

# Strategic Plan – Initiative Work Plan FY2015

**Initiative Name** Expand the Diversity Found in the Composition of the Staff at Indiana State

**Date** May 14, 2014

**Goal #** 6                      **Goal Chair(s)** Dan Bradley and Dianne McKee

**Initiative #** 4A            **Initiative Chair(s)** Elonda Ervin

## **Thesis Statement**

*The concept of diversity includes acceptance and respect...Diversity involves not only how people perceive themselves but also how they perceive others. Those perceptions affect their interactions” (Patrick & Kumar, 2012, p. 1). President Bradley recognized this and determined that 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.*

## **1. Introduction/Background – What?**

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 feel included or welcomed into a new environment. Hiring diverse staff is only the first step. ISU has the duty to transition 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.

## **2. Proposal/Purpose/Justification – Why?**

Diversity is a commitment. It brings more skills, ideas, opinions, perspectives, and abilities to the table. Additionally, Katz and Miller (2002) stressed that, “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 (2009) explained:

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; ...**and into administrative structures and practices** (p. 6)

## **3. Discussion of Past Years Results – Benchmark Successes?**

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 each Council on Diversity Report since 2008, we need to accelerate our efforts in recruiting, hiring, and retaining minority staff.

For FY14, this initiative committee focused on beginning the process of changing the university culture via introducing, welcoming and acclimating new staff to the ISU community:

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1. **Step One – Introduce candidates to ISU and Terre Haute as prospective hires**
  - a. Development of web presence that *sells* ISU and Terre Haute to prospective hires
  - b. Create an atmosphere that is accepting of our differences
    - i. Enhanced web presence with new [Hiring, Recruitment, Training](#) page
    - ii. Development of [Diversity Through the Ages](#) page – minority students perspectives 1870-1970-80's
      - [A History of African American Student Experience at ISU 1870 - 1975](#)  
\* Written by: Crystal Mikell Reynolds, Ph. D.
      - [A History of Asian American Student Experience at ISU 1865 - 1965](#)  
\* Written by: Crystal Mikell Reynolds, Ph. D.
      - [A History of the Hispanic Student Experience at ISU 1870 - 1985](#)  
\* Written by: Crystal Mikell Reynolds, Ph. D.
      - [The Joy of Giving Service Dolly Hood Millender Biography](#)  
\* Written by: Crystal Mikell Reynolds, Ph. D.
      - [A Look at International Student Diversity](#)  
\* Written by: Arjun Reddy Baddam, 2014 graduate
      - [The History of Women at ISU - White Women Perspective](#)  
\* Written by: Sydney McClary, 2013 graduate
  - c. Revised [SafeZone](#) program and updated webpage
  - d. [Gender neutral restroom](#) information document created
  - e. [Religious Snapshot](#) information document created
2. **Step Two – Welcome to ISU and Terre Haute as new hires**
  - a. [Diversity on the Job: The Importance of Diversity and the Changing Workplace](#) training module offered as of October 2013 - This 60 minute course defines diversity and dispels some common myths that surround the topic of diversity
    - i. 206 employees have enrolled in the module
    - ii. 158 have completed the module - 76% completion rate
  - b. Increase campus awareness of existing and new affinity groups (two new and two existing)
    - i. Facilitated in the creation of two new [affinity groups](#)
      - [Asian and Pacific Islander Faculty and Staff Caucus \(API\)](#)–  
Led by steering committee: Dr. Karen Liu, Dr. Feng-Qi Lai, Dr. Guo Ping Zhang, Dr. Hemalatha Ganapathy-Coleman, Santhana Naidu, and Dr. Yong Joon Park
        1. [Fall 2013 film series](#) - Understanding Asian parenting styles, students, and/or education system through selected movies
        2. Initial interest meeting conducted March 31, 2014 - 32/47 (68%) API faculty and staff in attendance
          - i. Financial support provided for film series and initial interest meeting luncheon

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- [Hispanic Organization for Leadership and Advocacy \(HOLA\)](#) – led by Theresa Ortega



1. The filmmakers of *DREAM: An American Story* have spent the last four years filming Juan Gomez and his struggle to remain in the only country he has ever known. The audience had the opportunity to provide feedback on the unedited film.
2. José Galvez, a Pulitzer Prize-winning photographer, presented *Shine* a documenting Latinos' experiences living in the U.S., incorporating his own life from a young boy with a shoeshine box to LA Times photographer
3. Alexandra McNichols-Torroledo, presented *The Beautiful Patio* video and discussion, about the landfill where the Embera people are living in Colombia

- ii. [Black Faculty Caucus](#) – led by Dr. Mary Howard-Hamilton facilitated the reactivation of the [Indiana Association of Blacks in Higher Education](#)



- iii. The first meeting held October 25, 2013 in Indianapolis. ISU represented by 10 staff, 6 faculty, and 4 students (undergraduate and graduate)

IV.

- v. [Black Faculty and Staff Caucus \(BFSC\)](#)

- [Sponsorships](#)

1. Martin Luther King Dinner table sponsor
2. Alpha Phi Alpha Martin Luther King, Jr. I had A Dream Walk
3. Student African American Sisterhood 3<sup>rd</sup> Annual Faculty & Alumni
4. Taiwanese Student Association Lunar New Year
5. Sycamore Gaming Student Group Jump Into the Community Event
6. Asian Market
7. Kappa Alpha Psi Leadership Summit
8. Feminist Majority Student Organization Vagina Monologues
9. Black Student Union Essence of a Man Event
10. United Campus Ministries Pig Roast food donation



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- Networking Committee
  1. Pizza and Pool (fall 2013) – 30 students, 1 faculty, 8 staff
  2. Black Graduate Student Association Networking (spring 2014) – 10 grads, 7 faculty/staff
- Communications Committee
  1. Creation of newsletter and graphic element
    - i. Newsletter – *What's Going On* – production halted 10/2013
- Social Committee
  1. August 2013 – summer jam barbeque – 35+ in attendance
  2. Egg Roll class (fall 2013 ) – 18 in attendance
  3. Thanksgiving food baskets – 3 families given baskets 1 staff given monetary gift and basket
  4. Asian Cooking Class (spring 2014) – 27 in attendance

### c. **Training of Council on Diversity Board members**

- i. Held Council on Diversity first retreat and monthly training workshops
  - Retreat held fall 2013
  - The hybrid leader webinar – presented by the Society for Diversity – fall 2013
  - Employment Discrimination Report webinar – presented by the Society for Diversity – fall 2013
  - The business case for managers with diversity & inclusion skills webinar – presented by the Society for Diversity – fall 2013
  - Transgender workshop conducted spring 2014
  - Focus group workshop conducted spring 2014

### 3. **Step Three – Acclimate new minority staff to new environment**

- a. Train the Trainer program (Sycamore Safe Zone, Bafa Bafa, and Eye on Diversity series) to ensure fully trained diversity facilitators in each division/college

#### b. **SafeZone**

- i. Program **redesigned** during summer and fall 2013 – new facilitator and participant manuals created for each level

This program creates ongoing educational experiences between Safe Zone members and the Indiana State community that encourage student, faculty, and staff to explore cultural identity, values, and stereotypes in order to better understand how these issues impact the greater community. The Safe Zone program is offered through three levels:

*Level 1 - Safe Zone 101* - This training is designed to introduce participants to the experiences of lesbian, gay, bisexual, transgender and questioning (LGBTQ) people. Safe Zone 101 will introduce terminology, ribbons, and symbols related to sexual orientation and gender identity, address bullying, homophobia and heterosexism, and dispel myths and misunderstandings about lesbian, gay, bisexual and transgender identities and communities. This level of training is required for those that have attended no Safe Zone

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training. It is a prerequisite for Levels 2 and 3 workshops. Those wishing to become Certified Sycamore Safe Zone Facilitators must complete training in all three levels

*Level 2 - Sycamore Ally* - This level of training is designed for participants who have completed level one of the Safe Zone training workshop at ISU or another university or college within the last year. This level provides participants with information that will help them become better informed allies for the LGBTQ community. Facilitators assume that participants come with a basic understanding of terminology, meanings of ribbons, symbols, and flags related to sexual orientation and gender identity, and can address homophobia and heterosexism, and dispel myths and misunderstandings. This level will include a discussion of historic and current issues facing LGBTQ people, the concepts of heterosexism, homophobia, and cisgender privilege. The introduction of identity development models will be introduced at this level

*Level 3 - Sycamore Advocate* - Advanced Safe Zone trainings are designed for participants who have completed Safe Zone 101 and Sycamore Ally portions of Safe Zone. They provide participants with a deeper understanding of specific target topics and identities. One purpose of these workshops is to allow for guided discussion and advanced critical thinking on how our university can continue to be a safe space for the LGBTQ community and what participants can do to become stronger allies and advocates

- ii. Three SafeZone Level 1 facilitator training workshops conducted during spring 2014 – **23 SafeZone facilitators** were trained
  - iii. 11 SafeZone workshops conducted during spring 2014 – 137 participated
- c. **Bafa Bafa**
- i. Bafa Bafa is a very interactive workshop where those that participate come to understand how we are socialization and how we judge other cultures is based on our cultural perspective
  - ii. 23 trained Bafa Bafa staff/student facilitators
    - SCOB = 1
    - CNHHS = 3
    - BCOE = 3
    - COT = 3
    - HR = 1
    - Student Affairs = 2
    - University College = 1
    - Office of Diversity = 3
    - Office of the President/Provost = 1
    - Grad students = 5
  - iii. Seven workshops conducted during FY14

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- Of the seven workshops, two were conducted off campus for Wabash Society for Human Resource Management and Ivy Tech Community College
  - A total of 263 attended the sessions
- d. Provide funding for professional development and/or training of diverse staff (via Certified Diversity Professional certification program and conference attendance)
- i. **Certified Diversity Professionals** - CDP credential indicates that a person has knowledge, skill, and the ability to successfully execute to day-to-day diversity and inclusion tasks. *Candidates who earn CDP designation are recognized as elite players in the field of diversity, are distinguished from diversity practitioners who lack the knowledge and performance indicates that the CDP credentials offer* (Institute for Diversity Certification) - Please see CDP competencies attachment
  - ii. One faculty and three staff members completed the CDP program and hold CDP designation
    - Rhonda Impink, Ph.D., CDP, College of Nursing, Health and Human Services
    - Regina Atkins, CDP, Enrollment Management
    - Craig Enyeart, CDP, Student Affairs
    - Tradara McLaurine, CDP, Academic Affairs
  - iii. Five (one faculty and four staff) completed coursework and are scheduled to take the exam June 2014
    - Monique Allen, Student Affairs
    - Aimee Janssen-Robinson, Student Affairs
    - Aaron Slocum, Residential Life
    - Ethan Strigas, Ph.D., College of Nursing, Health and Human Services
    - Kevon Christian, Student Affairs
- e. **Webinars**
- i. The Transgender Transition in the Workplace – November 14, 2013 (28 attended)
  - ii. Frontline Staff: Dealing with Difficult People and Disturbing Personalities – July 11, 2014
- f. **National Conference on Race and Ethnicity (NCORE)**  
*In 1988, The Southwest Center for Human Relations Studies launched the first Annual National Conference for Race & Ethnicity in American Higher Education (NCORE®) to address the resurgence of racist incidents in higher education*
- i. For FY13, 1 staff attended NCORE
  - ii. For FY14, 7 staff/faculty attended the conference – target was 8



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g. Eye on Diversity Series

- i. Funding for diverse speakers to present at ISU throughout the year
  - Four speakers were included in Eye on Diversity series
  - Tim Wise, Jose Galvez, Alexandra McNichols-Torroledo, and Vincent Chin
- ii. Total attendance for the FY13-14 Eye on Diversity series was 663. This number included student, faculty, staff, and community members. A total of 490 students and 173 faculty, staff and community members attended the sessions. Two hundred and sixty-two participants (about 41%) completed a post event assessment.

*\*Note: Assessments were not completed at the 10/09/2013 Tim Wise event - over 240 people attended*

- iii. For the FY12-13 Eye on Diversity series, there were 200-250 in attendance during the sessions. The FY13-14 showed a 167% increase in attendance. There were 142 evaluations collected during the FY12-13 series. The FY13-14 number of completed evaluations showed an increase of 83%
- iv. 16 ISU faculty and/or staff facilitated the discussions following each video
- v. 50% of the facilitators were new participants to the Eye on Diversity series – each year new staff/faculty are selected to be facilitators based on their area of study, research or interest

Academic year (262 respondents):		Percentages
Freshmen	82	31%
Sophomores	47	18%
Juniors	47	18%
Seniors	48	18%
Graduates	8	3%
Faculty	7	3%
Staff	15	5%
Community Members	8	3%

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How attendees heard about the Eye on Diversity series (260 responses):	Percentage
Class/Teacher	116 44%
Flyers	44 17%
Friend/Acquaintance	57 22%
E-Mail	68 26%
Website	9 3%
Portal	13 5%
Student Organization	13 5%
Other	21 8%

Why did you come tonight?		
Interested in the subject	Invited through ISU Global	For AmeriCorp
For class/teacher	Facebook invite	To see the documentary and to get a better understanding
To learn more about DREAM Act	To learn about cultures other than my own	To support my professor
To learn more about the issue	To write a paper for class	University 101 class required an Eye on Diversity event
Extra credit	Volunteered and wanted to learn more	

What did you learn?		
<i>Interested in the subject</i>	<i>It just takes a small group of passionate and driven people to make a change.</i>	<i>I learned African Americans are not the only other ethnicity suffering from racism. Vincent Chin reminded me of the Emmitt Till case.</i>
<i>Revolution takes time to change.</i>	<i>How tv depicts the working/middle class. How the media portrays the working class.</i>	<i>That women need to draw the line.</i>
<i>That women back then took their bodies way more serious than now. They covered their bodies and dressed fully clothed and got pretty for their husbands.</i>	<i>That consent is something that should be taken more seriously. If your partner changes their mind or never says yes, don't do it. I also learned that rape victims go through more than I thought and if my friend or someone comes to me to speak about their incident to support them.</i>	<i>How media impacts individuals. I really want to explore this topic and help spread the word for women's rights.</i>
<i>How important is it to be aware of rape and how to take action.</i>	<i>I learned that music is playing a role.</i>	<i>Other than the common African-American racial discrimination there are also unfortunate and uncivil discriminate acts in our society that need to be dealt with.</i>



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<i>This made me think of a lot of racial issues and the strengths of minorities can do when faced with violations of civil rights. Overall, enjoyed this presentation.</i>	<i>We want more of this kind of presentations.</i>	<i>Thank you for bringing diversity to our campus - hopefully conversation will stem from your efforts.</i>
<i>It was good.</i>	<i>More activities like this please.</i>	<i>I was uncomfortable --- but in a good way.</i>

### FY2014 WORK PLAN INITIATIVES SNAPSHOT

#### 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 – **ACHIEVED**
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 – **IN PROCESS**

#### 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 – **ACHIEVED**
2. Increase training and professional development for Diversity Council Board members – **ACHIEVED**

#### 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 – **ACHIEVED**
2. Provide funding to diverse speakers to present at ISU throughout the year – **ACHIEVED**
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 – **ACHIEVED**
4. Provide funding for professional development and/or training of diverse staff (via Certified Diversity Professional certification program and conference attendance) – **ACHIEVED**
5. Celebrate and acknowledge the achievements of individuals, divisions, and colleges that strive to facilitate the growth of inclusion at ISU – **ACHIEVED**

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## **4. Work Plan, Next Fiscal Year – Action Steps – Process – How?**

The progress made during FY14 has to continued and expanded. As Ross (2011) explained:

in today’s global economy and multi-cultural society, diversity is not a choice: it is not a question of to be or not to be diverse....So, diversity is a reality in most modern business environments. The question is how well organizations cope with it and are able to leverage it. How good are they at creating an inclusive environment, and does that matter? We find that in teams and organizations where diversity is not valued, misunderstandings about different viewpoints lead to unhelpful conflict and poor decision-making. People who are different feel that they have to adapt to ‘fit the norm’ Motivation spirals down. Inspiration leaches away (p. 1).

According to *An employer’s guide to creating an inclusive workplace*, a foundation of inclusivity is required:

in order to create a working culture of inclusion, respect and opportunity for all. It is essential that everyone in the organization, from senior management to the most junior staff, is engaged with and involved in the process of creating this culture, and feels that their opinions and experiences are valued. Measures to promote inclusive working need to be thought of positively among employees, not as something that is ‘done’ to them (Equality and Human Rights Commission Guidance, nd, p. 13).

This process cannot be done in a silo. It must be a university wide commitment and collaborative effort. Therefore, Goal 6 Initiative 4A Expand the Diversity Found in the Composition of the Staff at Indiana State, is offering a mission critical Recruit, Engage, Retain model.

### **Recruit – provide candidates with information about ISU and Terre Haute**

1. Continue to develop a web presence that sells ISU and Terre Haute to prospective hires
2. Continue to provide additional web based recruitment sources to hiring departments
3. Develop staff search committee workshop training for spring and fall
4. Develop web based training workshop for search committee utilizing Sycamore eLearning

### **Engage new minority staff to the three new environments they are joining (ISU community, departmental/division community, TH community)**

1. Continue to develop campus awareness of existing affinity groups
2. Continue efforts to create new affinity groups
3. Develop welcome reception for new minority hires with representation from administration/divisions/colleges and Terre Haute community sponsored by the Council on Diversity
4. Show minority staff that they are welcomed – by creating a welcome event and gift recognizing the value of their presence

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## Retain minority staff

1. Continue to sponsor training workshops and webinars each semester
2. Continue to provide funding to diverse speakers and/or events 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. Provide diversity research grants to minority staff
6. Provide training opportunity for Council on Diversity Board members
7. Celebrate and acknowledge the achievements of individuals, divisions, and colleges that strive to facilitate the growth of inclusion at ISU
8. Provide funding for minority staff attendance at the National Conference on Race and Ethnicity (NCORE)

## 5. Reporting and Deliverable Schedule – When?

1. Development of web presence that “sells” ISU and Terre Haute to prospective hires
  - a. Hire student workers (graphic artist and webmaster) – **August 2014**
2. Provide additional web based recruitment sources to hiring departments – **August 2014**
3. Develop staff search committee workshop training for spring and fall – **October 2014 and March 2014**
4. Develop web based training workshop for search committee utilizing Sycamore eLearning – **October 2014 and March 2014**
5. Increase awareness of existing affinity groups – **continuous throughout FY15**
6. Increase financial support of existing affinity groups – **continuous throughout FY15**
7. Continue efforts to create new affinity groups – **continuous throughout FY15**
8. Develop welcome event for new minority hires with representation from administration/divisions/colleges and Terre Haute community sponsored by the Council on Diversity – **August 2014 and February 2015**
9. Provide a welcome gift to new minority staff recognizing the value of their presence – **monthly throughout FY15**
10. Sponsor training workshops and webinars each semester – **fall 2014 and spring 2014**
11. Provide funding to diverse speakers and/or events at ISU throughout the year – **two speakers and/or events in fall 2014 and spring 2014**
12. 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 – **continuous throughout FY15**
  - a. Train the Trainer Graduate Assistant (Eye on Diversity Series and LGBTQ Sycamore Safe Zone program) – **August 2014**
  - b. LGBTQ program purchase of supplies, workshop refreshments, promotional, and marketing materials – **continuous throughout FY15**
  - c. Eye on Diversity Series purchase of dvds, workshop refreshments, supplies, books, promotional and marketing materials – **continuous throughout FY15**
13. Provide funding for professional development and/or training of diverse staff (via Certified Diversity Professional certification program and conference attendance) – **August 2014**

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14. Provide training opportunity for Council on Diversity Board members – **continuous throughout FY15**
15. Meeting refreshments, webinar costs, retreat costs, training materials – **continuous throughout FY15**
16. Provide diversity research grants to minority staff – **October 2014 and March 2014**
17. Celebrate and acknowledge the achievements of individuals, divisions, and colleges that strive to facilitate the growth of inclusion at ISU – **October 2014 and March 2014**
18. Support of staff attendance at National Conference on Race and Ethnicity (NCORE) – **June 2015**

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**6. Budget – How Much, a General Discussion of Funds Use? 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.

	fall 2014	spring 2015	Totals	%
Graduate Assistant stipend	\$ 4,075.00	\$ 4,075.00	\$ 8,150.00	9%
Graduate Assistant tuition waiver	\$ 2,916.00	\$ 2,916.00	\$ 5,832.00	6%
Graphic artist (20 hours per week @ \$9.00 for 15 weeks)	\$ 2,700.00	\$ 2,700.00	\$ 5,400.00	6%
Webmaster (20 hours per week @ \$10.50 for 15 weeks)	\$ 3,150.00	\$ 3,150.00	\$ 6,300.00	7%
Search committee workshop materials/refreshments	\$ 300.00	\$ 300.00	\$ 600.00	1%
Webinars (2 each semester)	\$ 300.00	\$ 300.00	\$ 600.00	1%
Affinity group support - API	\$ 1,500.00	\$ 1,500.00	\$ 3,000.00	3%
Affinity group support - BFSC	\$ 2,250.00	\$ 2,250.00	\$ 4,500.00	5%
Affinity group support - HOLA	\$ 1,500.00	\$ 1,500.00	\$ 3,000.00	3%
Welcome event for new minority staff hires	\$ 400.00	\$ 400.00	\$ 800.00	1%
Welcome gift for new staff minority hires	\$ 200.00	\$ 200.00	\$ 400.00	.5%
Council of Diversity (training materials, meeting refreshments, webinars)	\$ 750.00	\$ 750.00	\$ 1,500.00	2%
Council of Diversity retreat	\$ 3,118.00	\$ -	\$ 3,118.00	3%
Diverse speakers and/or events (i.e. Color Purple play, Women of Color seminar, Miss Ebony Scholarship Pageant, etc.)	\$ 10,000.00	\$ 5,000.00	\$ 15,000.00	16%
Train the Trainer program development (Eye on Diversity, SafeZone, and Bafa Bafa) purchase of food, supplies, and program materials	\$ 2,250.00	\$ 2,250.00	\$ 4,500.00	5%
Train the Trainer program development - Eye on Diversity purchase of videos	\$ 1,800.00	\$ -	\$ 1,800.00	2%
Train the Trainer program development (Eye on Diversity, SafeZone, and Bafa Bafa) purchase of promotional items and marketing materials	\$ 3,000.00	\$ 3,000.00	\$ 6,000.00	6%
Certificate Diversity Professional certification program	\$ 4,000.00	\$ -	\$ 4,000.00	4%
Support of staff attendance at NCORE conference (10 @ \$650)	\$ -	\$ 6,500.00	\$ 6,500.00	7%
Provide professional development and diversity research grants to minority staff (5 @ \$1,000 each semester)	\$ 5,000.00	\$ 5,000.00	\$ 10,000.00	11%
Initiative chair travel costs	\$ 2,000.00	\$ 2,000.00	\$ 4,000.00	4%
<b>TOTALS</b>	<b>\$ 51, 209.00</b>	<b>\$ 43,791.00</b>	<b>\$ 95,000.00</b>	<b>100%</b>

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## **7. Stakeholders and Management Plan – Who?**

The 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:

- Goal 6 Initiative 4B, Expand the Diversity Found in the Composition of the Faculty at Indiana State
- 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 (Lynn Foster, Joni Clark, Yvonne Russell, Venita Stallings, Theresa Ortega, Aaron Slocum, and Carmen Tillery)

## **8. Outcome Assessment & Future Testing**

1. Based on last year's numbers, participation in the Eye on Diversity series drastically increased (the FY13-14 showed a 167% increase in attendance)
  - a. Continue increase in participation and creation of new post assessment
  - b. Engagement of new minority staff as facilitators
2. SafeZone program
  - a. Fully implement pre/post assessment
  - b. Create online Level 1 training
  - c. Train facilitators for Level 2 and Level 3
3. Continuation of webinar series
  - a. Create pre/post assessment
4. Increase number of Bafa Bafa, Safe Zone, and Eye on Diversity trained facilitators, and Certified Diversity Professionals within each college/division
5. Increase number of participants in various diversity related events will indicate the effectiveness of the marketing and promotional pieces developed
6. Involve new minority staff in affinity group activities/programs/events
7. Create new minority affinity groups based on ethnicity or sexual identification or orientation
8. To gauge campus awareness and support of creating and enhancing inclusion survey of minority staff members regarding engagement hindrances
9. Create opportunity for minority staff to obtain research grants
10. Increase funding to minority staff for professional development or conference attendance



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### 9. Line Item Budget Discussion that tracks Budget Templates

In an article addressing improving campus climate to support faculty diversity and retention (Piercy, Giddings, Allen, Dixon, Meszaros, & Joest, 2002) retention was addressed and applies to the engagement and retention of minority staff:

- Key administrators must demonstrate a university-wide commitment to inclusion and enact decision that support inclusion
- The University must value all departments and faculty
- Networking strategies should be built into the University culture
- The University must develop support strategies such as a broad definition of diversity and activities that support social connection, develop partnerships between mainstream culture and marginal groups
- New faculty need more opportunity to participate in decision-making
- Underrepresented faculty need more rewards and praise than they presently receive
- Stabilize the University structure (p. 57-58)

The key to recruiting and retaining diverse staff involves three steps: 1) how minority candidates are **recruited** to ISU and Terre Haute as a prospective hire; 2) how minority staff are **engaged** as new hires in the Terre Haute, departmental/divisional, and university communities; and 3) what measures are being used to **retain** minority employees in the three new environments they find themselves. These three stages became and will remain the primary focus of Goal 6 Initiative 4A.

#### **Recruit – provide candidates with information about ISU and Terre Haute**

“Campus administrators invest in recruiting diverse individuals to college campuses” (Hurtado, 2005, p. 597). However, it must be clear that the recruitment of diverse individuals is a multilayer process that involves not only developing and posting a comprehensive job description; it requires an institution prepared to engage diverse candidates. As a result, additional labor must be expended to:

1. Develop web presence that sells ISU and Terre Haute to prospective hires
  - a. 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, Diversity Council, and affinity groups – **estimated cost \$6,300**
  - b. Provide additional information that would be of interest to minority hires (i.e. unisex restroom facilities on campus, Black owned business, Hispanic owned business, International food markets, etc.)
  - c. Provide additional web based recruitment sources to hiring departments
2. 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, Diversity Council, and affinity groups – **estimated cost \$5,400**

Another element to create an atmosphere of cultural learning and understanding by search committees is to:

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1. Develop workshops for spring and fall (refreshments, marketing, program materials) – **estimated cost \$600**
  - a. Develop web based training workshop for search committee utilizing Sycamore eLearning – **no cost associated**
2. Create ongoing training Council on Diversity Board so that too can effectively serve on search committees (training materials, webinars, refreshments) – **estimated cost \$1,500**
3. Sponsor webinars each semester (focusing on different marginalized minority populations) – **estimated cost \$600**

### Engage new minority staff to the three new environments they are joining (ISU community, departmental/division community, TH community)

1. Continue efforts to create new affinity groups
2. Increase campus awareness and support of existing affinity groups
  - a. Asian and Pacific Islander Faculty Staff Caucus (API) – **estimated cost \$3,000**
  - b. Black Faculty and Staff Caucus (BFSC) – **estimated cost \$4,500**
  - c. Hispanic Organization for Leadership and Advocacy (HOLA) – **estimated cost \$3,000**
3. Develop welcome event for new minority hires, each semester, with representation from administration/divisions/colleges and Terre Haute community sponsored by the Council on Diversity – **estimated cost \$800**
4. Provide a welcome gift to new minority staff recognizing the value of their presence – **estimated cost \$400**

### Retain minority staff

As the Equality and Human Rights Commission (n.d.) explained, “*bringing people together to debate and discuss different issues can be an important learning tool, as can organizing events where employees from different backgrounds can celebrate cultural events, share information, food, entertainment or participate in activities together*” (p. 29).

“*Keeping an experienced work force from going someplace else is imperative. It costs approximately 150 percent of a person's annual salary to replace that employee*” (Martin & Ferraro, 2000, p. 1).

To create and maintain an atmosphere that minority staff can thrive, to assist in the recruitment and retention of great minority staff, and to increase cultural competence at ISU, continued commitment via the Train the Trainer program highlighted below are required. This includes Sycamore Safe Zone, Bafa Bafa, and Eye on Diversity series. Goal 6, Initiative 4A will continue to:

1. Provide funding for diverse speakers and/or events (i.e. Color Purple play, Women of Color seminar, Miss Ebony Scholarship Pageant, etc.) throughout the year – **estimated cost \$15,000**
2. Continue the Train the Trainer program (Sycamore Safe Zone, Bafa Bafa, and Eye on Diversity series) to create fully trained diversity facilitators in each division/college
  - a. Graduate assistant fee waiver – **estimated cost \$5,832**

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- b. Graduate assistant stipend – **estimated cost \$8,150**
  - c. Eye on Diversity and Bafa Bafa series food, books, supplies and program materials – **estimated cost \$4,500**
  - d. Eye on Diversity and Bafa Bafa series videos – **estimated cost \$1,800**
  - e. Eye on Diversity and Bafa Bafa series promotional items marketing materials – **estimated cost \$6,000**
3. Provide funding for 4(four) staff members to complete the [Certified Diversity Professional certification program](#) – **estimated cost \$4,000**
  4. Provide funding for 10 staff members to attend the annual National Conference on Race and Ethnicity (registration fee \$650 x 10) – **estimated cost \$6,500**
  5. Provide funding for professional development or diverse research grant awards to minority staff (5 @ \$1,000 each semester) – **estimated cost \$10,000**
  6. Provide funding for Council on Diversity annual retreat – **estimated cost \$3,118**
  7. In order to continue the development of pivotal events, provide funding for initiative chair travel for professional development – **estimated cost \$4,000**
  8. Celebrate and acknowledge the achievements of individuals, divisions, and colleges that strive to facilitate the growth of inclusion at ISU

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Competency	Expected Performance Outcomes for the Certified Diversity Professional (CDP)
1. <b>The Role of a Diversity Practitioner</b>	The purpose of this competency is to empower diversity and inclusion practitioners to deliver comprehensive solutions to diversity challenges in the workplace.
2. <b>The Business Case for Diversity</b>	The purpose of this competency is to help practitioners overcome objections to an inclusive diversity strategy and present a compelling case for maximizing diversity and inclusion. The Business Case for Diversity must be presented with relevant and concise data—limiting the use of anecdotal evidence and other soft data.
3. <b>EEO Laws</b>	The purpose of this competency is to ensure that all diversity officers and practitioners understand U.S. Federal legislation prohibiting employment discrimination. Within diversity positions, the risk management function necessitates making the design and communication of policies and practices that are legal and inclusive for all employees a high priority.
4. <b>Harassment</b>	Mastering this competency will allow diversity and inclusion practitioners to describe the legislation governing harassment and identify practices that are deemed unlawful in the U.S. Diversity and inclusion professionals will also learn techniques for preventing harassment, as well as for reducing organizational liability in unlawful situations.
5. <b>Diversity Recruiting &amp; Retention</b>	The purpose of this competency is to enable organizations of every size to recruit and retain a diverse workforce utilizing a variety of different strategies. As a result, organizations will be better prepared for future demographic changes through the implementation of strong diversity recruiting and retention policies now.
6. <b>Diversity Training</b>	The overarching purpose of this competency is to change the face of diversity training, and enable diversity and inclusion practitioners to design educational programs that encompass cultural awareness, multicultural competency, mutual respect, and specific business skills. Additionally, diversity training programs should utilize best practices to ensure that it is aligned with organizational goals, diversity and inclusion strategies, and employee expectations, as well as designed to prevent lawsuits.
7. <b>Multicultural Communications</b>	This competency seeks to guide diversity and inclusion practitioners in their efforts to communicate an effective message of inclusion for employees, customers, investors, and other stakeholders.
8. <b>Employee Resource Groups &amp; Diversity Councils</b>	The purpose of this competency is to breed a society for diversity and inclusion within your organization, while providing a means to influence corporate structure and policy. Also, Diversity and Inclusion practitioners will be able to align diversity councils and ERG's with the organization's goals and bottom-line growth.
9. <b>Empowering Women in the Workplace</b>	The purpose of this competency is to create a bridge that will enable women to close the gender gap in compensation, pipeline development, and work-life policies. As a result of this competency, diversity practitioners will be able to create awareness of the unique contributions women bring to the workplace, and communicate how women's viewpoints and perspectives can impact team building and organizational performance.
10. <b>Disability and Special Needs Accommodations</b>	The purpose of this competency is to facilitate understanding of the needs of, and accommodations for, workers with visible and non-visible disabilities. In turn, diversity practitioners can educate employees at all levels regarding how individuals with disabilities can contribute to organizational performance.
11. <b>Generational Intelligence</b>	The purpose of this competency is to provide a heightened awareness around the values, attitudes, and psychology of each generational demographic. As a result, diversity practitioners will develop a customized leadership approach that respects and leverages the intelligence of each generation for the good of the individual and for the good of the organization.
12. <b>The Veteran Population</b>	The purpose of this competency is to provide understanding of the unique employment issues and laws affecting veterans. Also, the objective is to ensure that leaders and employees are aware of the distinct challenges that veterans face, and how those challenges can translate into possible business opportunities.
13. <b>The Latino Effect</b>	The purpose of this competency is to empower Diversity & Inclusion practitioners to build high performing teams and develop a better understanding of Latin culture pertaining to global employment, education, and marketing.
14. <b>Religion in the Workplace</b>	This competency is designed to accommodate the religious practices of various faiths and atheists, while providing an inclusive work environment for all.
15. <b>LGBTQ Employment Issues</b>	The purpose of this competency is help diversity professionals understand the workplace issues faced by individuals who are Lesbian, Gay, Bisexual, Transgender and their allies in the workplace, from accommodations to community target marketing.
16. <b>Measuring the Impact of Diversity &amp; Inclusion</b>	The purpose of this competency is to establish a diverse and inclusive environment that can obtain a competitive advantage in the marketplace, as well as develop a framework for global diversity evaluation, gap analyses, diversity assessment and priority setting.