

Diversity, Equity, and Inclusion Education Advisory Board - GOALS

- Develop an educational curriculum with learning outcomes for NACADA leaders by considering what they should think, know, and do regarding the association's commitment to diversity, equity, and inclusion (DEI)
 - Archive the work of the Race, Ethnicity, and Inclusion Work Group and continue the work of the REI Training subcommittee (aka the Inclusive Excellence in Leadership Training Team or IELTT)
 - Consider multiple levels of training/individual needs along with the needs of the association (perhaps a cohort model)
 - Consider “placement” screening to determine who is a beginner and who has intermediate or advanced knowledge of the topic
 - Consider [Strategic Imperative for Decolonization and Racial Justice \(ACPA\)](#) as a model for explicitly naming white supremacy, while not discounting other oppressions
 - Ensure NACADA-sponsored opportunities are accessible to all members using universal design principles
- Determine what training elements are required for leaders versus what is optional
 - Set expectations for NACADA leaders. If parts of training are asynchronous, it could be easy for some leaders to disengage
- Determine what training elements are available for all NACADA members.
 - New member onboarding that includes a welcome and overview of NACADA’s values (consider how members are coming in, understanding the culture of NACADA, what does that mean for me as a member, and how am I nurtured? What does all this look like?)
- Curate a repository of DEI content and resources
 - Include NACADA’s Commitment to Diversity, Equity, and Inclusion and Land Acknowledgement
- Establish and execute a comprehensive assessment plan
 - Is the training meeting the learning outcomes?
- Establish and execute a comprehensive evaluation plan
 - Is the training leading to action?
 - Is the content up-to-date?
 - Is the program continuing to meet member and association needs?
- Create a process for capacity building
 - Consider train-the-trainer opportunities for DEI Education AB members to make sure this work is sustainable as members rotate on and off of the AB
 - The goal is to institutionalize this work. It should live on in cultural perpetuity, rather than with specific individuals
- Consider options for recognition of completion (this could also incentivize leaders to complete training)
 - Cannot call it “certification” due to accreditation concerns, but could do a “completion certificate”
 - Badging