

Strategic Plan – Initiative Work Plan FY2014

Initiative Expand the Diversity Found in the composition of the Staff at Indiana State University

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Thesis Statement

President Bradley identified enhancing diversity at Indiana State University as a top priority upon coming to ISU 2008. Much like working together to facilitate student success, enhancing diversity at ISU is everyone's responsibility. While specific groups and individuals are tasked with working on institutional policy, getting the most benefit from diversity depends on engagement across campus.

Introduction/Background

Indiana State University values diversity in all of its forms and seeks through various mechanisms to:

1. Recruit talented and diverse administrators and staff to ISU
2. Reframe the search processes and approaches to deepen pools and increase external interest
3. Retain talented and diverse administrators and staff at ISU
4. Position ISU and Terre Haute as an employer and community of choice for diverse candidates

In order to provide a high-quality education for all students and create an inclusion environment for all employees, ISU must make equity a priority in all facets of the campus community. According to Albertine and McNair (2011):

Such a priority means *acknowledging, not ignoring* the power of race, ethnicity and socioeconomic class as elements of identity that continue to influence access to quality education. Seeking inclusive excellence calls for us to examine institutional *policies, procedures*, and data as well as to address individual and collective *beliefs* and *prejudices*. It asks us to cultivate equity-mindedness (pp. 3-4).

Proposal/Purpose/Justification

The need for minority faculty and staff on college campuses has proven to be of utmost importance since enrollment and persistence toward degree completion of African American students has been linked to the number of African American faculty and administrators present on predominantly White campuses (Fleming, 1984; Gardiner, Enomoto, & Grogan, 2000). When

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minority students see African American and other minority faculty on campus, they can see themselves in those successful, professional roles (Patitu & Hinton, 2003).

Cole and Barber (2003) describe five benefits of an ethnically diverse workforce.

1. Achieves equity for minority suggests that discrimination no longer limits opportunity;
2. Raises the representation will promote the academic success of students of color;
3. Ensures that the contributions of diverse groups are recognized;
4. Provides more role models for minority students, thereby raising their career aspirations and academic performance; and
5. Ensures that theories and empirical data will be informed by the special perspectives that, by virtue of their own experience only members of certain racial and ethnic groups and women can bring to research and teaching (p. 3).

According to Leah Smiley, Society for Diversity CEO, the broadest definition of diversity today centers around our differences. Proponents endorse the idea that a diverse work force allows for greater utilization of different perspectives, skills, ideas and innovation. To advance this idea even further, Andres Tapia, President of Diversity Best Practices, and Mary-Frances Winters, President of The Winters Group, espoused the concept of *transitioning* from a *uni-dimensional* to a *multi-dimensional* framework in diversity leadership. This framework assumes that no single dimension of diversity takes place in isolation. Using a multi-dimensional framework is more descriptive and fitting for the unique individuals that we are who have a multitude of experiences, and a variety of different interests, backgrounds, and traits.

Candidates must see how they will be welcomed and included in this new environment. To facilitate interest of minority candidates that arrive needing to be viewed through a multi-dimensional frame, the purpose of Goal 6, Initiative 4A was developed to:

1. Accelerate recruitment of historically underrepresented minorities and women in executive and professional staff positions so that the gap in composition of these employee groups and the diversity of the student body is narrowed by 50% by 2017
2. Provide diversity training by college, division, and management level
3. Recruit, promote, and retain diverse talent
4. Establish employee affinity groups
5. Design a generational diversity or multi-cultural communications campaign
6. Pursue and train Diversity Facilitators within colleges and divisions

Discussion of Past Years Results – Benchmark

Through collaboration between Academic Affairs, Student Affairs, Affirmative Action, Diversity Office, Diversity Council, Human Resources, and the Goal 6-4A and 6-4B committees, numerous initiatives designed to attract and retain historically underrepresented staff and faculty at ISU occurred.

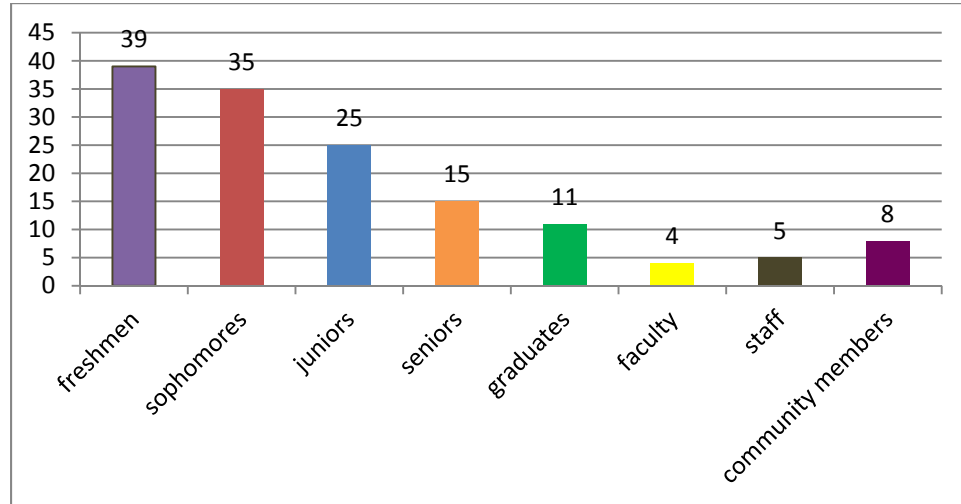
1. Proactive steps made towards administering a university diversity climate study
2. Steps undertaken to create a university diversity plan
3. Coordinated [2012 Diversity Research Symposium](#)

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- a. Registration
 - i. 168 registered online
 - ii. 24 registered on-site
 - iii. Between 70-95 individuals attended throughout the day
 - b. Categories
 - i. 80 students (44 undergraduate / 36 graduate)
 - ii. 21 staff
 - iii. 45 faculty
 - iv. 22 community members
 - c. States represented
 - i. 149 from Indiana
 - ii. 2 from Illinois
 - iii. 1 from Ohio
 - iv. 9 from other states
 - v. 7 international
 - d. 21 sessions were offered with 28 presenters from several Indiana colleges
 - e. 9 diversity research grants were awarded to faculty, staff, and students - one recipient was a student from the University of Delaware
 - f. The poster session included a poster from a doctoral candidate from Howard University
4. Funds provided to send six faculty to the [Faculty Women of Color seminar](#) at the University of Illinois Champaign-Urbana
 5. Additionally, with support from Goal 6 Initiatives 2 and 3, funds provided to send two faculty and three staff to the [National Conference on Race and Ethnicity \(NCORE\)](#)
 6. Sponsored [Certified Diversity Professional \(CDP\)](#) certification for two faculty within the College of Nursing, Health and Human Services and one staff within Residential Life
 7. Developed programs, resources, and marketing pieces that illustrates ISU's commitment to diversity:
 - a. Celebrating Diversity Lawn Sign Campaign developed to visually express the importance of diversity and inclusion by ISU's student, staff and faculty
 - i. Over 150 lawn signs placed around campus during June and September
 - b. Implementation of [Bafa Bafa](#) program to increase cultural awareness
 - i. Eight workshops conducted with approximately 170 participants
 - ii. 24 faculty and staff completed training to become Bafa Bafa facilitators Fall 2013
 - c. Continuation of the [Sycamore Safe Zone \(SSZ\)](#) program to increase awareness of issues and concerns facing lesbian, gay, bisexual, transgendered, and/or questioning faculty, staff, and students
 - i. 34 faculty, staff, and graduate students completed facilitator training and served as facilitators during the academic year
 - ii. 20 workshops conducted for approximately 340 participants
 - d. Development of [Eye on Diversity Series](#) to engage student, faculty and staff in conversations involving diverse topics/issues - over 200 individuals attended these sessions. The premise of "you don't know what you don't know" was the guide in developing this program.

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- i. The [videos](#) used in this series are available and can be [reserved online](#)



- ii. Between 200-250 individuals participated in the series
- iii. 142 evaluations collected – evaluations for one session with 60 participants not completed
- iv. In response to the survey question: How did you hear about series, over 80% of participants indicated *class/teacher and flyers*
- v. The majority of responses indicated that they found the series to be *informative, engaging and educational*
- vi. Participants indicated that the sessions were *of interest and easy to understand*
- vii. Over 80% of the participants indicated that after attending they had a *better understanding of the issue covered*
- viii. Over 70% specified that they came because it was a *class assignment* while about 32% attended due *to interest in the topic*
- ix. Some comments provided on the participants' evaluations included:
1. *That stereotypes are not always true*
 2. *How groups are falsely portrayed in the media*
 3. *Saw discrimination more clearly*
 4. *That it's important to take action against this unfairness*
 5. *Great event! I wish there was more time for questions during discussion*
 6. *I enjoyed the discussion, I enjoyed everyone's opinion/stories*
 7. *Love this!! Please bring it back and keep it going!*
 8. *Very interesting. Very intriguing. Very moving. Made me think about issues very deeply*
 9. *I liked listening to this. It opened my mind to different ideas*
- x. 15 ISU faculty and/or staff facilitated the discussions following each video. At this time, only 13 facilitators had responded. Suggestions from the facilitators included:
1. Allow more time for discussion
 2. Increase advertising

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3. Space the events throughout the semester – make presentations monthly

<u>FACILITATOR FEEDBACK</u> Question	Needs work	Fairly well done	Satisfactory	Excellent	Mean
Time of workshop	0	1	5	7	3.46
Space provided	0	0	4	9	3.69
Food provided	0	1	7	5	3.31
Books provided as raffle prize	0	0	2	11	3.85
Sign in process	0	0	7	6	3.46
Advertisement/marketing	0	1	3	9	3.62
Stipend provided to facilitator	0	0	3	10	3.77
Communication between office and facilitator	0	0	0	13	4.00

Statistic	Time of workshop	Space provided	Food provided	Books provided as raffle prize	Sign in process	Advertisement / marketing	Stipend provided to facilitator	Communication between office and facilitator
Min Value	2	3	2	3	3	2	3	4
Max Value	4	4	4	4	4	4	4	4
Mean	3.46	3.69	3.31	3.85	3.46	3.62	3.77	4.00
Variance	0.44	0.23	0.40	0.14	0.27	0.42	0.19	0.00
Standard Deviation	0.66	0.48	0.63	0.38	0.52	0.65	0.44	0.00
Total Responses	13	13	13	13	13	13	13	13

- xi. 100% of the facilitators indicated that they would like to be an Eye on Diversity facilitator again
 - xii. 69% of the facilitators indicated that they would like to facilitate their video again
 - xiii. 75% of the facilitators indicated that the series should occur on the same day/time of each month
 - xiv. 67% of the facilitators indicated that the sessions should start at 6pm
 - xv. 100% of the facilitators indicated that providing books regarding the topic discussed should continue to be part of the series
 - e. Ongoing updates and/or additions made to the [Diversifying Faculty](#) website
 - f. Ongoing updates and/or additions made to the [Diversity Council](#) website
 - i. The Diversity Council received training during Spring 2013 and became members of the Association of Diversity Councils
8. Being new to Terre Haute and in most cases to Indiana is the biggest hurdle Black faculty and staff need assistance. The formation of the [Black Faculty and Staff Caucus \(BFSC\)](#)

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and development of BFSC website with involved proactive integration, mentorship, and retention programs facilitated by the Black Faculty, Black Male Professional, and Black Faculty and Staff Caucus affinity groups. This initiative supported their efforts in creating an environment within colleges/divisions that underrepresented faculty and staff can feel welcomed and thrive.

- a. Functions funded were:
 - i. BFSC beginning of the year call-out welcome dinner meeting
 - ii. BFSC planning sessions, community outreach - committee efforts to connect with African American high school students in the Terre Haute community
 - iii. The social committee monthly functions were also supported by this initiative (e.g. lunch with new minority hires, Asian cooking class, basketball game attendance, tickets to ISU Performing Arts Series, diverse student organization sponsorship, adoption of Terre Haute family during the holiday season, etc.)
 - iv. The BFSC communication committee created the [What's Going On](#) newsletter sent to all African American faculty and staff. This newsletter highlights the successes of Black faculty and staff at ISU. It also provided information on Black owned businesses, community church highlights, and community events (within Terre Haute and Indianapolis, Chicago, St. Louis) to assist new Black faculty and staff transition
 - v. [Black Faculty and Staff Caucus FY12-13 Final Year Report](#) available online
- b. Two workshops conducted focusing on [Successful Faculty Searches Workshop Series](#)
 - i. Over 50 participants attended including department chairs, administrative assistants, and search committee members

Work Plan, Next Fiscal Year – Action Steps

According to Miller and Katz (2002), “inclusion increases the total human energy available to the organization. ***People can bring far more of themselves to their jobs because they are required to suppress far less***” (Williams & Clowney, 2007, p. 4). Clayton-Pedersen, O’Neill, and Musil (n.d.) explained:

Our notion of Inclusive Excellence re-envisioned both quality and diversity. It reflects a striving for excellence in higher education that has been made more inclusive by decades of work to ***infuse diversity into recruiting, admissions, and hiring; into the curriculum and co-curriculum; and into administrative structures and practices***. It also embraces newer forms of excellence, and expanded ways to measure excellence... In the same way, diversity and inclusion efforts ***move beyond numbers*** of students or numbers of programs as end goals. Instead, they are ***multilayered processes*** through which we achieve excellence in learning; research and teaching; student development; institutional functioning; local and global community engagement; workforce development; and more (p. 6).

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Smiley (2013) stressed that:

You can have diversity, but not inclusion. The difference is: Diversity denotes the spectrum of human similarities and differences; while inclusion describes the way your organization configures opportunity, interaction, communication, and decision making to utilize the potential of its diversity. Thus, before you start recruiting diverse candidates, you must ensure your organizational culture will support and retain workers who are different (p. AS-6).

Step One – Introduce candidates to ISU and Terre Haute as prospective hires

1. Continued development of web presence that “sells” ISU and Terre Haute to prospective hires.
2. Creation of an atmosphere that is accepting of our differences - not one that only focuses on diversity but one that illustrates ISU’s commitment to inclusion. Not only does this introduce candidates to the ISU/TH communities, it also provides information for prospective scholars and serves as a strong, proactive recruitment tool.

Step Two – Welcome to ISU and Terre Haute as new hires

1. Increase campus awareness of existing and develop and financially support new affinity groups
2. Increase training and professional development for Diversity Council Board members

Step Three – Acclimate new diverse employees to their new environment

1. Develop welcome reception for new minority hires with representation from administration/divisions/colleges/Terre Haute community sponsored by the Diversity Council
2. Provide funding to diverse speakers to present at ISU throughout the year
3. Continue the Train the Trainer program (Sycamore Safe Zone, Bafa Bafa, and Eye on Diversity series) to ensure fully trained diversity facilitators in each division/college
4. Provide funding for professional development and/or training of diverse staff (via Certified Diversity Professional certification program and conference attendance)
5. Increase diversity research by faculty and staff at ISU via awarding diversity research grants
6. Celebrate and acknowledge the achievements of individuals, divisions, and colleges that strive to facilitate the growth of inclusion at ISU

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Reporting and Deliverable Schedule

1. Update websites (Affirmative Action, Office of Diversity, Diversity Council, Eye on Diversity, Safe Zone, Diversifying Faculty, and Diversifying Staff)
 - a. Hire student workers (graphic artist and webmaster) – **July 2013**
2. Sponsorship for diverse speakers (i.e. bell hooks, Tim Wise) – **October 2013**
3. Hire historian to complete diversity research on Asian, Hispanic, and African American students at ISU from 1870-1970
 - a. Contract signed by **August 2013**
 - i. African American student experience – **October 2013**
 - ii. Asian American student experience – **January 2014**
 - iii. Hispanic student experience – **May 2014**
4. Train the Trainer Graduate Assistant (Eye on Diversity Series and LGBTQ Sycamore Safe Zone program) – **August 2013**
5. Train the Trainer program development (Eye on Diversity and Bafa Bafa) - purchase of food, books, promotional, workshop, and marketing supplies needed – **May 2013 and February 2014**
 - a. LGBTQ program purchase of supplies, workshop refreshments, promotional, and marketing materials – **December 2013**
 - b. Eye on Diversity Series purchase of dvds, workshop refreshments, supplies, books, promotional and marketing materials – **December 2013**
6. Affinity group development and financial support – **December 2013**
7. Diversity Council Board member training– **October 2013 and April 2014**
8. Certificate Diversity Professional certification program – **December 2013 and February 2014**
9. Support of staff attendance at National Conference on Race and Ethnicity (NCORE) – **June 2014**

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Budget

In order to provide a high-quality education for all students and create an inclusive environment for all employees, ISU must make equity a priority in all facets of the campus community. *This initiative facilitates the growth of an atmosphere that is accepting of our differences* - not one that only focuses on diversity but one that illustrates ISU’s commitment to inclusion. Not only does this initiative introduce candidates to the ISU/TH communities, it also provides information for prospective scholars and serves as a strong, proactive recruitment tool. The Office of Diversity at Indiana State is not designed to be the campus programming function for diversity-related programs. Rather, the office is charged with engaging other individuals and units in facilitating this programming. This initiative supports these efforts by providing training to individuals across campus to become more knowledgeable about diversity issues. These trained individuals will then be expected to “give back” to the university by leading various diversity programs.

Budget Item	Budget Request	% of Budget	Corresponding Benchmark Initiative
Hire historian to complete diversity research on Asian, Hispanic, and African American students at ISU from 1870-1970	\$4,000.00	7%	1, 2, 4
Sponsorship of diverse speakers (i.e. Tim Wise)	\$7,500.00	13%	1, 2, 4
Hire webmaster	\$3,500.00	6%	1, 2, 3, 4, 5, 6
Hire graphic artist	\$3,500.00	6%	1, 2, 3, 4, 5, 6
Train the trainer graduate assistant - full time	\$14,050.00	25%	1, 2, 3, 4, 5, 6
LGBTQ Purchase of supplies, promotional, and marketing materials	\$2,000.00	3%	1, 2, 3, 4, 5, 6
Affinity group development and financial support	\$5,500.00	9%	1, 2, 3, 4, 5, 6
Diversity Council Board member professional development	\$4,200.00	7%	1, 2, 4
Train the Trainer program development (Eye on Diversity and Bafa Bafa) purchase of food, supplies, and program materials	\$2,000.00	3%	1, 2, 4
Train the Trainer program development - Eye on Diversity purchase of videos	\$3,500.00	5%	1, 2, 4
Train the Trainer program development (Eye on Diversity and Bafa Bafa) purchase of promotional items and marketing materials	\$2,000.00	3%	1, 2, 4
Train the Trainer program development (Eye on Diversity and Bafa Bafa) purchase of books	\$3,000.00	4%	1, 2, 4
Certificate Diversity Professional certification program	\$2,000.00	3%	2, 4, 6
Support of staff attendance at NCORE conference	\$3,250.00	5%	2, 4, 6
TOTAL FY13-14 BUDGET REQUEST	\$60,000.00	100%	

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Stakeholders and Management Plan

Overall vision and direction of Goal 6 Initiative 4A: Expand the Diversity Found in the Composition of the Staff at ISU will be provided by Elonda Ervin, University Diversity Officer. Management Partners are:

- Kandace Hinton, Goal 6 Initiative 4B Chair, Special Assistant to the Provost for the Faculty Diversity Initiative
- Lindsey Eberman, Goal 6 Initiative 1 Chair, Enhance the Quality of Life of Faculty and Staff
- Lisa Spence, Goal 6 Initiative 2 Chair, Enhance the Development of Faculty
- Wil Downs, Goal 6 Initiative 3 Chair, Enhance the Development of Staff
- Bonita McGee, Director of Office of Affirmative Action
- Tami Weinzapfel-Smith, Director of Employee Relations, Human Resources
- Implementation team members (Austin Arceo-Negrich, Christopher Childs, Lynn Foster, Christine Knight, Yvonne Russell, Venita Stallings, and Carmen Tillery)

Outcome Assessment and Future Testing

1. Based on feedback received from staff/faculty/students/community members, continuing development of the website to provide resources, and tools, and videos is required
2. Effectiveness of Safe Zone, Bafa Bafa and Eye on Diversity series can be measured by the feedback that highlighted changes to be implemented:
 - a. A new pre-post assessment tool used to gauge audience reactions
 - b. Increase in Eye on Diversity facilitator requests received by the Office
 - c. Increase in the number of Bafa Bafa, Safe Zone, Eye on Diversity, and trained diversity workshop facilitators within each college/division
3. Increase the number of participants in various diversity related events will indicate the effectiveness of the marketing and promotional pieces developed
4. Increase in the number of Certified Diversity Professionals
5. Involvement of staff in affinity group activities/programs/events
6. Creation of new affinity groups based on either ethnicity or sexual identification (i.e. Asian/Pacific Islander, Hispanic, LBGTQ)
7. Gauge effectiveness of “welcome to ISU” activities with assessment tool
8. To gauge campus awareness and support of creating and enhancing inclusion
 - a. Survey of staff members to gauge engagement hindrances
 - b. Number of diversity related research grants awarded to staff
 - c. Increase in the number of staff professional development grants awarded

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Line Item Budget Discussion

The key to recruiting and retaining diverse staff involves three steps: 1) how diverse candidates are **introduced** to ISU and Terre Haute as a prospective hire; 2) how diverse individuals are **welcomed** as a new hire; and 3) how new diverse employees are finally **acclimated** to their new environment. These three stages became and will remain the primary focus of Goal 6 Initiative 4A.

Step One – Introduce candidates to ISU and Terre Haute as prospective hires

1. Continued development of web presence that “sells” ISU and Terre Haute to prospective hires
 - a. Provide additional information that would be of interest to diverse hires (i.e. unisex restroom facilities on campus, Black owned business, Hispanic owned business, International food markets, etc.)
 - b. Hire historian to complete research on minorities at ISU (Asian, Hispanic, African American) for the website – **estimated cost \$4,000**
 - c. Hire webmaster student worker (master level) duties and salary to be shared by Goals 6-4A and 6-4B to provide service to Goals 6-4A and 4B, Affirmative Action, Diversity Council, LGBTQ Coordinator, and affinity groups – **estimated cost \$3,500**
 - d. Hire graphic artist student worker (undergraduate level) duties and salary to be shared by Goals 6-4A and 6-4B to provide service to Goals 6-4A and 4B, Affirmative Action, Diversity Council, LGBTQ Coordinator, and affinity groups – **estimated cost \$3,500**
2. Creation of an atmosphere that is accepting of our differences - Not one that focuses on diversity but one that illustrates ISU’s commitment to inclusion. Not only does this introduce candidates to the ISU/TH communities, it also provides information for prospective scholars and serves as strong recruitment tools. Another element of this initiative focused on was the creation of the Train the Trainer program.
 - a. The Sycamore Safe Zone (SSZ) program must change and evolve. A redeveloped LGBTQ program is needed at ISU not only to increase interest but to provide a progression of knowledge for those that participate. Currently there is only one level of workshop presented in various ways. This program must be redesigned so that addition stages are incorporated to designate beginning, intermediate, and advanced levels.
 - i. LGBTQ graduate assistant would assist with all planning and logistics of redesigned program (Fall/Spring only) and the Train the Trainer program – **estimated costs \$5,900 for fee waiver and \$8,150 for stipend – total \$14,050**
 - ii. Sycamore Safe Zone (LGBTQ) supplies, promotional, and marketing materials – **estimated cost \$2,000**

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Step Two – **Welcome** to ISU and Terre Haute as new hires

Job satisfaction for those in stigmatized groups can be directly related to respectful treatment (Judge, Piccolo, Podsakoff, Shaw & Rich, 2010). In other words, respect can be tied to whether ethnic minorities and women feel included or welcomed to a new environment. Hiring diverse staff is only the first step. Now, ISU has the duty to make new minority employees feel welcomed.

1. Increase presence of existing, and development and financial support of new affinity groups – **estimated cost \$5,500**
 - a. This will include supporting ongoing activities of the [Black Faculty and Staff Caucus](#), Black Faculty and Black Professional Male affinity groups. Additional affinity groups development and/or funding to be provided (i.e. LGBTQ faculty/staff, Females in Technology, etc.)
2. Provide funds for Diversity Council Board member professional development – **estimated cost \$4,200**

Step Three – **Acclimate** new diverse employees to their new environment

Diversity, we argue, is leveraged through ‘inclusion’ – the extent to which individuals feel valued and included by an organization. This is achieved through inclusive leadership, namely by ensuring all employees have the opportunity to fulfill their individual and combined potential (Human Capital Australia, 2011, p. 5). Therefore, new elements were added in FY12-13 to increase the involvement of African American staff and to support diversity research conducted by ISU faculty and staff.

Goal 6, Initiative 4A has been successful in many ways in facilitating campus movement toward the goals with respect to staff diversity. However, as noted in the 2010-11 Council on Diversity Report, we need to accelerate hiring of African American administration and staff. To create and maintain an atmosphere that African American staff can thrive, to assist in the recruitment and retention of great minority staff, and to increase cultural competence at ISU, additional measures via the Train the Trainer program are required. This includes Sycamore Safe Zone, Bafa Bafa, and Eye on Diversity series. A direct result of these programs will be an increase in campus engagement by faculty, staff and students. Several costs involved to ensure the programs are developed and coordinated seamlessly are:

1. Provide funding for diverse speakers at ISU (i.e. bell hooks, Tim Wise) – **estimated cost \$7,500**
2. Costs associated with the implementation of the Train the Trainer program are:
 - a. Eye on Diversity and Bafa Bafa series food, supplies and program materials – **estimated cost \$2,000**
 - b. Eye on Diversity and Bafa Bafa series videos – **estimated cost \$3,500**

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- c. Eye on Diversity and Bafa Bafa series promotional items marketing materials – **estimated cost \$2,000**
 - d. Between 8-10 books focused on the subject under discussion (e.g. Tim Wise Color Blind, Latinos: Remaking America, The Grace of Silence) to give away at each session (averaging \$15 per copy) – **estimated cost \$3,000**
3. Funding for 2(two) staff members to complete the [Certified Diversity Professional certification program](#) – **estimated cost \$2,000**
 4. Provide funding for 5(five) staff members to attend the annual National Conference on Race and Ethnicity (registration fee \$650 x 5) – **estimated cost \$3,250**