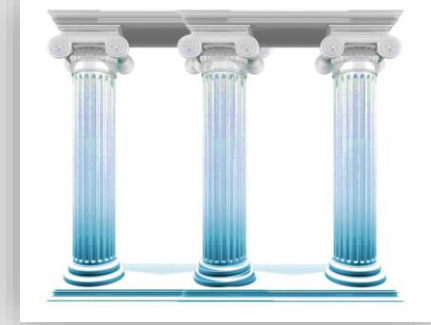# Pillars of Progress:
Tools to Assess EDI-A Readiness and Change

ILLINOIS STATE
UNIVERSITY
Illinois' first public university
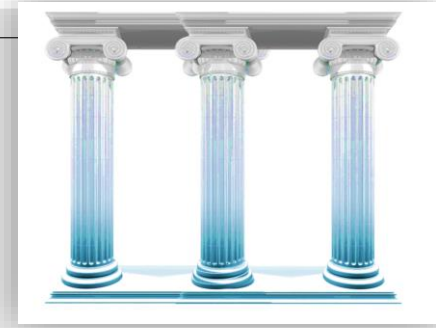
Pillars of Progress:

Tools for:

◦ Reflection

◦ Community and Relationship Building

◦ Transparency

◦ Accountability

◦ Growth

◦ Targeted Change

Pillars of Progress:

Informed by….

◦ Multicultural Organizational Development (MCOD): 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

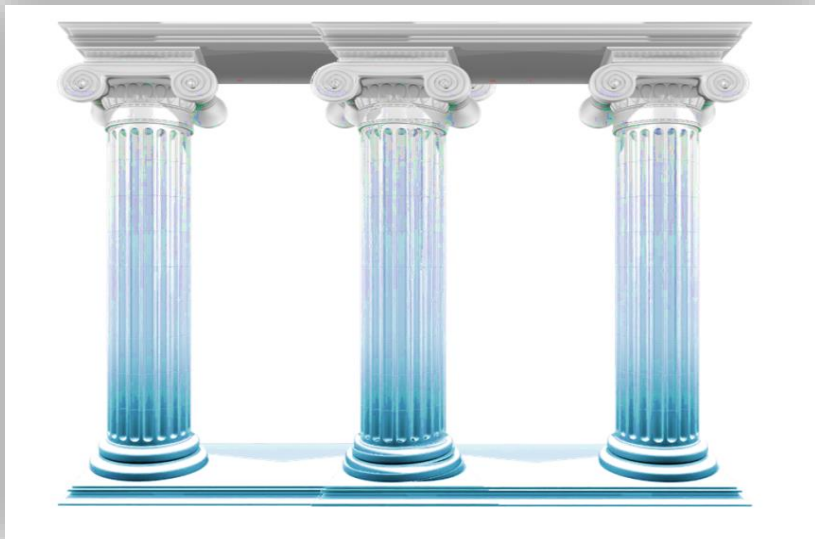# Pillars of Progress:
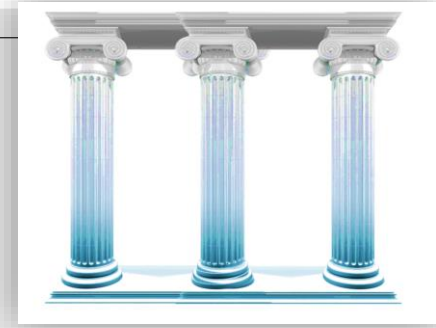
Compliments Current/Recent Initiatives:
- GROWTH Change Teams
- FITE/FISSE frameworks
- SA Inclusion Change Team
- Campus Climate Task Force

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
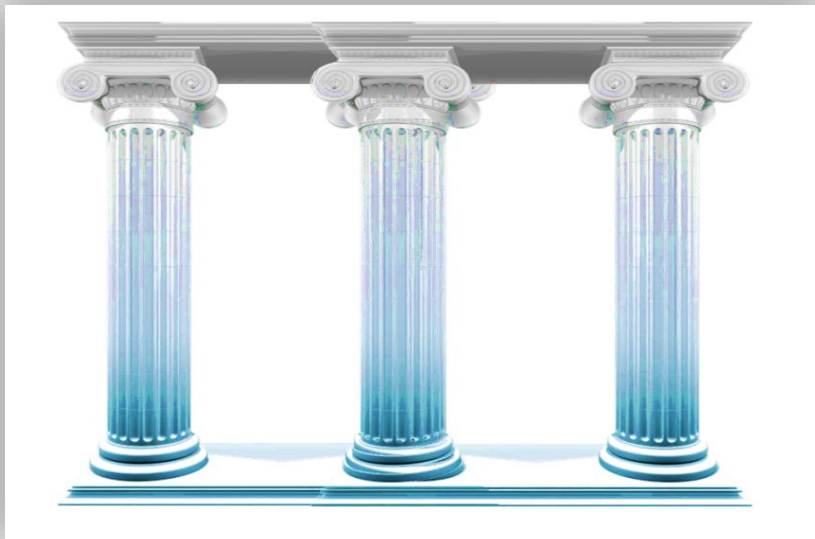
- Evidence of diversity in leadership and administration (college/department/unit)

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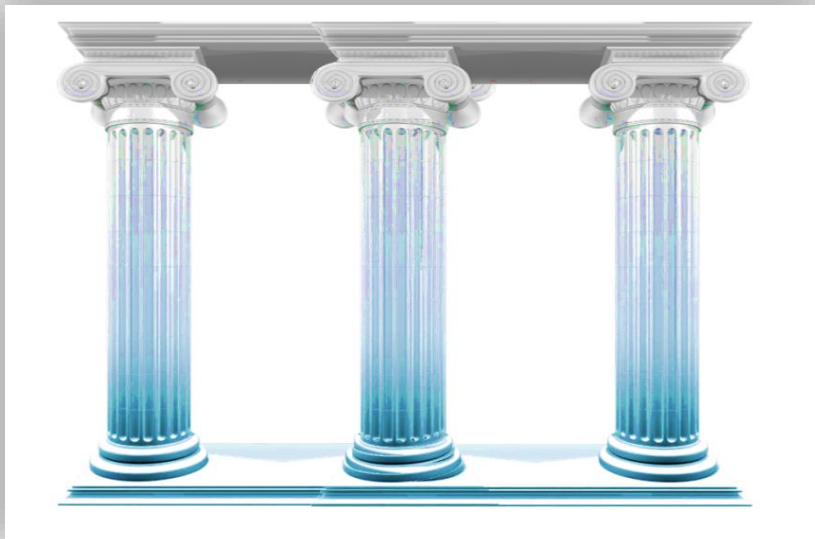
- Financial investment in EDI-A faculty/staff efforts that prevent cultural taxation

- 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/GAs

- 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
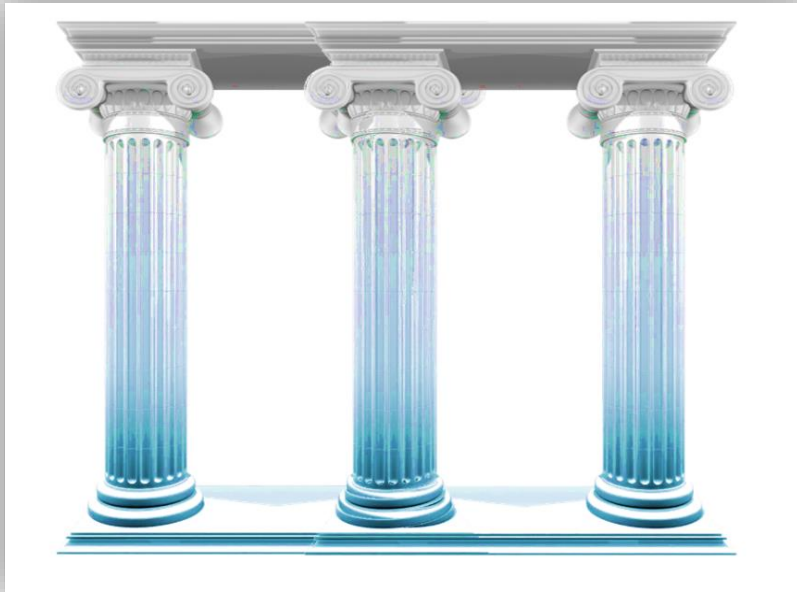

- Strategic Plan that includes measurable EDI-A actions and outcomes

- Budgets/expenditures that support equity goals

- Protocols for policy review/feedback from underrepresented faculty/students/staff

- Tenure and promotion policies that place value on inclusive excellence in teaching, research, service

- Incentives for faculty and staff who implement EDI-A innovations

# Pillar 7: Inclusive and Equity-Centered Curricula and Student Engagement
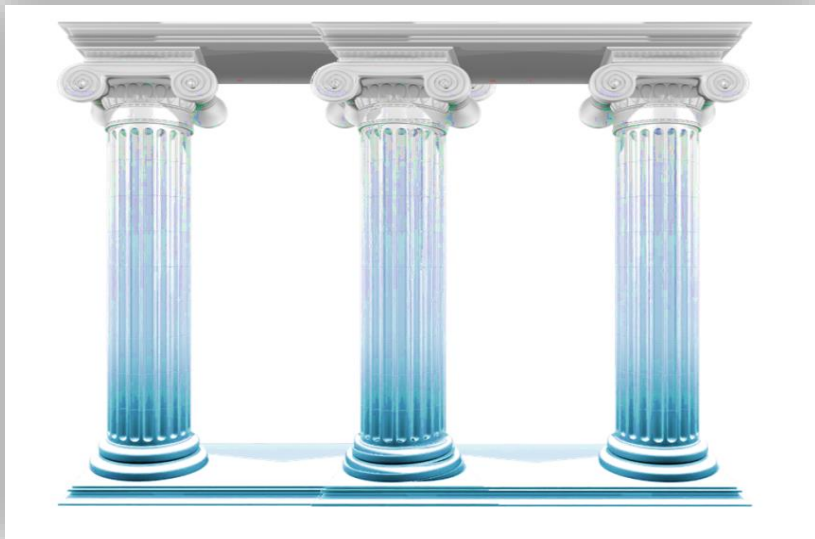
- Faculty trained and implementing the six dimensions of the Framework for Inclusive Teaching Excellence (FITE) to support inclusive teaching practices (faculty)

- 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 co-curricular activities

- Evidence of inclusive/culturally responsive strategies that promote student use of academic advising resources

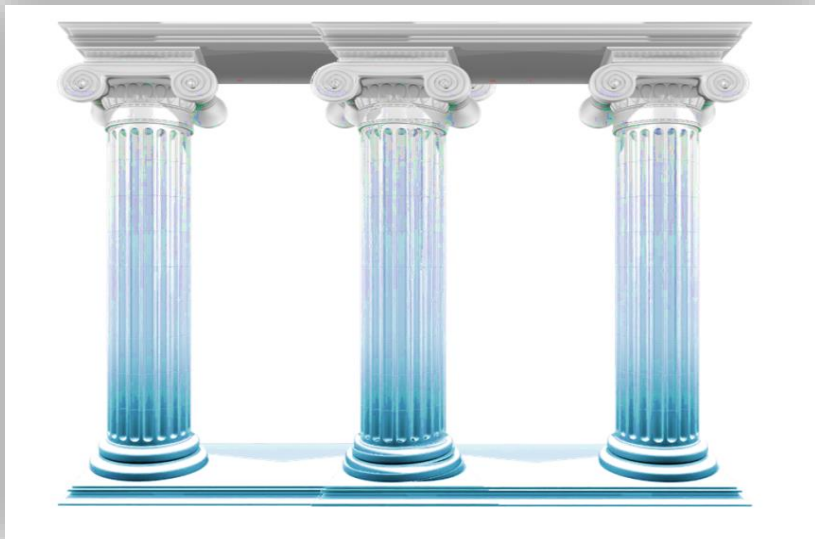# Pillar 8: Inclusive web, print, and social media content
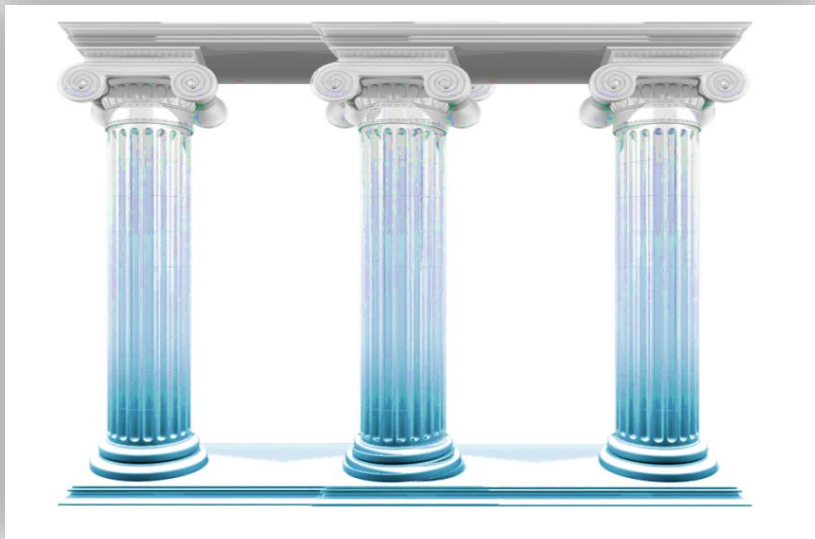
- Content for websites, print, and social media reflect diverse identities and experiences

- 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
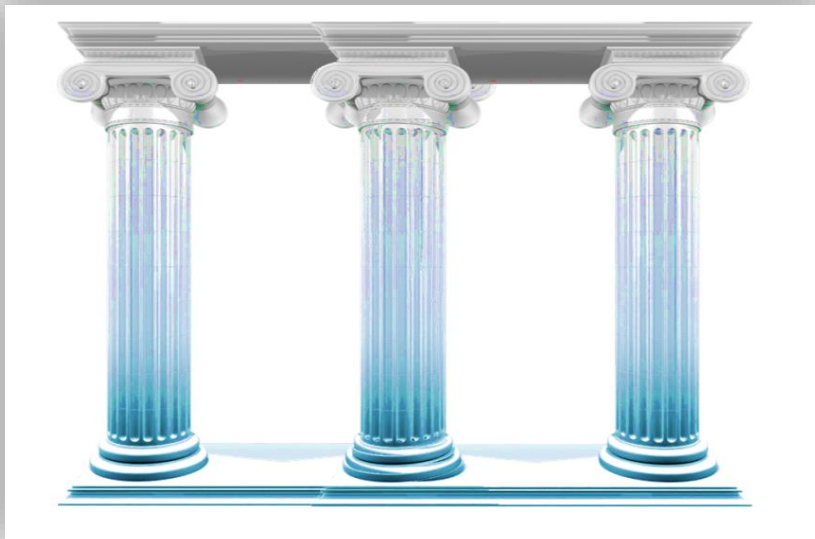
- Common spaces include artwork and visuals that reflect and celebrate diverse identities and languages

- 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

References/Resources

◦ 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/ *(*ISU employees can register for an account to access information)*

◦ 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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