

LFSOP Diversity Strategic Plan



IUPUI

LILLY FAMILY SCHOOL OF PHILANTHROPY

INTERIM Diversity Strategic Plan 2022-2024

Developed by: The Lilly Family School of Philanthropy DEI Committee

DEI Committee Members:

- Angela Logan, Alumni (St. Andre Bessette Academic Director of the Master of Nonprofit Administration Program, Associate Teaching Professor, Management & Organization, Mendoza College of Business at Notre Dame)
- Amir Pasic, Dean
- Avis Frieson, Staff (Student Services Specialist and School Recorder)
- Dana Doan, Ph.D. Candidate & Committee Co-chair
- Jada Halliburton, Undergraduate Student
- LaKoya Gardner, Staff & Committee Co-chair (Associate Director of Development; Director of Programs, Mays Family Institute on Diverse Philanthropy)
- Loren Harris, Member of the Board of Visitors (Executive Director of National Impact at Ballmer Group)
- Nicolas Gonzalez, Certificate student (Community Engagement and Education Manager for the Stamford Symphony Orchestra)
- Patricia Snell-Herzog, Faculty (Melvin Simon Chair; Associate Professor of Philanthropic Studies; Affiliate Faculty, School of Informatics & Computing)
- Shariq Siddiqui, Faculty (Assistant Professor of Philanthropic Studies and Director, Muslim Philanthropy Initiative)

Special appreciation goes to LFSOP's DEI committee advisors, including Dr. Lehn M. Benjamin, Cathie Carrigan, Judy Hartling, Kate Kennedy, Dr. Sara Konrath, and anonymous contributing members of the LFSOP community who have provided invaluable guidance over the past year.

Background

The Lilly Family School of Philanthropy formed its first DEI Committee, in the Fall of 2020, with the mandate to support the school's desire to foster racial justice, diversity, equity, and inclusion (DEI) for staff, faculty, students, alumni, and partners. The initial concept note for the committee detailed six objectives for the first year, a governance structure, and accountability mechanisms for the committee's work. The six stated objectives proposed for the committee's work from Fall 2020 to Fall 2021 included:

1. Draft a statement on anti-racism and anti-racist practices for LFSOP.
2. Evaluate current systems, policies, and programming based on that definition.
3. Engage an external researcher to undertake a confidential study to understand the experiences of LFSOP staff and students of color.
4. Based on our internal review and external research, provide clear recommendations for LFSOP's strategic plan and DEI strategic plan for 2021-2023.
5. Regular reports on progress made on the above steps and towards recommendations for the strategic plan.
6. Utilize and communicate with relevant DEI offices at IU/IUPUI.

Drafting of this strategic plan was guided by the DEI Committee based on stakeholder feedback, including: (1) seven focus group discussions conducted by an external consultant in the September and October 2021; (2) responses to an anonymous, online feedback form; and (3) feedback provided in response to sharing an early draft of the strategic plan. We invite the community to evaluate our work at least once a year, starting in December 2021.¹ Feedback indicators will assess stakeholder trust, their perceptions of the level of responsiveness of the DEI committee, and their sense of ownership and support for DEI goals and strategies.

Guiding Values:

- **Commitment to Anti-Racism** - At the Indiana University Lilly Family School of Philanthropy (LFSOP), we are committed to taking an antiracist approach to how we educate, learn, engage, and serve.² Aligned with IU's antiracist agenda, we believe that an antiracist approach cultivates equity,³ diversity, and inclusion and is a key driver to address all forms of discrimination⁴ and hate. This commitment requires that we take an antiracist approach in our advancement of IU's goal of cultivating a culture of belonging. Through our decision making, events, policies, and programs, we will embrace diversity as a deep recognition and affirmation of who we are, and

¹ An anonymous evaluation form was distributed to the LFSOP community, via email, following its 16 December 2022 presentation of findings and the draft strategic plan. The form invited community members to assess the DEI committee's work and the draft DEI strategic plan, including measures of trust, responsiveness, sense of ownership of recommendations, etc. Members of the DEI committee were also asked to complete an end-of-year self-assessment.

² Antiracist approach: supporting any measure that produces or sustains racial equity between racial groups through actions or expressing antiracist ideas. [Adapted from Dr. Ibram X. Kendi's book [How To Be an Anti-Racist \(2019, 13, 18\)](#)]

³ Equity focused: Diversity, equity, and inclusion efforts are often described in this order: DEI. Yet, diversity is about representation. Equity is about outcomes. Diversity and inclusion are important principles or paths to equity, but equity is the overarching goal.

⁴ Discrimination based upon (including but not limited to): race, ethnicity, color, nationality, sex, sexual orientation, gender identity and expression, socioeconomic class, religion, disability, age, military status, political ideology, visa status, economic status, geographic location, and language/linguistic ability.

where we come from, and our cultural heterogeneity, and we will denounce racism and oppression of all forms. The school values and encourages the engagement of its stakeholders⁵ in these endeavors and will work to make it safe and accessible for members of our community to share and provide feedback ensuring transparency, accountability, and responsiveness.

- **Transparency & Accountability** – LFSOP’s aims to ensure that our community understands how well we are living up to our commitment to anti-racism and DEI. As such, we will work to establish SMART objectives, gather, and analyze institutional data, and share our outcomes (good and bad) with the LFSOP community.
- **Community Engagement** - While the DEI committee aims to guide implementation of the DEI strategic plan, the responsibility for diversity, equity, and inclusion is shared throughout the LFSOP community. Implementation of specific strategies and, in some instances, assessment of our situation will lie with the departments and committees responsible for specific functions, and with the faculty. The process of data gathering and analysis, goal setting, implementation, and evaluation must involve the entire school community and in collaboration with our partners throughout IUPUI.
- **Responsiveness** – When we know how to do better, we must do better. LFSOP aims to listen and reflect on data and feedback from our community and incorporate what we’ve learned back into our plans and programs. As we continue to foster learning about the history and consequences of structural racism in academia and philanthropy, we must simultaneously work to reduce uncovered inequities and biases to demonstrate our commitment to DEI and anti-racist practices. Only by continuing to listen, learn, and respond can LFSOP realize its strategic goals.

⁵ Stakeholders (include but are not limited to): faculty, staff, undergraduate students, master’s students, doctoral students, certificate earners, alumni, the Board of Visitors, research partners, philanthropy practitioners, donors, and community members who engage in school or institute events and activities.

Diversity Indicator I: Institutional Viability and Vitality

Goal #1: Improve recruitment and retention of underrepresented and minoritized faculty, staff, and students with a particular focus on Black, Indigenous, and people of color.

Goal #2: Create strong internal community support for DEI. *Build and maintain a culture of inclusion at LFSOP for underrepresented and minoritized faculty, staff, and students with a particular focus on Black, Indigenous, and people of color and recognizing intersectionality and invisible identities.*

Strategy #1: Create an equity office / hire an equity officer for LFSOP by May 2023.

The equity office would serve as an institutional focal point, ensuring that all LFSOP programs and departments are held responsible and accountable for integrating and assessing progress on DEI in their respective work. This position would also provide support to the LFSOP community (including faculty, staff, and students) in their respective efforts to cultivate equity, diversity, and inclusion and remove systemic and structural barriers to foster an equitable and anti-racist environment. The equity officer would report to the Dean and DEI Committee and tasked with overseeing and supporting stakeholder efforts to achieve goals relating to DEI in LFSOP's strategic plan. Finally, the equity office is designed to alleviate some of the stress and pressure currently placed on historically marginalized faculty, staff, and students.

Action Steps:

- Connect with other schools and departments on IU/IUPUI campus to identify similar or related initiatives and opportunities to share in the learning and/or collaborate (Jan-Sep 2022) Draft a detailed job description for an equity office(r), including the desired roles and responsibilities, qualifications, location on LFSOP's org chart, etc. (e.g., full-time vs. part-time role, solo vs. shared post with another school, permanent vs. rotated role) by Sep 2022.
- Identify resources needed to create an equity office and/or hire an equity officer (e.g., 5-year budget for 2023-2026) by Spring 2023.
- Prepare an orientation and action plan for the equity officer's first 6 months.
- Recruit equity officer by May 2023.

Responsible parties: Dean; Finance Director; Human Resources; DEI Committee

Timeline: January 2022-May 2023

Strategy #2: Support the development of Employee Resource Groups (ERGs).

ERGs are intended to be non-hierarchical, safe/brave spaces for underrepresented and minoritized employees to connect (could also set up ERGs for white colleagues) and are intended to be a source of ideas for improving DEI. ERG's can convene groups to talk about issues, generate ideas, and make recommendations. ERGs would be supported by the equity office (who is compensated for this work but not monitored by the administration).

Action Steps:

- Explore how ERGs work at other universities (Fall 2022-Spring 2023)
- Invite guest speakers to share their experience & field questions from LFSOP community (Fall 2022 and Spring 2023).
- Invite expressions of interest and nominations for ERG leads (Fall 2023)

- Group leads will draft their respective group descriptions and recruitment (Fall 2023).

Responsible party: Dean & DEI Committee (ultimately the Equity Officer)

Timeline: On-going

Strategy #3: Develop an intentional strategy to recruit, hire, and retain more underrepresented and minoritized faculty, staff, and students with a particular focus on BIPOC.

Action Steps:

- Draft a plan for increasing the number of underrepresented and minoritized faculty, staff, and students with a particular focus on BIPOC:
 - ID pathways to recruit and retain BIPOC faculty, staff, and students
 - Build relationships with organizations serving BIPOC communities
 - Advertise to organizations serving BIPOC communities
- Produce annual report on LFSOP's efforts to recruit, hire and retain more underrepresented and minoritized faculty, staff, and students, acknowledging achievements, identifying challenges, and proposing strategies to overcome challenges in the coming year.
 - Compare outcomes for online and offline students (e.g., for faculty, staff and in-person students compare LFSOP demographics with Indianapolis and Indiana demographics; for online students compare with national demographics)

Responsible party: Human Resources; Faculty Director, All Program & Department Directors

Timeline: On-going (annual targets)

Strategy #4: Analyze and report on progress and challenges in DEI climate/culture at LFSOP at least once a year (including plans to overcome challenges or barriers), attending to different experiences of underrepresented and minoritized faculty, staff, and students.

Action Steps:

- Collect data, at least once a year, including:
 - Each year, faculty, staff, committees, and departments incorporate DEI-specific goals and objectives in their annual action plans and report on their DEI accomplishments and barriers over the previous year (e.g., departmental reviews and/or individual reviews).
 - Gather data on faculty/staff/student recruitment and retention, distinguishing outcomes for underrepresented and minoritized faculty, staff, and students for comparison.
 - Conduct an anonymous survey, sent to all LFSOP stakeholders at the end of each academic year, to understand individual experiences of the DEI climate/culture. (Note: distinguish feedback from underrepresented and minoritized faculty, staff, and students for comparison.)
 - Offer additional channels to gather feedback throughout the year (e.g., equity office, employee resource groups, anonymous comment box, open meeting with the DEI committee)
- Analyze and report on progress and challenges in DEI climate, including:
 - Annual stakeholder meeting to review data and feedback, acknowledge progress and challenges, and recommended next steps
 - Annual recognition of successes, acknowledgement of barriers, and plans for making further progress (e.g., award, blog, and/or recognition).

- Post a summary report on DEI webpage.

Responsible party: Dean; DEI Committee (eventually the Equity Officer); Research Department; Mays Family Institute

Supporting parties: All stakeholders and departments

Timeline: At least once per year, beginning in January 2023.

Metrics:

- Equity officer starts work in the Summer 2023
 - Proposed budget for equity office (2023-2026) by Fall 2022
 - Funds allocated to equity office by Summer 2023
 - JD for equity officer sent to HR Director by Fall 2022
 - *In the interim, these duties will be shared among the DEI committee and Dean*
- Draft and distribute baseline report in January 2023 and an annual report thereafter
 - Compare future reports with baseline and/or previous years.
 - Proposed key performance indicators (KPIs) to monitor⁶:
 - LFSOP community is more representative of target population (*e.g., faculty/staff and in-person students better reflect demographics of Indianapolis/Indiana; online students better reflect national demographics*).
 - Rate of retention students/staff/faculty who are Black, Indigenous, and people of color is no different from the rate of retention for white students/staff/faculty.
 - Year on year increase in overall satisfaction (e.g., net promoter score question) with LFSOP's commitment to DEI/anti-racism (target goal > 80% satisfaction).*
 - Year on year reduction in the difference in overall satisfaction between white and underrepresented/minoritized stakeholders (target goal = no difference).*
 - Satisfaction with DEI Committee (and later Equity Office) in terms of communications, trust, responsiveness.*
 - Year-on-year increase in DEI activities in P&T dossiers.*
- Annual recognition of DEI successes and challenges at LFSOP (*i.e., this could be done via an acknowledgement email from the Dean, a blog post by the Equity Officer (or DEI committee), an update during an LFSOP community gathering, and/or a special event*).

⁶ All data, including those marked with an (*), are to be proactively disaggregated to compare outcomes for underrepresented or minoritized groups with overall outcomes.

Diversity Indicator II: Education and Scholarship

Goal #3: Faculty/Staff/Program/Curriculum DEI enhancement, ensuring that stakeholders learn of the nature of structural racism and inequity, with a focus on academic and philanthropic institutions.

Strategy #1: Provide professional development resources to enhance staff and faculty capacity to integrate DEI and anti-racism into their work and courses and/or programs.

Action Steps:

- Provide coaching and/or access to resources for faculty and staff professional development in DEI and anti-racist practices. Build and maintain resources for staff and faculty (separate folders?). For example:
 - Identify or create DEI tools or checklists to self-evaluate and ID of areas for improvement
 - Develop and maintain a list of grants and conferences pertaining to DEI and anti-racist practices in philanthropy and philanthropic studies.
- Organize trainings/workshops/dialogues based on staff/faculty feedback, incorporating an anti-racist lens. For example: engage the LFSOP community in conversations around a more inclusive definition(s) of philanthropy and what makes a definition anti-racist. Follow-up with an article/blog post summarizing the conversation and any lessons learned.

Responsible party: Dean; Faculty Director; Faculty Representative, IFC DEI Representative, SDS, DEI Committee (later by Equity Officer)

Timeline: On-going (including at least one activity each in the Fall and Spring semesters, beginning in the Fall of 2022)

Strategy #2: Incentivize, recognize, and appreciate staff and faculty working to enhance DEI and anti-racism in their programs, teaching, and mentoring practices.

Action Steps:

- [Note: Please refer to Diversity Indicator 1, Strategy #4 for plan of action to recognize and appreciate staff efforts.]
- Faculty award for DEI-related curriculum revisions.

Note: The award is intended to be mostly symbolic in honoring the faculty labor involved in these endeavors and serve as a token of appreciation in promotion and tenure decisions, by signaling to internal and external reviewers that this work is something the school values. In this way, the aim is to respond to the 'invisible labor' of DEI by raising its visibility. (Proposed budget: USD \$500/year).

 - Recommend formation of award committee at faculty meeting and vote by August 2022
 - If vote to approve, form award committee, in consultation with EAD Patrick Rooney and LFSOP Faculty Council President Pamala Wiepking, by September 2022
 - Award committee drafts DEI-curriculum award description and process by October 2022 (establish criteria using an anti-racist lens).
 - First awards conferred in January 2023

Responsible party: Dean; Faculty Director; Faculty Representative, IFC DEI Representative, DEI Committee

Timeline: Annual recognition, beginning in January 2023

Metrics:

- Professional development metrics:
 - Establish a per person annual budget for professional development in DEI/anti-racism
 - Organize at least one training/workshop/dialogue each year
 - Build and maintain shared folders with relevant professional development resources for staff and faculty (separate folders?)
 - KPI: Staff/Faculty satisfaction with professional development coaching & resources (access to resources and quality of coaching) is at least 80%
- Annual recognition of staff/faculty DEI successes
 - Frameworks for assessing staff/faculty success in enhancing DEI/anti-racism are developed by (Spring 2023). For example:
 - Faculty DEI-curriculum incentive/award description and selection process developed by (March 2022).
 - Staff incentive/award criteria and selection process developed by (Fall 2022).
 - Launch of annual DEI-curriculum incentive/award awards in January 2023.
 - Event, article, and/or blog appreciating actions to enhance DEI taken by faculty & staff
- Quarterly (or each semester) articles / blog posts to share resources, learnings, and achievements in enhancing DEI/anti-racist practices at LFSOP beginning in the Fall 2022.

Diversity Indicator III: Climate and Intergroup Relations

Goal #4: Enhance internal community support for underrepresented and minoritized faculty/staff/students.

Goal #5: External communications and physical environment is inclusive and welcoming to diverse stakeholders, with particular attention to the inclusion of underrepresented and minoritized groups.

Strategy #1: Foster safe/brave spaces for underrepresented and minoritized faculty and staff to regularly connect, talk about issues, generate ideas, and make recommendations to enhance DEI.

Action Steps:

- Support the development of Employee Resource Groups (ERGs).
(Please refer to Diversity Indicator #1, Strategy #2 for details)
- Organize safe / brave spaces to discuss the meaning behind LFSOP's name (are we a family or are we the Lilly Family's school).
- Supervisors explore what makes employees passionate about philanthropy (add frequency – review meetings are annual?)
- Regularly share learnings from the above action steps in community meetings and public facing articles and/or blog posts (quarterly).

Responsible party: Dean; Equity Officer; Supervising Staff/Faculty

Timeline: On-going

- At least one ERG meeting and/or one safe/brave space event each semester.
- Space for sharing/reflecting on DEI experiences at least once each semester.

Strategy #2: Reconsider hierarchies and unwritten rules to minimize gatekeeping and inequity. To ensure equity, LFSOP should rely less on informality and informal processes.

Hierarchies and procedures can create opportunities for gatekeeping and informality can lead to inequitable treatment. To ensure equitable treatment, recommend changes to existing hierarchies and informal processes with the goal to minimize inequity and create a sense of belonging for all.

Action Steps:

- Each department reflects on existing hierarchies and informal processes and identifies opportunities to reduce hierarchies and formalize processes to enhance equity and inclusion of underrepresented, minoritized groups
- Establish a transparent onboarding/orientation for new staff/faculty that includes resources relating to DEI by August 2022 (e.g., a PPT or e-handbook introducing information or links to information relating to roles and responsibilities of LFSOP support team members, important timelines and procedures, procurement process, and resources relating to DEI.)
 - Gather feedback from most recent hires on existing orientation materials (June to November 2022)
 - Address gaps and opportunities to enhance onboarding/orientation and develop a new or improved handbook (December 2022 to May 2023).
 - DEI committee to support with the list of DEI resources.
- Supervisors set clear expectations for Graduate Assistants at the beginning of each semester.
 - Draft checklist for supervisor check-ins developed by August 2022

- Gather feedback to improve checklist.
- Develop an open and transparent process for the distribution of internal and external opportunities (jobs, internships, leadership positions, etc...)
 - Develop a checklist to provide guidance by Fall 2022
 - Gather feedback to improve the checklist.

Responsible party: LFSOP Admin Leaders; Staff/Student Supervisors; Human Resources

Timeline: On-going (see above for proposed deadlines)

Strategy 3: Internal, stakeholder assessment of LFSOP's physical environment (i.e., artwork, images, messaging about philanthropy, layout)

Strategy 4: Assessment of outward facing, media-marketing images.

Action Steps:

- Evaluate existing art/images/decor in LFSOP's public spaces and media/marketing images/themes to understand the kinds of people and philanthropic experiences the school is lifting up and the kinds of people and philanthropic experiences that are missing or underrepresented.
 - Explore the engagement of a community advisory group that can contribute to this conversation
 - Seek input and collaboration from relevant campus resources (e.g., multicultural center, Africana studies center, etc.).
 - Share findings and recommendations for improvement with LFSOP stakeholders by Spring 2023.
- Implement recommendations starting in Spring 2023

Responsible party: Marketing & Communications Department

Timeline: Fall 2022 to Spring 2023

Metrics:

- Annually, each department/program will report on:
 - Goals: At least one way in which their team will work to reduce excessive hierarchies and/or barriers to equity and inclusion for underrepresented and minoritized faculty, staff, and/or students
 - Progress: Successes and challenges over the previous year.
- Organization of at least one safe/brave space each semester starting in the Fall of 2022
 - Summary and recommendations (if applicable) from each safe space will be shared at subsequent LFSOP Community Gatherings and/or via an article or blog post.
- Creation and/or enhancement of onboarding/orientation handbook(s) for all new staff/faculty (1 handbooks or separate handbooks for staff and faculty) by Spring 2023.
- Beginning in the Fall 2022, all GA's will have a job description detailing their expected roles and responsibilities and time commitment for the semester
 - This JD may be produced by or with their respective supervisor.
 - *[Note: GA's will be asked to share the JD with their Program Director within the first two weeks of a new semester - TBC.]*
- Performance evaluations include a prompt to facilitate conversation about employee passion for philanthropy.

- Add relevant indicators to an annual LFSOP stakeholder survey on DEI by Dec 2022.
(*Note: please refer to “metrics” under Diversity Indicator 1.*)
 - Net promoter score question (overall view of change in school climate with respect to DEI) and open-ended follow-up question
 - Feedback on DEI Committee’s work (e.g., frequency and quality of communications, level of trust / responsiveness, demographics to disaggregate the data).
- Biannual replication of the undergraduate survey first conducted in 2020-2021 by LFSOP undergraduate Ashlyn Devine.
- Record events, participation, and assess satisfaction among students/staff/faculty attending LFSOP DEI initiatives and events
 - Include DEI events organized by TFRS, Mays, WPI, MPI, Lake, DEI Committee, SDS, etc.
 - Annually: Each department/institute/group sets a target number of DEI initiatives: events, communications, reports.
 - Evaluate participation and satisfaction (disaggregated by race/ethnicity, gender, sexuality, stakeholder role, etc.).
 - Implement improvements based on feedback.

Diversity Indicator IV: Access and Success

Goal #6: Increase satisfaction and retention of underrepresented and minoritized students.

Strategy #1: Understand what attracts underrepresented and minoritized students to pursue an academic or professional career in philanthropy and the extent to which the existing curricula / programming addresses current and prospective student interests and expectations.

Action Plan:

- Study the interests, expectations, and preparedness of underrepresented and minoritized students demonstrating interest in LFSOP (including current, past, and prospective students).
 - Fall 2022-Spring 2023.
- Based on the above study, identify gaps and/or areas for improvement to current support services and curricula for underrepresented and minoritized students (e.g., faculty support, financial support, curriculum, community engagement, career guidance, etc.).
 - Recommendations shared by May 2023
- Implement recommended changes to better support underrepresented and minoritized students (Summer to Spring 2023).

Responsible party: Student Recruitment; Academic Program Directors; Research Department

Timeline: baseline report in May 2023; annual reporting thereafter

Strategy #2: Create a welcoming and supportive onboarding or orientation program (and/or gateway program) for minoritized and underrepresented students.

Action Plan:

- Design a program that would help students connect their own life experiences to the study of philanthropy and career opportunities in the sector.
 - Support and review results of study of students completed under Strategy #1.
- Develop a web page and/or shared folder with IU/IUPUI campus resources designed to support underrepresented and minoritized students (e.g., affinity-based student groups, social justice clubs, community engagement opportunities, mentoring opportunities, calendar of upcoming events, etc.).
 - Provide access to these resources to all student program directors for dissemination.
- Based on each student's self-identification, proactively connect underrepresented and minoritized students with relevant networks, resources, and support services.

Responsible party: Academic Program Directors

Timeline: Fall 2022 to 2023

Metrics:

- School/Program Tracking Data:
 - Retention rates for underrepresented and minoritized students is good (% TBC) and not significantly different in comparison with students from well-represented groups.
 - Level of participation and satisfaction of underrepresented and minoritized students in LFSOP events and initiatives is no different from students from well-represented groups.
- Climate Survey Data (IUPUI survey & LFSOP annual student survey):

- Measures of overall satisfaction and/or sense of belonging measures for underrepresented and minoritized students is high (>80%) and not significantly different to levels reported by students from well-represented groups.

APPENDIX

Interim DEI Strategic Plan, submitted in May 2021

Goal: To develop a DEI Strategic Plan 2022-2024 and incorporate that plan into LFSOP's strategic plan.

Objective #1: Draft a statement on anti-racism & anti-racist practices for LFSOP.

Action Steps:

- 1st draft disseminated in November & December 2020 to solicit feedback.
- A revised statement was disseminated in January 2021.
- Note: This statement will be finalized at completion of our strategic plan in December 2021.

Responsible party: DEI Committee

Timeline: November 2020 to December 2021

Objective #2: Engage a DEI consultant, experienced in consulting with higher education institutions, to help our school conduct an equity audit, including: (1) Conduct an environmental scan; (2) Conduct seven focus group discussions to understand the experiences of LFSOP faculty, staff, and students, centering race; and (3) Provide recommendations for LFSOP's strategic plan and DEI strategic plan.

Action Steps:

- List of DEI consultants compiled & crowdsourced (>20 prospects).
- Scope of work drafted and reviewed by committee.
- Rubric for consultant selection drafted and reviewed by committee.
- Inquiries sent to over a dozen DEI consultant prospects.
- Revision to budget allocation (from \$10,000 to \$20,000).
- Meetings with 5 prospective consultants.
- 4 proposals submitted and reviewed by committee.
- Washington Consulting Group (WCG) selected in April 2021.
- Selection announced to LFSOP community in May 2021.
- LFSOP information and reports compiled and sent to WCG in May 2021.
- IU purchasing approves PO in July 2021.
- Recruitment of volunteers for FGDs, 29 July to 1 September 2021
- 7 FGDs (September to October)
- Draft report submitted on 11 November 2021; DEI Committee Feedback submitting on 23 November; Final Report submitted on 10 December
- Presentation of findings to LFSOP Community on 16 December

Responsible party: DEI Committee in collaboration with Washington Consulting Group

Timeline: May to December 2021

Objective #3: Provide regular reports to the LFSOP community on progress made on the above steps, and toward recommendations in the strategic plan.

Action Steps:

- Regular email updates from the DEI Committee to LFSOP community members.
- DEI line item added to staff, faculty, and Board of Visitors meetings.

- Added a new web page with information about the DEI committee, including contact info for members, and university links to reporting incidents of bias.
- Develop a list of DEI activities, learning opportunities, and resources from LFSOP/IUPUI.

Responsible party: DEI Committee in collaboration with Washington Consulting Group

Timeline: May to December 2021

Objective #4: Utilize and communicate with relevant DEI offices at Indiana University and IUPUI, including, but not limited to, the following:

Action Steps:

- Participate in IU/IUPUI's DEI Planning Leads Working Group Meetings (LFSOP DEI Committee Co-Chairs)
- Identify available resources and reports and seek advice from relevant offices and individuals including:
 - IUPUI: OEO, Office of DEI, GPSG, DEI Faculty Council
 - IU Office of the Vice President on DEMA

Responsible party: DEI Committee

Timeline: On-Going

Objective #5: Formation of DEI sub-committees.

Action Steps:

- Draft list of proposed sub-committees and possible activities in May
- DEI committee members volunteered to join 5 sub-committees:
 - Advocacy
 - Communications
 - Curriculum
 - Informal Brown Bag
 - Grants & Conferences
- Foster LFSOP community engagement and co-leadership of sub-committees
 - DEI committee members requested to join LFSOP's 5 strategic planning teams:
 - Vision and mission (2 members)
 - Financial sustainability (2 members)
 - Student Recruitment and Success (2 members)
 - Community engagement (2 members)
 - Each team to propose goals and indicators for LFSOP's SP

Responsible party: DEI Committee

Timeline: May 2021 to December 2021

Objective #6: Incorporate DEI into the revision of promotion and tenure (P&T) standards

Responsible party: EAD Patrick Rooney; LFSOP Promotion & Tenure Committee

Timeline: To be completed in May 2022

Metrics:

- A complete Diversity Strategic Plan 2022-2024 will be submitted in December 2021, including goals, strategies, responsible parties, timeline, and benchmark indicators.
- The DEI strategic plan will be integrated into LFSOP's strategic plan, which will be completed in December 2021.
- LFSOP faculty will review and vote whether to approve DEI-revised school P&T guidelines by May 2022.