



Justice, Equity, Diversity, Inclusion (JEDI)
Adaptive Strategic Implementation Plan

Moving Forward: Collective Action

A JEDI Adaptive Strategic Implementation Plan to elevate Fielding Graduate University
as an *Equity-Serving Institution* focused on Global Equity and Social Justice

EXECUTIVE SUMMARY 2

GLOSSARY OF TERMS 4

ROLE OF THE OFFICE OF DIVERSITY, EQUITY, AND INCLUSION 8

GOALS 9

ACTIONS 10

THEME 1: ACCESS AND SUCCESS 10

THEME 2: CLIMATE AND DATA 13

THEME 3: TEACHING AND SCHOLARSHIP 13

THEME 4: INSTITUTIONAL PROGRAMMING 15

THEME 5: ORGANIZATIONAL CAPACITY 16

THEME 6: NEXUS PARTNERSHIPS 17

THEME 7: SYSTEMS CHANGE 19

IMPLEMENTATION TIMELINE 19

I. EXECUTIVE SUMMARY

“I am cognizant of the interrelatedness of all communities and states... Injustice anywhere is a threat to justice everywhere. We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly.”

— Dr. Martin Luther King, Jr., “Letter from Birmingham Jail”

Fielding Graduate University holds social justice as a core value, thereby elevating our commitment to educating leaders, scholars, and practitioners for a more just and sustainable world. As a distributed learning institution with students from all over the world, Fielding Graduate University stands steadfast in centering the Universal Declaration of Human Rights within the JEDI Adaptive Strategic Plan, recognizing that the foundation of freedom, justice, and peace around the world is rooted in the inherent dignity and equal inalienable rights of all members of the human family.

To that end, we are deeply committed to the values of liberty, equality, individual worth, open mindedness, and the willingness to collaborate with people of differing views and backgrounds to build a more just and sustainable world (AACU, 2017). As stated by the National Task Force on Civic Learning and Democratic Engagement (2012), human rights and the democratic project are inextricably linked and should be the most profound commitment we have as a society: “[w]hether global partners espouse democracy or not, the core challenge of global interdependence is to engage in problem solving together, across differences of many kinds, to overcome daunting challenges—economic, environmental, political, and humanitarian—that confront the people of every society, whatever their political framework” (AACU, 2012).

Thus, as a pluralistic democracy, this ethos is incorporated by design into our JEDI Adaptive Strategic Implementation Plan and serves as our North Star in guiding Fielding toward realizing our goals as an equity-serving institution. The vision laid forth in this plan is rooted in the United Nations Universal Declaration of Human Rights (UDHR) and is informed by the following actionable frameworks:

- [National Association of Diversity Officers in Higher Education](#)
- [Targeted Universalism](#)
- [Inclusive Excellence](#)
- [Collective Impact](#)

This vision represents the collective voice, work, and contributions of faculty, staff, students, alums, trustees, surveys, previous reports, and talking sessions with various other stakeholders.

Through these collaborative efforts, the Global Inclusion Council has identified key components of the previous Inclusion Plan that are currently integrated into the Fielding structure, as well as new and emergent themes from our Fielding community at large.

The expectations we set for Fielding and ourselves center global equity and social justice as the necessary foci for advancing our JEDI goals. In so doing, we embrace the notion of inclusive excellence, which recognizes that the pursuit of organizational and academic excellence is tied to building, amplifying,

supporting, and inspiring the rich diversity of our Fielding community. Diversity at Fielding is a hallmark of academic excellence and institutional effectiveness; through our JEDI efforts we ensure academic freedom and overall success in achieving excellence in research and teaching, student development, workforce development, institutional functioning, and engagement in local and global communities (AACU).

The expectations within this plan are outlined in the following core actions:

- Access and Success
- Climate and Data
- Teaching and Scholarship
- Institutional Programming
- Organizational Capacity
- Nexus Partnerships
- Systems Change

We recognize the importance of having a North Star while simultaneously remaining agile and nimble to meet the ever-changing needs and demands of our society. To that end, the JEDI Adaptive Strategic Implementation Plan is designed to be both proactive and responsive to social, cultural, political, and economic shifts.

As we move into celebrating Fielding Graduate University's 50th Anniversary, our 2022-2027 JEDI Strategic Implementation Plan guides our JEDI efforts. It aligns with the overall Fielding Graduate University strategic plan, thus setting the groundwork for success over the next 50 years. As we move forward with 50 sparks of light, each of us will have an important role in advancing Justice, Equity, Diversity, and Inclusion.

Allison Davis-White Eyes, Ph.D.
Vice President of Diversity, Equity, and Inclusion

II. GLOSSARY OF TERMS

This glossary of terms includes words and concepts that helped to engage and inform the work of this Adaptive Strategic Implementation Plan. It is important to note that the glossary of terms is not meant as a definitive statement of any word or concept. Language is a living human process, and this glossary is a “living” guide that will be updated annually and used to deepen our understanding of the words and concepts and their applications to our ongoing work in global equity and social justice.

Anti-Racism:

Anti-racism is a process, a systematic method of analysis, and active course of action in identifying and opposing racism and its structural manifestations. The goal of anti-racism is to actively challenge racism, anti-Semitism, and all forms of oppression by identifying, removing, preventing, and mitigating racially inequitable outcomes and power imbalances between “racialized” groups and to allow for more equitable structures that advance the potential of all Fielding community members (Data Standards for the Identification and Monitoring of Systemic racism, Government of Ontario, 2021).

BIPOC:

Acronym referencing *Black, Indigenous, People of Color*.

Climate:

Climate refers to the overall perceptive experience of individuals who comprise the campus community. Climate defines how and in what ways an individual feels valued, listened to, and psychologically safe. These attributes are crucial to creating a sense of belonging and shared community that sets an institutional standard.

Collective Impact:

Collective impact is an organizational strategy that brings people together in a structured way to achieve social change.

Decolonization:

Because context matters, decolonization as a defined term is subject to varied and nuanced understandings. Following Māori scholar Linda Tuhiwai Smith, “decolonization” is concerned with having “a more critical understanding of the underlying assumptions, motivations, and values that inform research practices” (*Decolonizing Methodologies*, 1999, p. 20). Such an approach requires critiquing “regimes of truth” as they are constructed in the academy through the long history of imperial and colonial discourse. Decolonization may take on many facets and explore many issues simultaneously, with the core objective being a move to dismantle colonial hegemonic systems, thinking, and oppression.

Diversity:

Diversity reflects the varied lived experiences and realities of individuals and communities within a given context that consist of, but are not limited to, race, ethnicity, shared ancestry, color, sex, gender identity, gender diversity, sexual orientation, pregnancy, parental status, religion, spirituality, national origin, citizenship, age, (dis)ability status, neurodiversity, political

affiliation/perspective, military service, or as socioeconomic status. The goal of diversity is to ensure that all individuals, regardless of background, have access to educational experiences and the opportunity to flourish and succeed.

Equity:

Equity is an ongoing process of assessing needs, correcting inequities, and creating conditions for optimal outcomes for members of all social identity groups. Equity also consists of providing resources according to need, in order to help diverse populations achieve their highest state of health and other functioning by identifying and breaking down barriers to achievement of fair outcomes (APA, 2021b).

Inclusion:

An environment that offers affirmation, celebration, and appreciation of different approaches, styles, perspectives, and experiences, allowing all individuals to bring in their whole selves (and all their identities) and demonstrate their strengths and capacity (APA, 2021b).

Inclusive Design:

An expansion of universal design that addresses the access and justice needs of persons with disabilities, second language learners, and other issues of access and justice due to socioeconomic status, positionality, and physical location (global vs. local/rural vs. urban).

Inclusive Excellence:

Inclusive excellence recognizes that the pursuit of organizational and academic excellence is tied to building, amplifying, supporting, and inspiring the rich diversity of our Fielding community. Diversity is a key component of a comprehensive strategy for achieving institutional excellence—which includes, the academic excellence of all students in attendance and concerted efforts to educate all students to succeed in a diverse society and equip them with sophisticated intercultural skills (AACU, 2005). As an applied framework, inclusive excellence recognizes that diversity and excellence are not mutually exclusive, and that institutions have a shared responsibility in developing a respectful culture of belonging which addresses and uplifts the democratic ideals of academic freedom and opportunity for all.

Indigenous:

Indigenous peoples have in common a historical continuity with a given region prior to colonization and a strong connection and responsibility to their lands. They maintain, at least in part, distinct social, economic, and political systems. They have distinct languages, cultures, beliefs, and knowledge systems. They are determined to maintain and develop their identity and distinct institutions and they form a non-dominant sector of society as a result of colonization (United Nations, Declaration on the Rights of Indigenous People).

Intersectionality:

The examination of overlapping and connected social systems that compound oppression for individuals who belong to multiple marginalized social groups based on their race, gender, class, gender identity, religion, sexual orientation, disability, etc. (Crenshaw, 1989)

JEDI:

Acronym referencing Justice, Equity, Diversity, and Inclusion, with justice as the critical outcome of all DEI efforts.

L.A.C.E.:

Acronym referencing *Love, Authenticity, Courage, Empathy*, a framework for engaging community in a way that honors individual contributions and allows for the organic growth of community.

Neurodiversity:

Neurodiversity refers to the idea that people neurologically experience and interact with the world around them in many different ways; there is no one "right" way of thinking, learning, and behaving, and differences are not viewed as deficits (Baumer and Frueh, 2021).

Targeted Universalism:

Refers to a strategy that starts with defining a universal goal, then identifying targeted approaches that take into account the barriers and inequities that impact certain demographics. In doing so, targeted universalism assesses how people are situated within a structure. It then identifies different strategies for specific groups to achieve the universal goal, taking into account how structural oppression influences outcomes.

2SLGBTQIA+:

Acronym referencing *Two-Spirit, Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual, or Allies*.

Underrepresented Communities:

Refers to those individuals who hold identities that are either underrepresented, underserved, or minoritized at Fielding Graduate University, and within the national and international context.

III. ROLE OF THE OFFICE OF DIVERSITY, EQUITY, AND INCLUSION

The Office of Diversity, Equity, and Inclusion is grounded in a human rights framework, and is primarily responsible for institution-wide efforts to ensure the dignity of every member of the Fielding Community. As an office committed to the enduring and inalienable human rights of all individuals, we purposefully seek to engage the collective diversity of the Fielding community in living up to our ideals of global equity and social justice, thus acknowledging the diverse talent, potential, and brilliance that represents our global community. As the institutional leads, both the Office of Diversity, Equity, and Inclusion, and the Global Inclusion Council are responsible for the implementation, monitoring, and progress of the JEDI Adaptive Strategic Implementation Plan. Utilizing inclusive excellence as a core principle of academic success, collectively we create the conditions for a university to have the cultural resilience, academic integrity, appreciative curiosity, and intellectual humility to engage with the complex issues of difference, power, and systemic oppression. This Adaptive Strategic Implementation Plan is a living document designed around goals that require engagement from the entire campus community and a sense of shared social responsibility in fulfilling our mission and vision toward inclusive excellence.

Vision and Mission:

As the institutional lead in strategic diversity systems change, The Office of Diversity, Equity, and Inclusion, through collaborative efforts, will integrate principles of inclusive excellence into all aspects of the university to become a globally recognized, *Equity-Serving Institution* that leads change for a more just and sustainable world.

Statement on Diversity:

Improving diversity, equity, and inclusion is an active process that requires continuous commitment to promote collaborative learning and change through attracting, retaining, graduating, and honoring a more diverse population of students, faculty, staff, alums, and community friends. Social and ecological justice is part of our explicit commitment to understanding, analyzing, and acting to reduce inequality, oppression, and social stratification, by recognizing the linkages between economic, social, racial, and ecological justice. The University strives to ensure that DEI embodies all academic programs, including course content, faculty, staff, and student performance, assessment, and accountability. We challenge our community to think boldly and take specific actions that are realistic and measurable (Inclusion Council Statement of 2021).

IV. GOALS

Guided by the Office of Diversity, Equity, and Inclusion, Fielding Graduate University advances the seven following goals:

1. Create equitable systems in recruitment and retention that honor Fielding Graduate University's mission, vision, goals, and values to serve as a catalyst and standard for a campus culture where students, faculty, and staff thrive authentically.
2. Continually incorporate data collection and analysis in gauging the Fielding community and climate on issues of global equity and social justice to illuminate inequitable conditions while addressing and building a more positive and engaged campus community.
3. Develop an inclusive curriculum that addresses the global and domestic complexities of equity and justice through an anti-racist/anti-oppressive lens to assure the presence of curricula for social/ecological justice and diversity in all programs and assessments.
4. Host program events that elevate inclusive excellence and create an engaged culture of celebration and shared learning.
5. Provide essential knowledge and the necessary tools to act toward repairing historical wrongdoings, along with restoring autonomy based on lived experience, territoriality, and self-determination. Actions such as these will inform systemic and curricular change across the institution and create a culture of belonging and mattering for everyone in the Fielding community.
6. Expand and amplify Fielding's local and global footprints through reciprocal relationships, collaborative efforts, partnerships, and broader impacts.
7. Create equitable systems by identifying and eliminating structural barriers within Fielding Graduate University.

V. ACTIONS:

THEME 1: ACCESS AND SUCCESS

Goal: Create equitable systems in recruitment and retention that honor the Fielding Graduate University mission, vision, goals, and values to serve as a catalyst and standard for a campus culture where students, faculty, and staff thrive authentically.

Initiative 1: Student Section: Create equitable systems that promote academic equity and student success for all students at Fielding Graduate University

Actions:

1. Review disaggregated student retention data with an equity lens, triangulate data with student climate survey, campus climate data, and student exit surveys
2. Assess and address policies, procedures, and practices that create barriers to student retention and identify institutional policies, procedures, and practices that will eliminate systemic barriers
3. Create student exit surveys to identify reasons for student departures from Fielding before graduation
4. Review acceptance and rejection data, enrollment, withdrawal, and dismissal rates (including prospect demographics) based on relevant diversity metrics
5. Align institutional human and financial resources to address academic equity and student success
6. Annually examine and assess campus climate and culture by either survey or focus groups

Metrics:

- Student retention, persistence, and graduation data
- Student climate survey
- Student exit survey
- Student Assistance Program data
- Budget analysis of student access/success spending

Promising Practices:

- Student exit survey
- Student Assistance Program data
- Writing Support Services
-

Initiative 2: Faculty and Staff Section: Implement safeguards that promote equitable processes and practices in hiring, retention, and promotion of faculty and staff

Actions:

1. Review and modify the faculty search and orientation processes to ensure high-quality, globally diverse applicant pools and effective onboarding of new hires
2. Conduct a comprehensive review of policies, procedures, and processes regarding recruitment, hiring, retention, and promotion of faculty and staff
3. Establish equity reports of faculty annually to review changes in faculty and staff

4. Develop a cadre of trained search advocates and develop a search toolkit that can be utilized across schools and programs

Initiative 3: Student Section: Utilize an equity lens to reviewing enrollment and matriculation strategies

Actions:

1. Implement inclusive recruitment strategies and admissions policies, procedures, and practices to provide equitable opportunities to enrollment for prospective students
2. Enhance and advance Fielding partnerships and graduate student pathways with minority-serving institutions, and global institutions, by creating meaningful articulation agreements
3. Partner with the marketing and communications departments to amplify Fielding's reputation and commitment to global equity and social justice

Metrics:

- Greater alignment between recruitment-retention strategies and diversity outcomes
- Increased enrollment and matriculation of students from under-represented and global backgrounds to Fielding Graduate University
- Analysis and report on marketing and communications' Key Performance Indicators that target JEDI-specific Return on Investment (ROI) and Return on Expectations (ROE)

Promising Practices:

- Implement Search Advocate Program to enhance search process and advocacy
- Recruitment: participation in the Southern Regional Education Board, National Indian Education Association, International Leadership Association, and other organizational opportunities that provide graduate student access and success opportunities
- Recruitment: increased participation in virtual recruitment activities that target under-represented student populations
- Retention: Writing Support Services
- Review institutional budget with an equity lens to ensure equitable support for students with financial need

Initiative 4: Faculty and Staff Section: Enhance faculty and staff excellence by implementing diversified searches seeking a broad range of talent.

Actions:

1. Enhance partnerships with national organizations, global entities, and minority-serving institutions (AANAPISIs, HBCUs, HSIs, TCUs) to develop innovative faculty partnerships and faculty hiring opportunities
2. Identify broad, global and diverse recruitment opportunities to attract diverse talent, and talent that have diversity of experiences

Initiative 5: Identify challenges to employee retention and success

Actions:

1. Develop faculty and staff exit surveys and utilize data to inform retention strategies and campus climate
2. Conduct budget analysis of compensation

Metrics:

- Disaggregate data to identify and ascertain organizational needs and areas of departmental underrepresentation
- Disaggregate employee retention and separation data
- Establish baseline data regarding faculty and employee retention and success in each school and program
- Recognize the invisible and cultural labor performed by under-represented faculty, staff, and students and ensure support for their efforts

Promising Practices:

- Participation in the annual Southern Regional Education Board (SREB) and National Indian Education Association recruitment
- Advancing the Search Advocate program to enhance employee recruitment and retention
- Enhancing and broadening recruitment programs and efforts to broader demographics
- Leveraging current HBCU partnerships, expanding Tribal College partnerships, and developing partnerships with other Minority Serving Institutions and global institutions

THEME 2: CLIMATE AND DATA

Goal: Continually incorporate data collection and analysis in gauging the Fielding community climate on issues of global equity and social justice to illuminate inequitable conditions and address and build a more positive and engaged campus community.

Initiative 1: Evidence-based decision-making and data-driven informed interventions for global equity, and social justice

Actions:

1. Create Equity Analytics Team within the Global Inclusion Council to review and provide sense-making to data
2. Develop, conduct, and iterate upon student and faculty climate surveys and utilize data from surveys to develop and adopt recommendations to improve climate
3. Enhance data capture on gender identity/expression/diversity
4. Conduct surveys and focus groups on the institutional culture and climate regularly, and use data to review and revise policies and practices to achieve equitable student outcomes and optimize faculty and staff work performance

Initiative 2: Educate and address issues of bias, implicit bias, and microaggressions

Actions:

1. Establish a process protocol to address bias/discrimination/harassment
2. Review policies and update policies related to free speech and academic freedom
3. Implement restorative justice interventions to address harmful past and present practices or incidents

Metrics:

- Disaggregate data regarding issues of bias, discrimination, and harassment according to demographic and identifiable issues
- Utilize data to inform policy and educational opportunities to address climate
- Disaggregate student/employee demographics and indicators to identify and address equity gaps
- Regularly conduct student/employee/alums surveys on climate, exiting the institution, and satisfaction with Fielding to inform strategic responses
- Regularly conduct focus groups meetings with campus constituents and other diverse communities

Promising Practices:

- Alums/faculty surveys
- Student exit surveys
- Student Assistance Program data

THEME 3: TEACHING AND SCHOLARSHIP

Goal: Develop an inclusive curriculum that addresses the global and domestic complexities of equity and justice through an anti-racist/anti-oppressive lens to assure the presence of curricula for social/ecological justice and diversity in all programs and assessments.

Initiative 1: Assure the capacity for cultural responsiveness within all faculty, administration, and staff through an operationalized understanding of decolonial frameworks and anti-racist/anti-oppressive performance standards

Actions:

1. Provide training and professional development to assist faculty in developing an inclusive pedagogy curriculum that includes anti-racism/anti-oppressive/decolonial frameworks
2. Create a shared course or courses across the two schools that address decolonial frameworks and anti-racism pedagogy along with additional workshops for senior-level administration, faculty, staff, and the trustees
3. Host yearly colloquium on specific topics regarding an inclusive and culturally responsive curriculum
4. Fund and establish a series of guest lectures in partnership with the Marie Fielder Center for Democracy, Leadership, and Education and/or the Institute for Social Innovation to participate in shared campus-wide learning and specific faculty workshops

Initiative 2: Establish processes for ongoing review and improvement of social justice and global equity within an inclusive curriculum

Actions:

1. Members of the relevant committees from the schools will meet every term to evaluate and address concerns that transcend schools
2. Academic Affairs Committee of the SLC will advise and consult on new program proposals to ensure that issues related to global equity and social justice are represented

THEME 4: INSTITUTIONAL PROGRAMMING

Goal: Program events that elevate inclusive excellence and create an engaged culture of celebration and shared learning.

Initiative 1: Celebrate creativity and research

Actions:

1. Develop institution-wide events that supplement and inform the curriculum, raising greater awareness and opportunities for faculty, staff, students, and alums of Fielding
2. Recognize and reward faculty, staff, student, and alums contributions to diversity, equity, and inclusion
3. Identify different modalities to elevate diversity-related Fielding events to broader external community audiences
4. Utilize heritage months as an opportunity to elevate intellectual contributions by inviting speakers and scholars from diverse communities

Metrics:

- Recognition of the work and achievements of those individuals advancing global equity and social justice
- Amplify the institutional, departmental, and organizational work of global equity and social justice

Promising Practices:

- Staff awards
- Clinical DEI committee
- Calendarized educational emails, social media posts, website posts, media relations, and other communications efforts centered on heritage months and other notable events

THEME 5: ORGANIZATIONAL CAPACITY

Goal: Expand student and employee capacity to engage with issues utilizing an equity lens that is framed by various anti-oppression frameworks, which inform systemic and curricular change across the institution.

Initiative 1: Provide professional development opportunities that help the Fielding community work toward its broader goals of being an Equity-Serving Institution

Actions:

1. Co-create and provide suggested content for decolonial frameworks and anti-racism/anti-oppression training or education for students, faculty, staff, and other internal and/or external stakeholders
2. Expand faculty, staff, and leadership capacity to engage with issues regarding race, anti-Blackness, anti-Semitism, Trans-/Homophobia, Tribal sovereignty, decolonization, global human rights, and misogyny
3. Define key terms and their values and connect them to institutional mission and identity

Initiative 2: Create a structure within and across programs and units for intergroup dialogue across differences and incorporate learning from dialogue groups in future JEDI strategic plans

Actions:

1. Identify best structure and facilitation strategies to engage Fielding in skill building for difficult conversations
2. Create a shared language and glossary to promote justice, equity, diversity, and inclusion that align with and inform a shared institutional understanding of terms

Metrics:

- Better understanding and use of terms across the institution
- Improved student engagement in class and evidence of increased student sense of belonging

Promising Practices:

- Inclusion of 3 Practice Circles led by students and other dialogue techniques
- Clinical Psychology DEI committee

THEME 6: NEXUS PARTNERSHIPS

Goal: Expand and amplify Fielding's local and global footprints through reciprocal relationships, collaborative efforts, partnerships, and broader impacts.

Initiative 1: Enhance Fielding's relationships and collaborative partnerships with Tribal Nations and Tribal Colleges and Universities

Actions:

1. Utilizing the Navajo Nation cohort model as an example, continue to expand partnerships with other Tribal Nations that lead to Tribal measurable outcomes
2. Develop the Fielding Global Land Acknowledgment and actualize a working relationship with Indigenous Nations
3. Expand Global Indigenous frameworks, pedagogy, and experiential learning through the distributed-learning platform

Metrics:

- Strong reciprocal relationships based on co-creation and co-production for the greater good of Tribal communities
- Enhanced Tribal and Native American student, faculty, and community participation and scholarly contributions

Promising Practices:

- Navajo Nation Leadership and Scholarship
- Global Indigenous Peoples Land Acknowledgment
- MOU with Coastal Band of Chumash and other Indigenous sovereigns

Initiative 2: Leverage Fielding's Marie Fielder Center/Center for Social Innovation and their partnerships with HBCUs and other Minority Serving Institutions to advance global equity and social justice

Actions:

1. Identify opportunities for additions to programmatic value, grants, and student opportunities by increasing non-tuition revenue to support efforts
2. Fund and establish a series of guest lecturers or visiting faculty in partnership with the Marie Fielder Center and/or the Center for Social Innovation
3. Intentionally partner with the marketing and communications departments to amplify and highlight Fielding efforts, support, and advancement

Metrics:

- Additional grants that address the intersections of global equity and social justice
- Increase in academic partnerships and strong reciprocal relationships with MSIs/HBCUs/Tribal Colleges

- Increase in additional research fellows to the Marie Fielder Center
- Increase in student enrollment as either students or fellows

Promising Practices:

- Marie Fielder Center Fellows
- CASL-CREA partnership with over 30 HBCUs
- Fielding's participation in Southern Regional Education Board
- Center for Social Innovation Carnegie Classification
- Rowan Global, Inc. affiliation
- University of the Virgin Islands
- University of District of Columbia (HBCU Land Grant)
- Navajo Nation

Initiative 3: Amplify Fielding's global partnerships by developing programs and professional development opportunities that address global diversity needs in signature areas of Fielding's research

Actions:

1. Identify current international partnerships and leverage those partnerships for expanding outreach, recruitment, and retention

Initiative 4: Identify, support, and expand on donor relations, alums relations, and partnerships with philanthropic granting agencies to enhance global equity and racial justice goals at Fielding

Actions:

1. Develop a five-year plan to raise external funds to support institutional diversity, equity, and inclusion efforts
2. Develop and support alums groups from global and under-represented communities and proactively engage them in existing Fielding initiatives and programs

Metrics:

- Identify and raise funds toward global equity and social justice goals
- Review data from alums survey to ascertain alums engagement and satisfaction with Fielding
- Increase numbers of alums from diverse backgrounds actively engaged in Fielding activities
- Increased giving to Fielding for all students, alums, and other stakeholders

Promising Practices:

- Fielding donor drive scholarship fund for BIPOC students
- Alums Affinity groups

THEME 7: SYSTEMS CHANGE

Goal: Create equitable systems by identifying and eliminating structural barriers within Fielding Graduate University.

Initiative 1: Utilize the Global Inclusion Council to oversee, guide, and monitor the progress of the Fielding community in realizing their global equity and social justice strategic plan goals. Provide counsel to the President and executive leadership as well as advise unit DEI leaders in realizing their unit-level DEI strategic goals

Actions:

1. Identify and replace structural and systemic policies and practices that impede the success of all students
2. Develop and adopt institution-wide shared language for key inclusive excellence terms
3. Each program to address equity and inclusion issues by creating measurable action items and documenting progress on addressing identifiable inequities within their respective programs
4. Organize workgroups to address key themes, provide recommendations related to advancing inclusive excellence and social justice at Fielding

Metrics:

- Continuous review of JEDI Strategic Implementation Plan with measured outcomes that show forward progress and completion

Initiative 2: Build an equity-based budget by aligning resource allocation and prioritization with our institutional values of social justice and sustainability

Actions:

1. Develop annual budget and institutional unit level budgets utilizing an equity lens that centers global equity and social justice as a priority
2. Create an equity lens budget rubric for all units to assist them in prioritizing the percentage of funds dedicated to equity and racial justice

Metrics:

- Annual spending analysis of budget on DEI

Promising Practices:

- Partnerships with Chief Financial Officer, Research Office, and Development Office

IMPLEMENTATION TIMELINE

Phase I (Spring - Fall 2022)

Setting Foundations:

- Search Advocate Training
- Expanded Diversity Recruitment for Faculty/Staff
- Bias Response Team/Campus Climate Dialogue Team
- Enhance Nexus Partnerships through Communication Strategies and Tactics
- Equity Analytics Team (Data/Climate)
- Community Awareness Raising
 - Global Land Acknowledgment
 - DEI Critical Conversations
 - Student Engagement
 - Alums Relations

Phase II (Fall 2022-Spring 2023)

Expanding Curriculum, Access, and Success:

- Inclusive Curricula
- Institutional Programming
- Employee Retention: Data Analysis
- Student Retention

Phase III (Fall 2023-Spring 2024)

Expanding External Relations:

- Affinity Strategy Groups: Faculty Retention
- Alums/Donor Relations
- Enhanced Global Engagement