



SCHOOL OF EDUCATION

STRATEGIC PLAN FOR

DIVERSITY

We aim to create an equitable and inclusive environment for learning, research, and service by honoring, respecting, and embracing diversity within the School of Education and the surrounding communities.



Vision Statement

We aim to create an equitable and inclusive environment for learning, research, and service by honoring, respecting, and embracing diversity within the School of Education (SoE) and the surrounding communities.

Mission Statement

Our mission is to improve teaching, learning, and human development in a global, diverse, rapidly changing, and increasingly technological society. We

- Prepare reflective, caring, and highly skilled educational practitioners and scholars who lead in their chosen professions;
- Inform educational theory and practice through research;
- Work in partnership with a range of constituents to effect change from the local to national levels throughout the world; and
- Prioritize diversity, inclusion, and equity in all our work.

Who We Are and What We Value

- We are an exceptional and engaged community of educators that believes that integrity and excellence are foundational to our identity as Indiana University's SoE.
- We believe that diversity, equity, and inclusion (DEI) are vital to who we are and the work that we do as educators.
- We believe that the diversity within the SoE should be a reflection of our world and society and utilized to extend and create new knowledge that illuminates the teaching, learning, and research practices needed to engage the world around us and combat educational and social inequalities.
- We are committed to ensuring that all SoE stakeholders, especially those from historically excluded groups¹, feel valued and are able to flourish and grow personally, professionally, and intellectually.

¹ When we use the term “historically excluded” throughout this document, our intent is to acknowledge that people have, and often continue to face additional barriers in their work and personal lives due to their actual or perceived race, ethnicity, socio-economic status, sexual orientation, gender identity, gender expression, religion, (dis)ability, language, citizenship, national origin, body size or age.

- We value an environment that is accountable and acknowledges diversity across many dimensions, including race, ethnicity, socio-economic status, sexual orientation, gender identity, gender expression, religion, (dis)ability, language, citizenship, national origin, body size, and age.
- We recognize and acknowledge historical inequities and discrimination within the United States for those from historically excluded groups and are prepared to advocate and provide opportunities and resources that seek to disrupt generational legacies that have been intentionally and unintentionally perpetuated by institutionalized discriminatory and inequitable practices and policies.

Purpose and Scope of the Diversity, Equity, and Inclusion Plan

This DEI plan is a living document that requires vigilance and ongoing engagement to ensure that our mission and values are consistently reflected throughout the SoE. As a living document, this plan will be displayed publicly on the SoE's website, revisited and updated annually by the SoE's Diversity Committee, with recommendations for changes reported to the SoE's Policy Council and shared with the larger SoE community electronically. Further, this plan is designed to hold us accountable and to ensure that we are building a national and international reputation that competitively positions us as a school that not only recruits and retains a diverse faculty², staff, and student body, but also engages in teaching, research, and service activities that address current DEI challenges and issues in the field of education. It is our hope that our plan will facilitate an environment that attracts and supports faculty, staff, and students of color and those from other historically excluded groups.

Historical context of this plan

During the 2016-17 academic year school, we³ collected data from various SoE stakeholders, via administrator diversity baseline training, faculty roundtables, an all-day faculty diversity retreat, a staff diversity training, and two schoolwide diversity talks. In addition, in 2014, the SoE's Committee on Diversity conducted a survey to assess SoE faculty, staff and students' perceptions of the cultural climate and the SoE's DEI related efforts. In the spring of 2015, a town hall meeting was held in which the findings from this survey were shared with the SoE community, with faculty, staff, and students invited to further share their experiences within the SoE related to DEI and offer feedback. As we developed this plan, we took each of these data points into consideration. More particularly, our approach to developing this plan was not simply to generate a list of best practices that might recruit and retain a more diverse community, but to strategically think about the areas that we needed to examine to do so. Further, we sought to engage in collective action.

² Note that when we refer to faculty, our intention is to be inclusive of all faculty regardless of whether they are on a tenure-line or not, and regardless of whether they have achieved tenure or not.

³ The Faculty Diversity Plan Subcommittee was developed and charged by the SoE's Committee on Diversity to lead a schoolwide effort to engage in dialogue about DEI within the SoE and collectively develop a Faculty Diversity Plan.

Across this yearlong process, we collectively identified five critical domains for fostering and promoting DEI and have thus developed our plan in relation to these *intersecting* domains, which include: 1) Climate, 2) Communication, 3) Policies, 4) Hiring Faculty and Students of Color, and 5) Leadership. Figure 1 illustrates how these domains are intersectional and inform one another.

Perhaps unsurprisingly, the first domain, Climate, includes the largest number of strategies/actions given that it is foundational to the process of promoting and sustaining DEI within the SoE. In addition, we developed two goals specific to each of these domains, and recognize that the domains and goals are interconnected.

In Fall of 2022, the Committee on Diversity revisited this document in an effort to revise and update it based on both progress to-date, and new visions of DEI for the school. Additional feedback was provided by the entire faculty via survey and discussion in the 2023 retreat.

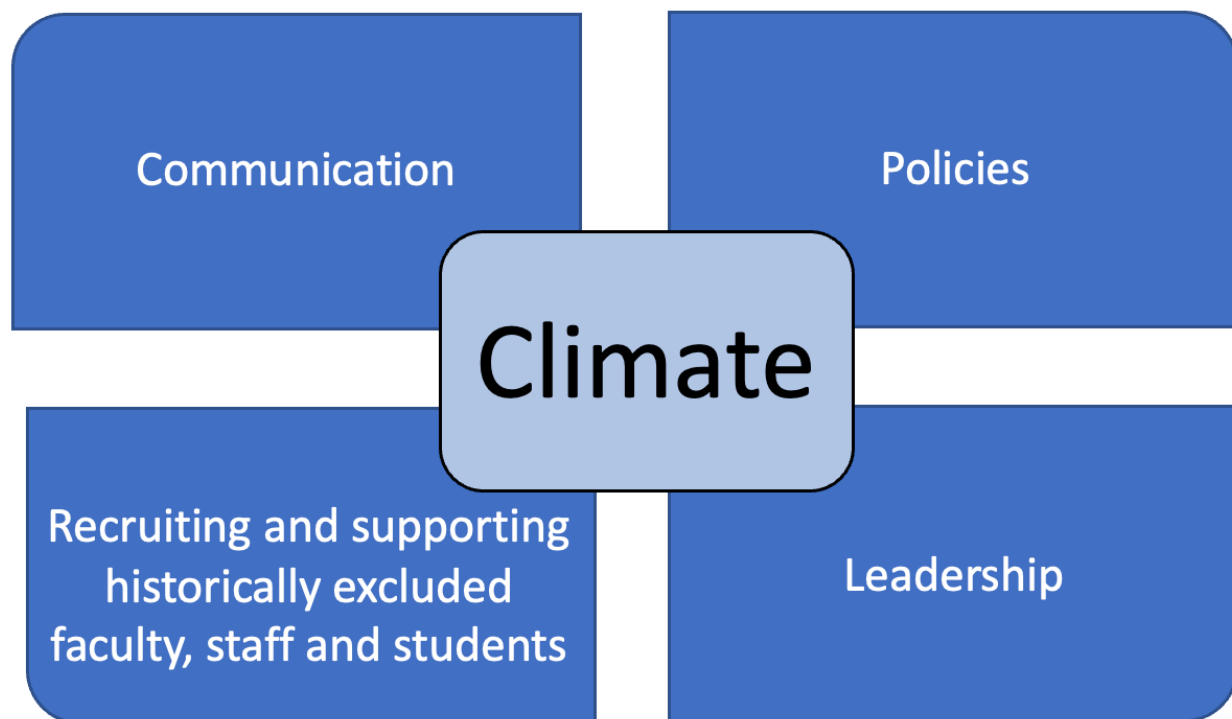


Figure 1. Key Domains of the SoE's Faculty Diversity, Equity, and Inclusion Plan

We next introduce each domain in turn, presenting the two related goals, strategies, actions/initiatives, best practices, and planned actions and measures. We distinguish between strategic actions/initiatives and best practices because we aim to delineate between our broader aims and initiatives (e.g., develop a mentoring program) from the everyday or more micro-practices (e.g., offer ongoing support to pre-tenure faculty). Finally, to make our planned process including both actions and measures to determine our ongoing progress visible, we include a table in which each strategic action/initiative is listed alongside a proposed metric and timeframe as well as responsible parties.

DOMAIN 1: CLIMATE

Goal 1a: SoE community members will work to foster a diverse and equitable climate through their teaching, research, creative works, volunteerism, service, and/or advocacy activities.

Goal 1b: SoE community members will cultivate an inclusive climate that welcomes diversity, particularly as it relates to race, ethnicity, socio-economic status, sexual orientation, gender identity, gender expression, religion, (dis)ability, language, citizenship, national origin, body size, age or job title.

Strategic Actions/Initiatives⁴

- Maintain informal social networks utilizing lunches and/or gatherings with rotating subgroups of faculty (e.g., faculty of color luncheon, women's luncheon).
- Establish and maintain social networking opportunities for staff and students and / invite staff and students to join faculty groups when appropriate.
- Maintain a faculty DEI Ambassador Program, where a dedicated group of faculty, staff, and students serve as a welcoming committee to assist in community onboarding.
- Continue to develop and provide annual professional development for faculty, staff, and students that is focused on DEI.
- Support and continue to refine a structured mentoring program, which gives attention to concerns specific to hyperraced⁵ members of the School of Education community, and includes accountability processes that ensure this mentoring is taking place.
- Expand mentoring efforts to include NTT faculty and associate professors.
- Support a continued exit interview or survey process to ascertain feedback from employees leaving the SoE and students transferring schools or withdrawing from the university.

⁴ We seek to address climate challenges specifically related to recruiting and retaining faculty from historically excluded groups, specifically faculty of color / hyperraced faculty. Research shows that historically many faculty of color feel that they work in isolation and are not part of an intellectual community that affirms and values their scholarship, particularly if their research is about issues of race and ethnicity. Additionally, research has shown that isolation is compounded, due to a lack of mentoring and knowledge on how to navigate university and cultural politics and/or support the challenges that arise due to racial and cultural dissonance in their teaching and research. This lack of mentoring might also restrict access to networks and resources, which can hamper opportunities to advance leadership levels with decision-making and influence. Further, because faculty from historically underrepresented groups are often in the minority, they often have a disproportionate amount of service and serve in a representational capacity without being allowed to have a substantive roll. The IU SoE is no stranger to the challenges highlighted in the literature. Our climate survey, faculty roundtables, and historical track record speak to the necessity for us to not only acknowledge how faculty from historically underrepresented groups might experience the SoE, but to create a plan that outlines how we might strategically address our challenges and monitor our progress.

⁵ Drawing from an article on racial literacies, we use the term hyperraced as an alternative naming that includes multiple racial groupings such as Black/African American, Indigenous, Latiné/x, Asian, Pacific Islander, Desi-American, and multiracial (Croom, 2020). This term helps to highlight how these individuals are subjected to negative stereotypes and treatment because of their actual or perceived racial identity.

- Support the Martha Dawson Award for Diversity, Equity, & Inclusion Achievements on an annual basis. Evaluate the success of this award in promoting DEI efforts and accomplishments.
- Explore other methods of incentivizing DEI efforts and accomplishments.
- Evaluate, on a regular basis, the physical spaces within the building to determine:
 - Who/what is represented;
 - Who/what is not represented;
 - Who can/cannot access the various spaces;
 - How the physical spaces may be repurposed to facilitate ongoing a sense of community.
- Partner with campus and university programs aimed at attracting and supporting diverse faculty (e.g., DEMA UNITS: NMBCC, LaCasa, LGBTQ+ Culture Center, Asian Culture Center, CRRES, Black Faculty & Staff association; Latino Council, Affinity Alumni Assoc. Safe).
- Establish a process for auditing service loads for pre-tenure and NTT faculty to ensure that service burdens are reasonable, with a particular focus on invisible service taken on by hyperraced and other historically excluded faculty and cross-departmental equity.
- Develop a generic survey for briefly and easily evaluating success of major DEI efforts to support our ongoing efforts at evaluating progress. Note that reference to surveys below are now intended to be this generic survey whereas references to a targeted survey are intended to use a unique context-specific survey.

Best Practices⁶

- Ensure that all faculty have spaces to be heard. Provide opportunities for faculty to anonymously voice concerns and receive feedback.
- Create opportunities that provide support and recognition to ensure that faculty engaging in DEI work feel valued.
- Create monetary incentives and awards for faculty teaching, research, and service focused on DEI and social justice.
- A diversity of mentoring activities beyond the one-on-one are encouraged, including peer groups, mentoring activities, including seminars and workshops.
- Mentorship should continue beyond tenure for associate professors.
- Mentoring tasks should include discussion of professional goals, scientific leadership, access to professional opportunities for advancement, including funding and speaking opportunities, and ways to balance priorities and expectations in the academic environment.
- Mentoring should address work-life balance issues and techniques for effective time management.
- Build informal social networks such as: departmental social events, lunches with rotating subgroups of faculty.

⁶ Some of the best practices included were informed by the following:

http://www.ems.psu.edu/faculty_staff/faculty_mentoring_and
<https://diversity.umn.edu/idea/sites/diversity.umn.edu.idea/files/BestPracticesHandbook-v2016sm.pdf>.

Planned Actions and Metrics

Strategic Action/Initiative	Metric	Responsible Unit(s)⁷	Timeframe
Build informal social networks utilizing lunches and/or gatherings with rotating subgroups of faculty, and / or staff (e.g., faculty of color luncheon, women’s luncheon).	Participation numbers. Participant surveys.	Lead: ODEI Support: Executive Associate Dean, Faculty Development Committee	Ongoing
Build informal social networks utilizing lunches and/or gatherings with rotating subgroups of students	Participation numbers and participant surveys	Lead: Office of undergraduate and teacher education, Graduate studies office Support: Office of Diversity, Equity, and Inclusion	Ongoing
Create a faculty DEI Ambassador Program.	Report on participants supported. Participant surveys.	Lead: ODEI Support: Committee on Diversity	August 2023
Provide annual professional development for faculty focused on DEI.	Number of professional development session provided. Participant surveys.	Lead: Faculty Development Support: ODEI, Committee on DEI	Ongoing
Provide annual professional development opportunities for students.	Number of professional development session provided. Participant surveys.	Lead: Office of Undergraduate Education Support: ODEI, Committee on DEI	Ongoing beginning Fall 2024
Provide annual professional development opportunities for staff.	Number of professional development session provided. Participant surveys.	Lead: EAD Support: ODEI, Committee on DEI	Ongoing beginning Fall 2024

⁷ Note that in each table, the intent is that the party designated as “Lead” with coordinate with the parties designated as “Support” to develop a productive process for accomplishing the stated goals.

Develop a structured mentoring program, which includes giving attention to concerns specific to faculty of color.	Targeted participant surveys.	Lead: Faculty Development Support: Executive Associate Dean	Annual/Ongoing
Expand mentoring program to support NTT faculty and associate professors.	Program established	Lead: Faculty Development Support: Executive Associate Dean	January 2024
Support an exit interview or survey process to ascertain feedback from faculty leaving the SoE.	Ongoing interviews, and feedback to Committee on Diversity as appropriate.	Lead: Executive Associate Dean	Ongoing
Support the Martha Dawson Award for Diversity, Equity, & Inclusion Achievements on an annual basis. Evaluate the success of this award in promoting DEI.	Award given.	Lead: Dean's Office	Annual / Ongoing
Explore other methods of incentivizing DEI efforts and accomplishments.	Additional opportunities created.	Lead: Committee on Diversity	Annual / Ongoing
Evaluate the physical spaces within the building.	Evaluation completed and report produced with recommendations for how to repurpose the physical spaces within the SoE. Method devised for annual re-evaluation.	Lead: ODEI with a planned transition to the Space Committee Support: Executive Associate Dean, Committee on Diversity, and ODEI support once the Space Committee has taken over leadership	January 2024 and then ongoing

Partner with campus and university programs aimed at attracting diverse faculty (e.g., DEMA UNITS: NMBCC, LaCasa, GBLT, Asian Culture Center, CRRES, Black Faculty & Staff association; Latino Council, Affinity Alumni Assoc. Safe).	The number of partnerships established and maintained as reported annually.	Lead: Executive Associate Dean Support: All academic and student support units	Ongoing
Review practices for evaluating climate and culture given the inherent challenges in this process and adapt policies and practices accordingly.	Revised policies and / or practices.	Lead: ODEI Support: All relevant PC committees	Ongoing beginning Fall 2024
Create DEI Impact Survey	Created and used.	Lead: Committee on Diversity	February 2023

DOMAIN 2: COMMUNICATION

Goal 2a: SoE community members will engage in diverse, inclusive, and equitable conversations that make visible our commitments to DEI.

Goal 2b: All forms of communication within the SoE will explicitly demonstrate and reflect our strong commitment to DEI.

Strategic Actions/Initiatives

- Maintain a set of statements related to DEI, which faculty and school leaders can draw upon for different purposes.
- Conduct an annual audit of existing marketing materials to determine the extent to which the included implicit and explicit messages align with and/or preclude current and emergent DEI goals.
- Organize and facilitate TeachEducateAct (TEA) Talks to create ongoing opportunities for faculty, staff, and students to engage in courageous and risk-taking conversations about DEI.
- Identify, develop, and maintain opportunities to communicate with students about DEI, and in particular the challenges they'll face in their careers (e.g., unconscious bias, the "hidden curriculum" etc.), and opportunities to help change the community.

Best Practices

- Consistently communicate a commitment to DEI by acknowledging and responding to world and local events that specifically impact and/or target people from hyperraced communities and those from historically

underrepresented groups.

- SoE community members engage often in conversations that challenge their privileges.
- Broadly disseminate SoE faculty research, teaching, and service that relates to DEI.
- Visually communicate the SoE's commitment to representing diverse perspectives, histories, and identities by, for example, posting signage throughout the building that reflect this commitment.
- Online communications, including social media (e.g., Twitter), reflect the SoE's commitment to representing diverse perspectives, histories, and identities.
- Assure that the SoE website foregrounds our commitment to DEI.
- Use the digital screens to promote DEI and broaden representation.
- Widely advertise events related to DEI.
- Maintain a common calendar to coordinate and promote DEI related events.

Planned Actions and Metrics

Strategic Action/Initiative	Metric	Responsible Unit(s)	Timeframe
Maintain a set of statements related to DEI, which faculty and school leaders can draw upon for different purposes. Ensure these are easily found on the website.	Statements developed and reviewed and approved by the Policy Council.	Lead: Committee on Diversity Support: ODEI, Agenda Committee	Ongoing
Conduct an annual audit of existing marketing and online materials (e.g., website, etc.) to determine the extent to which the included implicit and explicit messages align with and/or preclude current and emergent DEI goals.	Audit complete and report generated with recommendations for changes to existing marketing materials.	Lead: Marketing & Communications Support: ODEI	Ongoing
Organize and facilitate TeachEducateAct (TEA) Talks to create ongoing opportunities for faculty, staff, and students to engage in courageous and risk-taking conversations about DEI. Revisit / revise the surveys, and the marketing given the post-COVID realities.	Number of TEA Talks as reported annually. Brief targeted participant surveys.	Lead: Committee on Diversity Support: ODEI	Ongoing

Identify opportunities for School leadership to respond to key public events.	Events noted and communicated about.	Lead: ODEI Support: School Leadership (Dean, EAD).	Ongoing
Disseminate faculty research related to DEI.	Number of articles advertised / shared.	Lead: R&D Support: Marketing, Department Chairs; Committee on Diversity.	Start by Fall 2023, then ongoing
Identify, develop, and maintain opportunities to communicate with students about DEI, and in particular the challenges they'll face in their careers.	Materials and learning opportunities.	Lead: Graduate Studies Support: ODEI, Committee on Diversity	Ongoing
Review how notions of "excellence" are developed and communicated throughout the school to make sure they are representative of diverse visions for excellence.	Policies, materials, and learning opportunities.	Lead: Diversity Committee Support: PC and appropriate committees	Ongoing
Identify, develop, and maintain opportunities to communicate with all students about how to be more inclusive of their historically excluded peers and community members.	Materials and learning opportunities.	Lead: Graduate Studies Support: ODEI, Committee on Diversity	Ongoing

DOMAIN 3: POLICIES

Goal 3a: SoE community will develop new and revise existing policies to ensure that the SoE's goals and commitments related to DEI are consistently institutionalized and sustained, particularly policies related to promotion, tenure, and mentoring.

Goal 3b: SoE community members will adopt uniform decision-making protocols that consider DEI concerns in policy development.

Strategic Actions/Initiatives

- Conduct a policy audit of all existing policies to determine the extent to which a given policy aligns with and/or precludes current and/or emergent DEI goals. Possibly build this process into the revision of the School's constitution, which will occur over the next year or two.
- Develop policies in the following targeted areas:
 - Policies establishing a schoolwide accountability framework for DEI initiatives;
 - Policies related to the establishment of an Office of DEI, particularly those

- delineating the responsibilities of an Associate Dean of DEI;
- Policies establishing schoolwide investment targets, specifically the recruitment of faculty of color and those from underrepresented groups; and
- Policies concerning the expedited development of DEI courses and initiatives.

Best Practices

- Assure that mentoring policies and practices are intentionally related to DEI.
- Utilize common decision-making frameworks that promote DEI as a strategic focus.
- Consistently review policies and practice to assure they align with DEI goals.
- Implement policies and practices in a transparent manner.
- Engage in regular reviews of DEI related policies to determine their effectiveness.

Planned Actions and Metrics

Strategic Action/Initiative	Metric	Responsible Unit(s)	Timeframe
Plan for and execute periodic policy audits of all existing policies to determine the extent to which a given policy aligns with and/or precludes current and/or emergent DEI goals.	PC to identify processes for rotating periodic audits. Complete planned audits going forward.	Lead: Policy Council Support: ODEI and appropriate PC committees	Fall 2023 and then ongoing
Develop policies in the following targeted areas:			
Policies establishing a schoolwide accountability framework for DEI initiatives (Target 1);	Relevant policies submitted to the SoE Policy Council for consideration.	Lead: Committee on Diversity Support: ODEI and Relevant SoE Committees	Ongoing
Policies ensuring that historically excluded faculty are protected from being overburdened with service.	Relevant policies submitted to the SoE Policy Council for consideration.	Lead: Committee on Diversity Support: ODEI and Relevant SoE Committees	Ongoing
Examine policies related to the promotion and support of research to ensure that they are addressing the challenges that	Relevant policies or revisions to policies submitted to the SoE Policy Council for consideration.	Lead: Faculty Development Support: ODEI, R&D	Ongoing beginning Fall 2023

historically excluded faculty face.			
Examine policies related to the promotion and support of research to ensure that they address the challenges inherent in doing DEI related research and scholarship.	Relevant policies or revisions to policies submitted to the SoE Policy Council for consideration.	Lead: Faculty Development Support: ODEI, R&D	Ongoing beginning Fall 2023
Clarify the responsibilities of the ODEI and Assistant / Associate Dean of DEI (Target 2);	Creation of relevant policies.	Lead: Committee on Diversity Support: ODEI, EAD	Ongoing
Develop policies establishing school-wide investment targets, specifically the recruitment of faculty of color and those from historically excluded groups (Target 3);	Creation of relevant policies.	Lead: EAD Support: ODEI	Ongoing
Develop processes for collecting and reporting social identities that will provide more nuanced understanding of the members of our community.	Creation of relevant policies.	Lead: EAD Support: ODEI	Ongoing

DOMAIN 4: RECRUITING AND SUPPORTING HISTORICALLY EXCLUDED FACULTY, STAFF AND STUDENTS

Goal 4a: The SoE community will increase the number of historically excluded faculty, staff, and students hired and retained.

Goal 4b: SoE community will actively recruit faculty from historically excluded populations.

Strategic Actions/Initiatives

- Recruit historically excluded faculty.
- Retain historically excluded faculty. Develop a search “toolkit” of comprehensive guidelines for faculty searches and a toolkit to explore creative options to attract

historically excluded faculty.

- Develop a culture and practices of hiring, funding, and supporting students from historically excluded populations.

Best Practices⁸

- Require hiring committee to participate in workshop/trainings (e.g., implicit bias).
- Educate members of the hiring unit so that they understand how they can constructively contribute to a successful search with a diverse pool of faculty applicants.
- Modify the search process (e.g., job postings and visit schedules) to better match the needs and interests of faculty of color and those from historically excluded groups.
- Ensure a diverse search committee with members who understand how diversity is a priority for the hiring unit.
- Utilize faculty networks to build a more diverse pool of applicants.
- Network with current and potential faculty of color and those from historically excluded groups at other institutions, which may even include inviting individuals to campus prior to a search.
- Consider the full range of faculty candidate qualities and how those qualities could contribute to the goals of the hiring unit and the SoE's goals of increasing representation across a range of identities.
- Engage in open communication with faculty candidates about the strengths and challenges of the hiring unit, school, and community.
- Connect faculty candidates to people across campus and in the community who share their interests and potential concerns when they visit campus.
- Consider alternatives to “regular” search processes (e.g., targeted hiring, cluster hiring, post-doc positions) to increase the number of faculty of color hires and those from historically underrepresented groups.

Planned Actions and Metrics

Strategic Action/Initiative	Metric	Responsible Unit(s)	Timeframe
Recruit historically excluded faculty.	The number of faculty from historically excluded populations as reported annually.	Lead: Dean's Office, Executive Associate Dean Support: SoE Faculty, and SoE Department Chairs	Ongoing
Retain historically excluded faculty	Number of historically excluded faculty retained each year. Processes or	Lead: Faculty Development Committee Support: ODEI, Committee on Diversity, Chairs / Departments	Ongoing

⁸ Some of the best practices included were informed by the following:

<http://www.cuny.edu/about/administration/offices/ohrm/diversity/DiversityActionPlan.html>

	policies developed to support retention.		
Continually refine a search “toolkit” of comprehensive guidelines for faculty searches and a toolkit to explore creative options to attract historically excluded faculty.	“Toolkit” developed and used during searches.	Lead: ODEI Support: Committee on Diversity	Ongoing
Develop a culture and practices of hiring, funding, and supporting students from historically excluded groups.	Progress via annual reports on the proportion of students who are recruited, admitted, and funded who are from historically excluded populations.	Lead: Graduate Studies Support: ODEI, Committee on Diversity	Ongoing beginning in Fall 2023
Develop a culture and practices of hiring and supporting diverse staff.	Progress via annual reports on the proportion of staff who are from historically excluded populations.	Lead: EAD Support: ODEI, Committee on Diversity	Ongoing beginning in Fall 2023

DOMAIN 5: LEADERSHIP

Goal 5a: SoE leadership will be committed to making DEI an institutional priority.

Goal 5b: SoE leadership will be professionally and personally responsible for strategically coordinating and leveraging resources to support and facilitate DEI in the SoE.

Strategic Actions/Initiatives

- Support the Office of DEI and Assistant / Associate Dean of DEI.
- Require all SoE leaders to participate in DEI related professional development and training (e.g., NADOHE, NCORE, etc.).

Best Practices⁹

⁹ Some of the ‘Best Practices’ listed within the domain of Leadership were informed by the following:

- School leadership champions DEI within the SoE, as well as in broader educational communities.
- School leadership annually documents their record of promoting DEI, particularly as related to hiring faculty of color and those from historically underrepresented groups.
- School leaders ensure units within the SoE allocate and utilize resources to achieve DEI goals.
- School leadership broadly understands the potential barriers that faculty face in the
 - promotion and/or tenure process in the context of diversity-related professional activities
 - (e.g., teaching, research, service) (NADOHE Standard).
- School leadership has current and historical knowledge related to issues of nondiscrimination, access, and equity in higher education institutions (NADOHE Standard).
- School leadership has awareness and understanding of the various laws, regulations, and policies related to equity and diversity in higher education (NADOHE Standard).
- School leadership envisions and conceptualizes the diversity mission of the SoE through a broad and inclusive definition of diversity (NADOHE Standard).
- School leadership understands how institutional programming can be used to enhance the SoE's diversity mission to support faculty, especially hyperraced faculty **and** those from historically underrepresented groups (NADOHE Standard).
- School leadership has basic knowledge of how data can be used to benchmark and promote accountability for the diversity mission (NADOHE Standard).

Planned Actions and Metrics

Strategic Action/Initiative	Metric	Responsible Unit(s)	Timeframe
Support the office and position for Assistant / Associate Dean of DEI.	Evaluate office on an ongoing basis as with other parallel offices.	Lead: Dean's Office	Ongoing
Require all SoE leadership to participate in DEI professional development and training (e.g., NADOHE; NCORE).	The number of training sessions reported annually. Participant surveys.	Lead: Dean's Office	Annually

<http://www.nadohe.org/standards-of-professional-practice-for-chief-diversity-officers> and <https://inclusion.uoregon.edu/content/leadership>.

Ensure that staff are provided with opportunities for DEI professional development.	Participant surveys.	Lead: Executive Associate Dean	Ongoing
Evaluate leadership within and across units (programs) to ensure there is equitable distribution amongst faculty.	Results of annual reviews.	Lead: Executive Associate Dean	Annually