Diversity & Inclusion Plan
June 1, 2016 – May 31, 2019

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Introduction

In 2019 Bemidji State University will celebrate its 100th anniversary. This diversity and inclusion plan emerges from a review of that rich history, from recent nationwide events in which marginalized students, faculty, and staff are calling for an end to institutional structures that continue hierarchical arrangements, and from Bemidji State's commitment to be a university in which all students and employees feel welcome and heard.

To develop this plan, it was imperative that many voices participate. Students, staff, faculty and administrators volunteered for the work that began during 2014-2015, and care was taken to have a diverse blend of voices. The list of taskforce members for each year is found in Attachment A. During its first year of work, taskforce members examined data and information on diversity-related topics. In 2015-2016, taskforce members picked up where it had left off the previous year by evaluating the extent to which diversity and inclusion were integrated throughout the core of the academic mission and institutional operations. Twenty separate areas were examined:

- Mission statement, goals, and values
- University history
- Physical environment
- Policies and procedures
- Climate and culture
- Leadership
- Supervision
- Professional development
- Human resources
- Budget
- Committees and taskforces
- Managing conflict
- Events
- Programs and services
- Marketing and communication
- Assessment
- New projects and initiatives
- New student orientation
- Student advising
- Curriculum

To supplement data obtained in the above reviews, all offices and departments were asked to provide information on the ways by which they addressed diversity. The curriculum was also reviewed based on the fall 2014 catalog to evaluate how extensively diversity was infused throughout its content. The taskforce spent three separate sessions reporting and discussing its findings on each of the 20 areas above, identifying strengths, weaknesses, and needs, as well as offering ideas moving forward. The goals, objectives, and action steps presented in this Diversity and Inclusion plan emerged from those discussion sessions as well as from knowledge of related university efforts in the area of recruitment and retention.

Definitions

To situate the work of the taskforce and provide a context for this plan it is necessary to provide definitions of some key terms.

- Diversity – In its most limited sense, people often reduce this term to two dimensions – race and sex. The taskforce's definition is much broader than that and includes the dimensions of race, ethnicity, gender, sexual orientation, gender identity, gender expression, socio-economic status, age, physical abilities, religious beliefs, political beliefs, as well as other ideologies. In addition, the taskforce recognizes that each individual exists simultaneously within several dimension of diversity and that all of these dimensions are to be accepted and respected.
- Inclusion – Taskforce members recognize that simply increasing the compositional diversity on campus is not adequate as that in no way means that multiple voices and perspectives are embraced. In addition to a commitment to diversity in its broadest sense, the taskforce supports inclusion—moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity.
- Equity – This term is often confused with another term – equality – which has to do with treating everyone similarly. Equity is different; it refers to the proportional distribution or parity of desirable outcomes across groups. The taskforce recognizes that where individuals or groups are dissimilarly situated, equal treatment may be insufficient for and may even be detrimental to equitable outcomes.

Context and Goals

How diverse is Bemidji State University? Records show that early in our institutional history, the student bodies at Bemidji State were very homogeneous. In his doctoral dissertation Archie C. Clark (1941) characterized the student body at Bemidji State Teachers' College in 1935 in the following manner:

- 90.9 percent were under 25 years of age,
- 97 percent were Minnesota residents, and
- 98.5 percent had fathers and 99 percent had mothers of northern European descent.

There have been attempts to increase the racial diversity of Bemidji State's student body. With the establishment of an Office of Indian Student Services in 1983, the percentage of American Indian and students of color grew to 4.9 percent in 1986. In 1987, the Minnesota State University System encouraged each of its campuses to increase the cultural diversity of the curriculum, faculty and student body. In response to that encouragement, Bemidji State's 1988 cultural diversity plan called for a 2 percent increase in enrolled students of color by 1991, an increase in the first year retention rate from 34 percent in 1986 to 40 percent in 1991 for students of color and increasing the number of international students from 47 in 1986 to 71 in 1991. The 1988 diversity plan also set goals to increase the racial diversity of the faculty, staff and administration.

While "White" still remain the largest category of students, Bemidji State University has become more racially diverse. Out of the 4906 students enrolled in fall 2014 courses (30th day enrollment IPEDS),

- 130 (2.65%) were American Indian or Alaskan Native
- 50 (1.02%) were Asian
- 80 (1.63%) were African American
- 92 (1.88%) were Hispanic
- 1 (0.02%) was Native Hawaiian or Pacific Islander
- 95 (1.94%) were International
- 142 (2.89%) were two or more racial or ethnic groups
- 4014 (81.82%) were White
- 302 (6.16%) did not specify a racial/ethnic group

According to these data, approximately 10 percent of the student body is American Indian or a student of another racial or ethnic group. In addition, another 1.94 percent are international students. Clearly, the student body is more racially diverse than it once was. However, BSU still lags behind Minnesota state universities in this aspect. On average, students of color and American Indian students comprise 15.0 percent of the student bodies at Minnesota state university campuses.

Examining the Bemidji State University student body through multiple diversity lenses yields additional and compelling information. As of fall 2014

- 56.14 percent of the students are female,
- 2.38 percent of the students are veterans,
- 88.95 percent are Minnesota residents, and
- 72.36 percent of the students are 15-24 years of age, 16.27 percent are 25-34 years of age, and 11.23 percent are 35 years of age or older.

Spring 2016 from the Office for Students with Disabilities indicates that they have active files for 348 students (approximately 7 percent of students). In addition, according to fall 2015

enrollment data available on the Minnesota State Colleges and Universities Accountability Dashboard,

- 13.6 percent of the students are first generation, down from 15.5 percent in 2011, and
- 32.2 percent of the students are Pell-eligible.

A consequence of a lack of diversity in the student body, is a corresponding lack of interaction with diverse others. In the most recent National Survey of Student Engagement (NSSE 2015) only 50.7 percent of students stated that they "often" or "very often" had serious conversations with students who differ from them in terms of gender, sexual orientation, age, or disability.

After reviewing these data, the Diversity Taskforce recommends that Bemidji State University improve in its efforts to recruit a more diverse student body. The benefits from doing so have been well established. Milem, Chang and Antonio (2005) assert that the "vitality, stimulation, and educational potential of an institution are directly related to the composition of its student body, faculty and staff" (p. 6). Chang (1999) also found that compositional diversity increases the likelihood that students will positively engage across racial and cultural lines.

Goal 1. Improve access for underrepresented students and students with varying levels of academic preparation.

Diversity Taskforce members recognize that in addition to recruitment, Bemidji State University needs to improve in its ability to retain and successfully graduate those students that it matriculates. Recent internal data point to the current situation. Information from the fall 2012 cohort indicate that

- BSU retains 67 percent of students overall and 55 percent students of color from year one to year two.
- In general, BSU retains 54 percent of students who started in year one are still present in year three. Only 39 percent of students of color begin year three.

Internal information from fall 2015 shows that conditionally admitted students comprised 29.2 percent of the incoming first year class. In addition, information from the fall 2008 cohort (the most recent information at present) indicates that 54 percent of students fail to complete their degree in 6 years, and degree completion rates for students of color in 6 years are 22 percentage points lower than the BSU average. Certainly, many students may not be "college ready" affecting their ability to be successful. As evidence, internal information from 2014-2015 show higher than wished for D/F/W rates in many lower division courses.

Also affecting the ability of BSU students to be successful are challenges often associated with social class.

- Taskforce members reported that many of our students have inconsistent forms of transportation making it difficult to get to the university for classes.
- Over 600 BSU students are the first in their family to attend university. First generation students often lack a complete understanding of required college preparedness and the rigors associated with obtaining a college education.
- First generation college students are also less likely to have had family members or friends of the family in professional occupations. These students are likely to need more help linking their degree to a career future.

Goal 2. Increase the retention and completion of underrepresented students and students with varying levels of academic preparation

Much as Bemidji State University has witnessed some change in the composition of the student body it has also seen a modest diversification of its workforce over the course of its 100-year history. Even with these gains, Bemidji State University lags behind the Minnesota state university average in this regard. For state universities as a whole, employees of color and American Indian employees comprise 11.9 percent of the workforce compared to 7.94 percent for Bemidji State. More specifically, the current Affirmative Action Plan (2014-2016) for Bemidji State reports that racial/ethnic minorities are underutilized in all job categories. Underutilization refers to a situation in which there are more people available to fill a position than there are currently in those positions. The greatest disparities in utilization occur in the following job categories: officials/administrators, education administrators, professionals, and faculty.

Affirmative Action data for the university yields other important pieces of information.

- 51.99 percent of the workforce is female, but underutilization of women still exists in skilled craft and service maintenance job categories.
- Available statewide data indicate that 7 percent of the available workforce are people with disabilities. Based on that assumption, BSU employs far fewer people with disabilities (1.2 percent overall) than are available for work. This underutilization extends to all job categories.
- Statewide data also indicate that 8 percent of the available workforce are veterans. Relative to that statistic, BSU employs fewer veterans in all job categories with the exception of skilled craft jobs and service maintenance jobs. Overall, just under 4 percent of BSU's employees are veterans.

Data from the most recent National Survey of Student Engagement (NSSE 2015) provide a general sense that a significant percentage of students have fairly homogeneous role models as only 59.3 percent of students reported that they "often" or "very often" had experiences at BSU that exposed them to diverse faculty, staff, and administrators.

More can be done to improve hiring practices at the university. One action that has already been taken is to elevate the importance of having an interest in and experience working with diverse individuals (i.e., students and colleagues) from the "Other Considerations" section on vacancy notices to either the "Preferred" or "Minimum Qualifications" section. In order to successfully meet this goal, all stages of the hiring process will need to be systematically reviewed and necessary changes adopted.

Goal 3. Increase recruitment and retention of underrepresented faculty, staff, and administrators

Certainly recruitment efforts are vital to the sustainability of the university and its programs. To complement these actions, however, it is also critical that all who choose BSU—either as a place from which to receive a degree or as their place of employment—feel that diversity is embraced and that all voices are welcome and incorporated into ongoing university functions and processes. Evidence from a review of BSU's mission and vision as well as from students and employees lead diversity taskforce members to believe that there is much room for improvement.

As Williams (2007) notes, "Diversity must be a campuswide priority" in order to achieve change, and one of the ways by which this established is through the development of an institutional mission and values that meaningfully incorporate inclusive excellence. A review of Bemidji State University's current mission statement reveals that diversity is addressed at the end of the mission statement. "…Through the transformative power of the liberal arts, education in the professions, and robust engagement of our students, we instill and promote service to others, preservation of the earth, and respect and appreciation for the diverse people of our region and world." Taken literally, these words suggest that on the whole BSU has set "Acceptance" as a goal for its employees.

In Bennet's (1993) Developmental Model of Intercultural Sensitivity (DMIS) people at the "Acceptance" stage recognize, appreciate, and accept cultural differences in behavior and values; are beginning to develop an ability to interpret phenomena within a proper context; and, can consciously elaborate categories of difference. "Adaptation to difference" would be the next logical stage for BSU to pursue for its employees. In this stage employees would develop communication skills that enable intercultural communication; and, become effective in their use of empathy, or frame of reference shifting, to better understand people from other cultures and be understood by them. Beyond this level is one more – "Integration." In this final stage, individuals have internalized bi- or multicultural frames of reference; and have a definition of identity that is "marginal" to any particular culture.

An informal survey of taskforce members also helped to identify where BSU as an organization is at on the Diversity Development Continuum (Institute for Diversity Certification, 2016). The least ready stage is the compliant stage. Organizations at this level are simply worrying about compliance with Equal Employment Opportunity laws and other legislation. The next is the conventional stage. Organizations at this level are looking for ways to deal with issues that have surfaced. At this stage organizations may hold diversity and inclusion trainings for groups of individuals addressing situations they have experienced or are likely to experience. Organizations at the third stage, the purposeful stage, know they need to do more than hold an annual diversity training and recognize that there is a genuine purpose for diversity and inclusion efforts. Plans developed at this stage typically are multifaceted and trainings for employees focus on diversity and inclusion skills such as communication, customer/student service, team building, and conflict resolution. In addition, supervisors are provided coaching, if necessary, to develop competence at managing diversity and inclusion efforts. At the fourth level organizations are described as competent. Here, the organization as a whole knows and values diversity. It also begins to drill down and set more intricate diversity and inclusion goals in all business operations. In addition, advancement for supervisors is tied to achieving these goals. At the fifth and final "advanced" stage, there are increasing expectations that diversity and inclusion will be integrated in growth strategies and infused in everyday operations. Of the 13 who responded, 6 thought BSU was at the conventional stage, and 7 thought it was at the purposeful stage. Given the descriptions, it is possible that BSU is moving from the conventional to the purposeful stage and knowing this helps inform the kinds of goals, objectives and actions that are necessary to move the organization to the next level.

Student focus groups conducted fall 2012 provide some specific experiences they have had negatively affecting their perception of the university as welcoming. These include cliques that are hard to break into, smirks, innuendo, racist commentary and tokenism, a lack of information and signage, and a lack of engagement with and enthusiasm for a BSU connection both inside of and outside of the classroom. A follow-up student survey spring 2013 found differential climate perceptions by group.

- Students of color reported feeling less welcome, less comfortable interacting with students outside of class, and experiencing more stereotyping, exclusion, discrimination in the classroom, and being singled out as an authority on their race/ethnicity.
- GLBT students reported feeling less welcome, respected, safe, comfortable, important and recognized. These students reported much more stereotyping, discrimination, negative/derogatory comments, and intimidating and hostile behavior. Negative experiences were reported both in the classroom and outside of the classroom, perpetrated by students, faculty and staff.
- While there were fewer differences by sex, women felt less comfortable interacting with other students outside of the classroom and felt their contributions are less recognized than men's. On the other hand, men felt less safe expressing their gender and sexual orientation than women, and saw other students at school as less helpful than women.

- Students from both poor and wealthy backgrounds reported a less welcoming campus than those in the middle class.

Taskforce members remarked on additional challenges that affect how welcoming the campus is. One of those challenges pertains to the physical spaces available for diverse students, staff, and faculty. The American Indian Resource Center (AIRC) is a wonderful facility for BSU students, faculty, and staff and the broader community. In addition to housing the Ojibwe language and Indigenous Studies faculty, classes and cultural events take place there and students have a safe and supportive space to be. Unfortunately, because it is somewhat set apart physically from the rest of the academic buildings, there is a sense of separateness and isolation from the rest of the campus. While other campus space is available to students from diverse backgrounds (e.g., the Women's Resource Center), spaces for GLBT and other diverse groups are lacking. It is for this reason that students have begun the process of requesting a diversity center on campus.

A second facilities challenge exists for people with physical disabilities. Many of the buildings on the campus were constructed when little attention was paid to accessibility. The consequences are "workarounds" that require more work for people with disabilities to use. Students in wheelchairs cannot use the tunnels to get from the dormitories to the academic buildings and Hobson Union. To get from one level to another in the lower Hobson Union requires the use of a freight elevator that is hard to get to and for which there is a lack of signage. The same issue exists in Walnut Hall. These are but two of many such examples. Snow removal and a lack of handicap accessible parking spaces are two additional challenges often mentioned for people with disabilities.

Technology poses another set of challenges. People with visual challenges may need to have materials provided in alternative formats and/or screen readers that allow them to access information in a timely manner. This means getting into habits of planning well in advance of events and course delivery instead of as events happen.

Less visible signs of welcoming include the manner in which we as a campus integrate or not, create the "space" or not for people from other cultures. We often do not acknowledge the manner in which the academic calendar privileges Christian faith traditions with the placement of holiday breaks, and the kinds of foods available pose challenges for people whose religious backgrounds contain dietary restrictions.

Nor does the campus currently welcome people who are transgender. It has become much more common to provide gender neutral restroom facilities in buildings. Bemidji State University has one gender neutral restroom in the Hobson Union. Beyond that, little has been done to accommodate people who are transgender.

Information collected from employees also suggest improvements in this area are necessary. A campus climate study of faculty sponsored by the Inter Faculty Organization (Peterson and Greer, 2013) that included both focus group and survey participation yielded consistently

different perceptions and experiences depending upon whether one was a part of a majority group or a part of a historically marginalized group. GLBT faculty, faculty of color, international faculty, and female faculty all reported challenges as well as widespread instances of bullying and incivility (Peterson and Greer, 2013). Over the past couple of years, other staff at BSU have also reported instances of bullying and incivility. In response to these concerns, two events have occurred. First, BSU employees as well as employees from other state universities have requested the adoption of a respectful workplace policy. At the time this introduction is being written, the Minnesota State Colleges and Universities System Office has developed a draft of this policy that will be distributed for review through the meet and confer process. Second, during spring start-up approximately 100 employees attended sessions on workplace civility. Further trainings that help to develop skills are a necessary next step in creating a welcoming workplace environment.

Goal 4. Foster a supportive campus environment/climate for people from diverse backgrounds and perspectives.

As the following Census Data show, the population in the state of Minnesota is fairly diverse and in some respects Beltrami County is more diverse than the state. In the state, 14.3 percent of individuals are either Black/African American, American Indian/Alaskan Native, Asian, Native Hawaiian or Pacific Islander, or two or more races. In the county, 25.7 percent belong to one of these groups. While American Indians comprise only 1.3 percent of the state population, they comprise 21.0 percent of the county's. Indications are that Minnesota will become even more diverse (http://www.census.gov/quickfacts/table/PST045215/27).

Population by Race for the State of Minnesota and Beltrami County		
Race	Minnesota	Beltrami County
White alone	85.7%	74.3%
Black or African American alone	5.9%	0.8%
American Indian or Alaskan Native alone	1.3%	21.0%
Asian alone	4.7%	0.7%
Native Hawaiian or Pacific Islander alone	0.1%	0.0%
Two or more races	2.3%	3.2%
Hispanic or Latino	5.1%	2.0%
White alone not Hispanic or Latino	83.1%	73.3%

The world has also become "flatter." This is increasingly the case for many organizations (business, government and nonprofit) engaging in work in more than one country. The Association of American Colleges and Universities (AAC&U) developed its LEAP (Liberal Education and America's Promise) initiative to help colleges and universities respond to 21st century demands for a more informed and engaged citizenry capable of working and interacting with diverse others to solve complex issues that often cross geographical and

cultural boundaries. According to the AAC&U, one of the student learning outcomes essential for contemporary and future graduates is intercultural knowledge and competence, by which they mean, "a set of cognitive, affective and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts" (www.AACU.org/value). Complementing cultural competence is a need for global learning which includes several dimensions: global self-awareness, perspective taking, cultural diversity, personal and social responsibility, understanding global systems, and applying knowledge to contemporary global contexts.

To what extent is Bemidji State University addressing global learning and cultural competency in the curriculum? On one level, it appears that students gain some of this knowledge through their coursework. In the 2015 National Survey of Student Engagement (NSSE) 62.5 percent of students "mostly agree" or strongly agree" that faculty use examples of experiences from various racial or ethnic groups in their courses. On a much deeper level, however, only 35.1 percent of students agreed "quite a bit" or "very much" that their experiences at Bemidji State University contributed to their understanding of today's international/multicultural world.

A review of courses and curriculum related to diversity and intercultural competence in the 2014-2015 Catalog (http://www.bemidjistate.edu/academics/catalog/20163) provides some additional information worth noting. As a part of their Liberal Education requirements, students are required to take 1 course (2 or more credits) in Goal Area 7 Human Diversity in the United States and 1 course (3 or more credits) in Goal Area 8 Global Perspective. Of the 181 courses with a diversity focus, 88 are Liberal Education courses. There is no additional diversity course requirement above those found in Liberal Education and no additional required student learning outcomes or concepts related to diversity (e.g., cultural competencies, worldview, privilege, social justice, etc.).

If we define a diversity course as one that "focuses on issues and topics related to various cultural groups, backgrounds, identities and experiences, and/or promotes the larger importance of diversity, difference or cultural sharing for the public" then Bemidji State University does offer many diversity courses. Of the 1193 courses listed in the 2014-2015 catalog, BSU offers 181 (8.6 percent) diversity courses. In addition, diversity is a central component in 103 and a minor component in 78 of those courses. Having diversity as a "central" component meant that it was a "curriculum offering that had a primary focus on diversity issues, topics, perspectives, and/or principles" (Halualani, Haiker and Lancaster, 2010, p. 130), and a "partial" diversity course was a "curriculum offering that had a minor focus on diversity issues, topics, perspectives and/or principles" (Halualani, Haiker and Lancaster, 2010, p. 130).

How can these diversity-related courses be described? Of the 181 courses, 123 focus on culture/race/ethnicity, 23 on disability, 11 on gender, 2 on aging, 11 focus on multiple groups, and the remaining 11 appeared to have no particular focus. Most (61 percent) of the 181 courses have a focus on developing an appreciation of or gaining knowledge about some group(s) of people or diversity topic. Another 14 percent focus on issues and 1 percent have

two or more foci. Only 24 percent (43 courses) appear to focus on cultural competence or skill building and many are found in Spanish, Ojibwe, and Indigenous Studies. Others can be found in majors that are tailored to their specific student audiences. But a large percentage of BSU students do not take a course in which cultural competence is the stated focus.

Looking more closely at the majors, of the 122 Bachelor's degrees listed in the catalog, 50 (41 percent) require at least one course that has diversity content, which means that 72 (59 percent) do not. An additional 15 bachelors' degrees (12 percent) have at least one elective diversity course that is offered to their majors.

The College of Arts and Sciences and the College of Health Sciences and Human Ecology have many disciplines that require one or more courses in diversity (i.e., Education and Physical Education, Criminal Justice, Psychology, and Social Work in CHSHE and English, Geography, History, Indigenous Native Nations, International Studies, Spanish, Music, Nursing, Political Science, Social Studies and Sociology in CAS). As of fall 2014, it appeared that no degree offered in the College of Business, and no degree offered in the School of Technology and Communication requires a course in diversity as a part of the major, although we understand that curricular changes are being developed to address this situation.

For BSU employees there is some attention paid to diversity and cultural competence development. For faculty, the IFO contract now includes diversity examples in all five evaluation criteria, professional improvement grants now include diversity as one criterion, and Presidential mini-grants also include diversity as an option. In all of these instances, however, whether or not one focuses on diversity is an individual decision. The Center for Professional Development also periodically provides diversity-related resources for faculty especially as it pertains to teaching development. New administrators in the MnSCU system are required to take a series of trainings that have more to do with supervision and the legalities surrounding their duties. Little in these trainings specifically address diversity, although some of the supervisory "skills" can be applied in diversity contexts.

Beyond some initial presentation of the 1B.1 and Affirmative Action information, employees do not receive consistently offered training and development opportunities on the topics of diversity and cultural competence. There is also no training offered to those who supervise student workers; nor do supervisors necessarily know where they can turn for help if they have questions. Taskforce members also note that the union contracts are not necessarily supportive of training and there is a culture of nonparticipation when trainings are offered.

As is typical of other large organizations that serve a diverse population and that have a diverse workforce, Taskforce members would like BSU to offer more frequent trainings in the development of cultural competence and think of a way to encourage attendance. They also believe that students and employees would benefit from a committee tasked as a part of its duties to promote diversity-related efforts across the university.

Goal 5. Promote the intercultural competence of students and employees.

It is counterintuitive that in an era in which there is so much information available, that students and staff feel uninformed. Taskforce members were also surprised at the number of diversity-related events that occur on a yearly basis and yet how sparsely attended most of these are.   Likely there are multiple factors affecting the outcomes noted—students are working one or more jobs in order to afford school leaving less time for engagement beyond meeting minimal course requirements, and faculty and staff workloads have increased over time. These are just two of many factors that could be mentioned.

Diversity Taskforce members identified a need for better integration and coordination of campus diversity efforts as well as better mechanisms by which to promote and encourage attendance at events. Because many sponsored events may also be relevant to the broader Bemidji Community, additional work is necessary to work with Marketing and Communications to promote these events.

Goal 6. Improve communication structures and processes for diversity and inclusion efforts.

Successful accomplishment of the goals identified in this plan can only be accomplished if two imperatives are met. First, there is systematic assessment and accountability for diversity and inclusion efforts. Necessary action steps include

- Conducting annual campus assessments on issues of inclusion and diversity,
- Reviewing policies and practices to identify any that hinder access and inclusivity for underrepresented students and employees and making necessary changes, and
- Developing intercultural competency measures for faculty to use to assess their courses and programs.

Second, an institutional financial infrastructure to support diversity and inclusion efforts is created and sustained. Necessary action steps include

- Creating a line item in the budget for diversity and inclusion efforts,
- Providing financial resources and physical space for the development of a Diversity Center,
- Providing grant opportunities for academic and nonacademic departments to improve their diversity and inclusion efforts,
- Developing an incentivized funding program to provide seed money for pilot programs, and

- Developing and prioritizing a set of fundraising case statements to garner donations for key diversity and inclusion initiatives.

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