

South Dakota State University

Diversity & Inclusion:

2013-2018 Report

Office of Diversity, Inclusion, Equity, &
Access
3-1-2019

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I. South Dakota State University

Mission: South Dakota State University offers a rich academic experience in an environment of inclusion and access through inspired, student-centered education, creative activities and research, innovation and engagement that improve the quality of life for South Dakota, the region, the nation and the world.

Vision: South Dakota State University will be a premier land-grant university recognized for high value, innovation, and bold impact.

Core Values:

- **People-Centered:** We recognize leadership is derived from service to others. We are committed to creating a culture where all thrive and are supported on their own personal and professional paths toward lifelong learning, growth, and leadership.
- **Creativity:** Creativity is our cornerstone to expand knowledge, develop human understanding and enrich quality of life. We believe that education and research/scholarship and creative activity reinforce one another, and the best academic programs bring innovative teaching and rigorous research together.
- **Integrity:** We act with organizational and personal integrity, through honest interactions, professionalism, transparent and accountable decision-making, and respect for others.
- **Diversity:** We are committed to diversity of community and ideas. We believe in a supportive, inclusive, collaborative and cohesive environment with a focus on access. We actively seek collaboration and we respect individuals with differing perspectives, backgrounds, and areas of expertise.
- **Excellence:** Excellence is achieved through continuous improvement, assessment, and accountability. We embrace bold action and adapt to an ever-changing environment. Individually, we are experts at what we do. Collectively, our impact is even greater.

II. Introduction

One outcome of the SDSU Self-Study and the Higher Learning Commission (HLC) team site visit and review in fall 2009, was the requirement for SDSU to submit a “report on the implementation and effectiveness of the University’s Diversity Plan”. More specifically the following observations and recommendations were included:

- Lack of visibility and cohesion of diversity efforts
- Lack of implementation and assessment of diversity initiatives
- Need for enhanced support services for Lesbian, Gay, Bisexual, and Transgender (LGBT) students
- Need for updated course-by-course equivalency articulations/Memorandums of Understanding (MOU) with tribal colleges
- Development of American Indian Education and Cultural Center
- Person hired to lead diversity initiatives needs to participate in the administrative council

In response, a comprehensive review was conducted and based on input from individuals representing key units across campus, from individuals serving on committees and other governance groups, from input during strategic planning listening sessions, and data from surveys and other assessment tools, a progress report was prepared, submitted and approved by HLC in July 2013.

Since 2013, the continuous and systematic review of diversity and inclusion initiatives, data and contextual factors has continued, recognizing that such ongoing examination and improvement is essential for the University to meet its mission and live its core values. Embracing and enhancing diversity is imperative to creating an inclusive and equitable community that reflects our multi-cultural and diverse world.

The purpose of this report is to provide an update on the significant accomplishments in support of diversity, inclusion, equity, and access since the official progress report submitted in 2013. The report is organized in the following manner. First, major accomplishments since 2013 are organized by the ODIEA 2013-18 strategic goals including selected examples of programs, initiatives, policies and/or procedures which illustrate progress. Next, a summary of strengths and challenges is provided followed by reference and appendices.

III. Major Accomplishments: 2013 – 2018

Major accomplishments described in this section are organized by the Office of Diversity, Inclusion, Equity and Access strategic plan (2013-2018). Note: former name was Office of Diversity, Equity and Community and was changed to current name on January 1, 2017.

A. ODIEA Strategic Goal #1: Increase the enrollment and retention of students from historically underrepresented groups. (domestic and international)

The recruitment, enrollment and retention of students from historically underrepresented groups requires collaboration and strategies across units. ODIEA partners with the Office of Admissions, the American Indian Student Center, the Multi-Cultural Center, the International Affairs Office and academic units on- and off-campus to work toward meeting the SDSU goals.

Student enrollment demographics

Overall, the majority (84%) of SDSU undergraduate and graduate students identify as White. However, changes in enrollment numbers have been observed for some student demographics. One racial/ethnic group that has increased is the enrollment of Hispanic/Latino students. In the 2013 fall enrollment, there were 226 (1.8%) students who identified as Hispanic/Latino and by 2016 the number had increased to 252 (2.0%). The fall 2018 enrollment of Hispanic/Latino students was 314 (2.6%). The students who identify as Black or African American has also increased from 216 (1.7%) students in 2013 to 253 (2.1%) students in 2018. The American Indian/Alaska Native populations have fluctuated. For example, in fall 2013, there were 129 (1.0%) students who identified as American Indian or Alaska Native. That enrollment went down to 120 (1.0%) in 2016 but is increasing again

with fall 2018 enrollment at 132 (1.1%). The students who identify as Asian has stayed steady and is currently 141 students (1.2%).

The institution has also seen an increase in the number of students who identify with two or more races. In 2013, 230 (1.8%) students identified as two or more races. That increased to 268 (2.1%) in 2016. Currently, in 2018, there are 263 (2.2%) if students who identify as two or more races.

Table: Student demographic trends by race/ethnicity

	2013	2014	2015	2016	2017	2018
American Indian or Alaska Native	129 (1.0%)	127 (1.0%)	127 (1.0%)	120 (1.0%)	133 (1.1%)	132 (1.1%)
Asian	139 (1.1%)	140 (1.1%)	137 (1.1%)	134 (1.1%)	142 (1.1%)	141 (1.2%)
Black or African American	216 (1.7%)	255 (2.0%)	248 (2.0%)	247 (2.0%)	253 (2.0%)	253 (2.1%)
Hispanic/Latino	226 (1.8%)	242 (1.9%)	253 (2.0%)	252 (2.0%)	294 (2.3%)	314 (2.6%)
Native Hawaiian or other Pacific Islander	24 (0.2%)	13 (0.1%)	10 (0.1%)	11 (0.1%)	7 (0.1%)	9 (0.1%)
Nonresident Alien	584 (4.7%)	700 (5.6%)	811 (6.4%)	945 (7.5%)	910 (7.3%)	810 (6.7%)
Race and Ethnicity Unknown	110 (0.9%)	58 (0.5%)	64 (0.5%)	68 (0.5%)	52 (0.4%)	64 (0.5%)
Two or More Races	230 (1.8%)	229 (1.8%)	237 (1.9%)	268 (2.1%)	265 (2.1%)	263 (2.2%)
White	10896 (86.8%)	10793 (86.0%)	10702 (85.0%)	10568 (83.8%)	10471 (83.6%)	10121 (83.6%)
Total	12,554	12,557	12,589	12,613	12,527	12,107

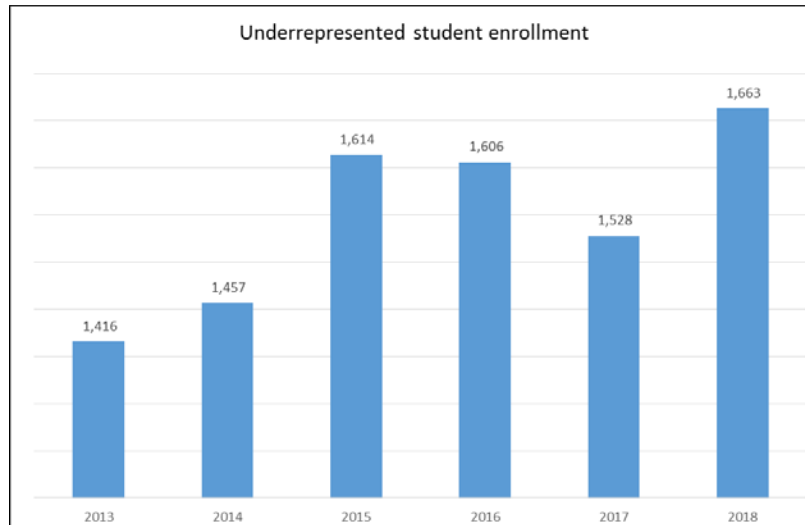
Underrepresented student enrollment for Impact 2018 Strategic Plan

For the purposes of the 2013-2018 university level strategic plan as well as the ODIEA strategic plan for the same time period, a more inclusive definition of underrepresented students was used and included any undergraduate student who met 3 or more of the following criteria:

- First-generation students
- Pell-eligible
- Less than 50% of financial need met
- ACT of 19 or lower
- Veteran
- Student with disability

In addition, students who did not meet the criteria but who identified as American Indian/Alaska Native, Asian, Black or African American, Native Hawaiian or other Pacific Islander, two or more races, or Hispanic/Latino were also included.

The target enrollment for 2018 was 1,558 underrepresented students. As shown in the graph below, SDSU exceeded its 2018 target enrollment of underrepresented students. SDSU increased its enrollment of underrepresented students by 247 students over the six-year period.

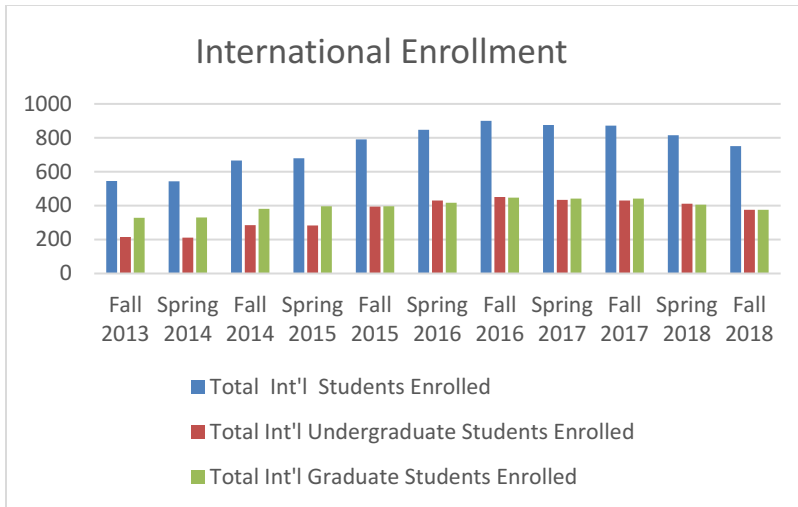


Recruitment Strategies

The *Office of Admissions, American Indian Student Center and Office of International Affairs* have made significant strides in providing programs and services which facilitate the increase in students from underrepresented groups. Examples include:

- 1) In December 2015, the position of Coordinator of Multicultural Recruitment was established. The individual in this position is a member of the Office of Admissions leadership team. With a renewed focus, the coordinator has enhanced the management and implementation of programs and activities aimed at the recruitment and enrollment of students from diverse backgrounds. The coordinator interacts daily with prospective students from underrepresented backgrounds via phone, email, text and other platforms, providing support and guidance as students navigate the college search process and explore SDSU. Examples of activities include:
 - a. Beginning in 2016, SDSU hosts full-day visits for students from diverse backgrounds from surrounding states in the fall term each year. The Office of Admissions provides transportation to the SDSU campus in Brookings from locations in Minneapolis and St. Paul, Minnesota and from Omaha, Nebraska. While on campus, students participate in sessions focused on the college search process, available support services, campus tours, meeting with current SDSU students along with cultural events. SDSU partners with organizations which focus on assisting underrepresented students with the college search process including Advancement Via Individual Determination (AVID), College Possible, Upward Bound and others.
 - b. Through AVID, SDSU has provided personnel to visit classrooms in St. Paul to discuss the college search process as well as the benefits/characteristics of pursuing a college degree at SDSU. Since 2016, visits to high schools in the Twin Cities metro area and surrounding suburbs have included the locations of Brooklyn Center, Robbinsdale Cooper, Columbia Heights, Bloomington Kennedy and Park High Schools.

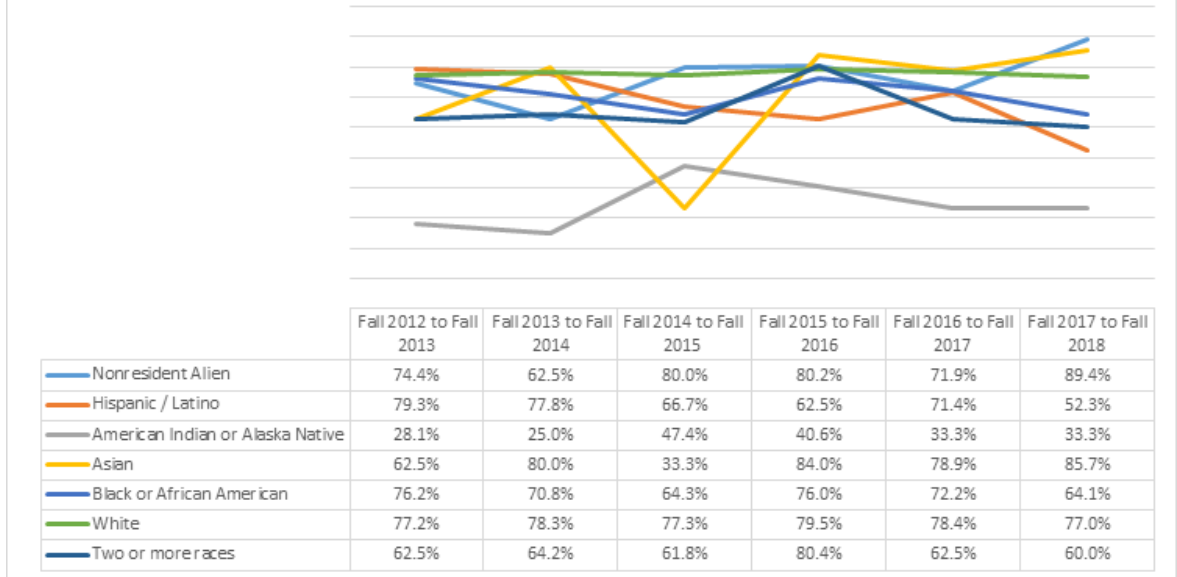
- 2) In spring 2018, SDSU created a new position focused on recruitment of American Indian students, the Native American Recruitment Coordinator. The position is a member of the American Indian Student Center team and has a strong collaborative relationship with the Office of Admissions. This position's sole focus is recruitment and pre-college programming to serve the nine tribal nations in South Dakota as well as indigenous populations in the region and nation. Examples of activities for this position include:
- a. Beginning in the 2018 spring term, the *American Indian Student Center* began hosting a traveling new student orientation program entitled *SDSU 2 U: College Readiness on the Road*. In May 2018, 5 individuals from SDSU including representatives from admissions, the American Indian Student Center, Financial Aid and the First-Year Advising Center visited five reservation high schools including Flandreau Indian School/Flandreau High School, Dupree/Timber Lake High School, Todd County High School, Red Cloud High School and Little Wound High School. SDSU representatives addressed topics including funding for college, residential life, the American Indian Student Center and services specific to American Indian students, advising, and numerous other topics. Staff at the partner high schools reported a high degree of satisfaction and appreciation for the visits. The AISC staff are tracking enrollment and retention rates for students who participated in the visits. Based on preliminary assessment results, the trips will most likely continue every spring and include additional high schools over time. The program will include nine schools in spring 2019.
 - b. Hosted the first American Indian visit day at SDSU in fall 2018. SDSU hosted 50 students from St Joseph Indian School and St. Paul, Minnesota public schools. Additionally, SDSU hosted 5 school visits on campus in the fall from St. Joseph Indian School, Little Wound, Crow Creek, Enemy Swim, Minnesota Indian Education students.
- 3) The *International Affairs Office* is the home for international recruitment and admissions. During 2013-18, SDSU realized a significant increase in international students. In 2016, SDSU reached a high point of 940 international students (including ESL students) attending SDSU. As a result of this increase, a second program assistant position was created with a portion of the position assisting with international student admissions and ESL. Since 2016, SDSU has experienced a decrease in international students. In fall semester 2018, SDSU has 778 international students attending the university. This decline is tracking with national trends caused by the current geo-political climate. Regardless of this decline, recruitment and enrollment of international students remains a priority area for the University.



Student Retention

The retention rate for underrepresented students fluctuates from term to term. Between 2013-2018, the fall to fall retention rate for first-time full-time bachelor's cohort student has been between 76-79%. There are some racial/ethnic groups for which the retention rate is lower or fluctuates. For example, the 2013 first-time full-time bachelor's cohort had 20 American Indian or Alaska Native students. Of those, 5 returned the subsequent fall for a retention rate of 20%. From 2014 cohort, 19 students identified as American Indian or Alaska Native. Of these students, 9 returned for a 47% retention rate. Most recently, the 2017 cohort had 21 students identify as American Indian or Alaska Native. In fall 2018, 7 of these students returned (33% retention rate). Students who identify as Hispanic/Latino have had retention rates between 52-79%. Most recently, the 2017 cohort had 44 students identify as Hispanic/Latino. Of these 23 returned in the fall 2018 (52% retention rate). Finally, students who identify as Black or African American have had retention rates between 64-76%. The 2017 cohort had 39 students identify as Black or African American. Of these, 25 returned in the fall 2018 (64% retention rate). In part this range of rates reflects low student numbers in some of the groups as well as the significant challenges some students face in transitioning and progressing within the higher education environment.

University Retention Rates - Race/Ethnicity



Retention rates for international students are consistently high. International students in undergraduate programs who have continued from fall to fall has increased, ranging from 59.5% for the fall 2013 cohort to a high of 91% for the fall 2017 cohort. Graduate student retention rates range from a low of 70.1% for the master’s level students in the 2014-15 class to a high of 97.4% for the PhD level students in 2015-16 cohort.

As demonstrated, SDSU has experienced fluctuations in student demographics resulting in varying enrollment and retention numbers. In response, the institution continues to enhance programs and services that meet the differing needs of students.

Student Support Services

In order to successfully recruit and retain historically underrepresented students, the University also provides robust and comprehensive student support services. Such services have been added and/or enhanced in the following ways during this five-year time period:

1) **Wokini Initiative:** SDSU President Barry Dunn announced the Wokini Initiative in September 2016 during his inauguration. In summer 2018, the 5-year strategic plan for the initiative was communicated to the university community inviting all to identify ways to be involved. Wokini translates to “New Beginnings” in Lakota. The 2018-2023 Wokini Initiative Strategic Plan is included with this report as Appendix A. Since the program was announced the following activities/milestones have already been accomplished:

- Completed the design of a new American Indian Student Center and broke ground for construction in fall 2018.
- Awarded 15 Wokini scholarships (\$5K/year renewable for 5 years) to incoming first-year students beginning in academic year 2018-19;

- Re-designed the first-year orientation program for American Indian students;
- Hired a Native American Recruitment Coordinator, who is working full time with schools across the state and with Tribal Colleges and Universities (TCUs);
- Offered 14 Wokini scholarships to graduates of the TCUs in SD who want to come to SDSU for a bachelors or master's degree (\$5K/year renewable for 3 years);
- Launched an educational program for SDSU staff and faculty about Lakota/Dakota/Nakota history and culture.

2) Elder in Residence Program: The American Indian Student Center continues its Elder in Residence Program to foster academic, cultural and social support for American Indian students pursuing higher education. For 2018-19, the elder in residence is Jace DeCroy, Professor Emeritus, an enrolled member of the Cheyenne River Sioux Tribe who had an extensive career at Black Hills State University, Spearfish, South Dakota, as a professor in American Indian Studies. She also has had a significant impact on the BHSU community and around the region. Her presentations and engagements with students have been well attended and lively with discussion.

3) LGBTQIA Resource Center: Students of the LGBTQIA+ community expressed the need for a dedicated space to increase awareness and support about the time of the previous HLC review.

- An office space was dedicated to the Gender and Sexualities Alliance student organization within the University Student Union in close proximity to the Multicultural Center.
- More recently, many single stall restrooms across the University have been designated gender inclusive with improved signage installed. The ODIEA website provides a list of all gender-inclusive restrooms and their locations on campus.
- A dedicated LGBTQIA+ Resource Center has also been established with a mission to provide community and campus resources to LGBTQIA+ students, faculty and staff at the university as well as residents of the Brookings community. The on-campus resource website includes information on the SDSU Gender & Sexualities Alliance student organization, on-campus housing for LGBTQIA+ students including a Living Learning Community, printed resources available in the office and on-campus counseling. Community Resources include information on the Brookings Human Rights Commission, The Brookings Police LGBTQIA+ liaison, LGBTQIA+ friendly businesses, churches, health care providers and other organizations, as well as sources of off-campus counseling.
- Safe Zone training is offered each semester by the ODIEA. This training aims to educate participants on advocacy for the LGBTQIA+ community through understanding, support and inclusivity. During the summer of 2018, the ODIEA office conducted a "Train the Trainers" session with 58 participants. Those trainers were then charged with providing Safe Zone trainings on campus. Participant outcomes of the workshops are: 1) gain new knowledge about issues facing LGBTQIA+ students, 2) increase knowledge of resources, and 3) increase knowledge of how to best support LGBTQIA+ students. Participants reported that

they appreciated having multiple presenters with different perspectives, enjoyed the content of the training, and learned from asking questions and sharing experiences.

- 4) **A Program Advisor for Latino/a students was hired in 2017:** With the increase in the Latino/a/x student population (from 226 in fall 2013 to 314 in fall 2018), funding was reallocated within the Division of Students Affairs for this key position.
- 5) **The Program Advisor for African American Students** continues to serve the growing number of African American students attending SDSU. This individual provides support to underrepresented students with an emphasis on the African American student population. The position also coordinates educational programs focused on multicultural issues and serves as a retention specialist.
- 6) **Summer Bridge Program:** The SDSU Summer Bridge program, *Jump Into State*, offers incoming first year students an opportunity to get a head start on their college education during the summer prior to their first semester at SDSU. Summer Bridge is a four-week program run just before the fall semester begins, and is limited to a select group of incoming first-year students including first-generation, minority students and those needing to complete developmental coursework. During this time, students complete courses, receive one-on-one advising, participate in study groups and other planned activities, and become familiar with the SDSU campus and its resources. Summer Bridge has served between 20-130 students each summer since 2011. The participation numbers have varied primarily due to fluctuations in funding available for students. The retention rates of Summer Bridge participants have ranged from 91-96%.
- 7) **English as a Second Language (ESL):** The English as a Second Language (ESL) program was created in 2013 and began offering courses during fall 2014. The university provided start-up funds for the initiative with the understanding that the program needed to be self-supporting by the end of the second year. SDSU's ESL program was fully self-supported by the end of the first year due to healthy enrollments.

Revenue generating programs for ESL include the courses offered to current and entering SDSU students and a stand-alone offering for individuals or cohorts who are not planning to seek a degree from SDSU. Both programs have been supplemented with cultural and non-academic activities, including orientation.

At the start of the ESL program, incoming international students were placed into the appropriate level ESL courses based on a language proficiency assessment that occurred upon arrival. There were three levels of ESL instruction delivered through traditional semester courses and students were placed in the appropriate level according to their assessment results. The program has been non-credit bearing except for the 1 credit cultural course. In addition, intensive courses were offered during the summers before matriculation for those students needing extra language training before taking regular courses.

Due to recent declines in enrollment in SDSU's ESL program, the ESL program has been restructured to offer one course level that is a combination of levels 2 and 3. Students must now provide SDSU with an initial language proficiency score on either the TOEFL, IELTS or DuoLingo. If applicants can demonstrate that they have earned a composite score of 45 on the TOEFL, 4.5 on the IELTS, or 52 on the DuoLingo exam, then SDSU admits to the ESL program.

When the program was first created, returning ESL students had been required to take appropriate level ESL courses until their language proficiency reached pre-determined acceptable levels. Now that the program has been changed to a one-level program, ESL students must repeat the level until they achieve the university admission requirements on the TOEFL. (The required TOEFL score is a 61 for undergraduate admissions and the TOEFL score varies for graduate admission depending on program requirements.)

Historical enrollment trends have varied from a high of 46 students in spring 2016 to a low of 11 in both summer 2017 and fall 2018 with an average of 26 participants per term. SDSU is currently working to increase the numbers of ESL students enrolled. With an increase in enrollment, the plan is to re-introduce the three-level program.

- 8) **International Affairs Office:** The International Affairs Office provides student services for international students with a focus on compliance, student programming and international student orientation. In 2013, as the international numbers were increasing, the office added a second international student advisor to meet the needs of current students. Workshops have been added on immigration processes and procedures, along with programs such as InterLink student mentor program, the Friendship Family Program, and International Week. A series of international night celebrations throughout the academic year provide an important venue for international students to share their culture with others.
- 9) **Office of Disability Services:** The Office of Disability Services (ODS) provides services for students with disabilities on the main campus in Brookings, for online students and those students at off-campus attendance centers. The ODS office is located within the Office of Multicultural Affairs and shares support staff with this office. The ODS, staffed by one full-time permanent position, assists students with disabilities in obtaining appropriate and reasonable accommodations in their education based on the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, SDSU policy, SDBOR policy, and other applicable state, federal, and local laws. In fall 2018, the ODS provided services to approximately 670 students, an increase from approximately 400 students in fall 2013.

The ODS office ensures that students determined to be eligible are provided with appropriate accommodations and notifies faculty members of course appropriate accommodations and assistive technology. Accommodations are accomplished through positive collaborations and referrals from partners such as faculty, professional and faculty advisors, the Testing Center, Student Health and Counseling, and University Housing. The ODS has seen an increase in students diagnosed with autism spectrum

disorder (ASD) along with an increase in students seeking accommodations for mental health disorders. Students are made aware of the services available in multiple ways including the SDSU website and through referrals from faculty, advisor and staff. Also, as part of the SDSU syllabus template, information is required to be included about disability services with contact information.

Academic Support Services

While not newly developed within the past 5 years, the University also offers numerous additional critical academic support services which help meet the needs of all students including:

- 1) Supplemental Instruction (SI) is a series of weekly review sessions for students enrolled in historically difficult courses. This service is provided for all students who want to improve their understanding of course material and improve their grades. The number of students who attend SI has increased since first offered in 2011-2012 from approximately 15,000 visits to nearly 25,000 visits in 2016-17. Assessment results indicate that for students who attend SI, their grade point average is higher than for those who do not. For example, in spring 2017, for students who participated in SI, their average GPA was 2.9 in Accounting 210; for those students who did not participate, the average GPA was 2.4. This pattern is typical for all courses. SI is offered for 14 courses.
- 2) The Wintrode Tutoring Program offers small group and individual tutoring for 24 different courses. All tutors participate in peer educator training courses. Three levels of training are provided, and the courses are certified by the College Reading and Learning Association. Training topics include: role as a peer educator, confidentiality, building relationships, identifying student needs, the learning process, teaching study skills, critical thinking and group dynamics as well as mentoring, leadership theory and constructive criticism and feedback. The number of student visits for tutoring over the course of an academic year averages about 12,000 visits.
- 3) The Math Help Center provides tutoring for all math courses and is located in the Architecture, Mathematics & Engineering Building, Room 292. Walk-In hours are held along with course specific sessions. The center was established in 2004 and continues to be an important source of support and guidance for students. For example, data from spring 2014, in Calculus I students who attended the MHC regularly scored 16 percentage points higher on their homework, 6 points higher on their final exam, and 4 points higher on their overall grade than the average. In pre-calculus, students who attended the MHC regularly scored 13 percentage points higher on their homework, 4 points higher on their final exam, and 8 points higher on their final grade.
- 4) The SDSU Writing Center serves all students enrolled at the university, both undergraduate and graduate. Student can seek guidance and assistance about all types of writing at any stage in the process. Each session is devoted to an active and engaged learning experience in which the tutor and the student work together to improve writing. The number of students who utilize the Writing Center, along with results of a user satisfaction survey (including 2 questions focused on perceived impact on writing skills)

are tracked/gathered each term. The survey gathers data on appointment availability, perceptions of the level of knowledge, helpfulness and approachability of the tutors; the degree to which the session(s) were useful for increasing writing skills; if the experience helped students reach their goals; and if they planned to use the center again. Since fall 2014, 2,414 different students have utilized the writing center (4,024 visits). Over the 8 semesters, the mean scores for all items have been consistently over 4.0, indicating a high degree of satisfaction and helpfulness.

In sum, SDSU has made measurable gains in increasing the number of students from underrepresented groups and international students. Retention rates for some minority groups vary widely in part due to the small number of students; yet more robust support services may need to be tailored based on students’ specific needs. As described in this section, the university offers a comprehensive array of programs and events in support of student enrollment, retention, persistence and completion. Assessment of these efforts has also increased over the past five years with observable positive impacts on student success. While not all programs have formalized assessment plans, most are in the process of developing sustainable plans as part of the SDSU Assessment Academy.

B. ODIEA Strategic Goal #2: Increase the number of faculty, staff and administrators from historically underrepresented groups.

Increasing the diversity of faculty and staff has long been a goal of the institution. Beginning in 2012-2013 and continuing into 2018 and beyond, more focused efforts have been implemented.

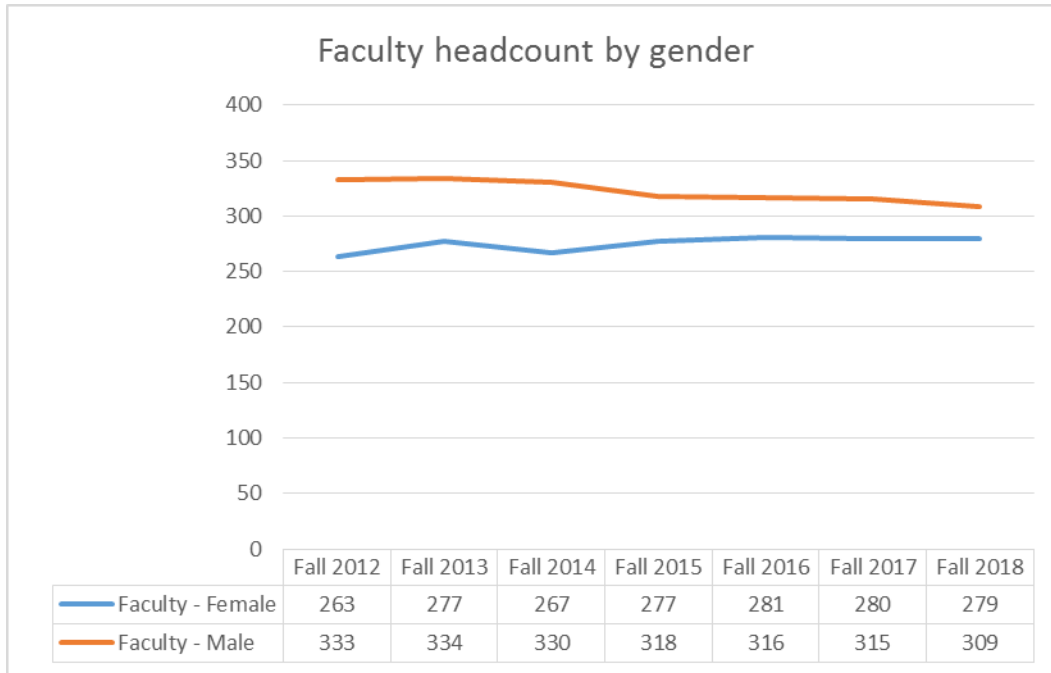
Employee Demographic Trends

There have been demographic shifts in faculty, professional staff, and civil service staff over the past 5 years with an increase in female employees. However, the racial/ethnic composition of SDSU employees has stayed relatively the same. In 2018, the majority of employees identified as white (89%), Asian (7%), or Hispanic/Latino (2%).

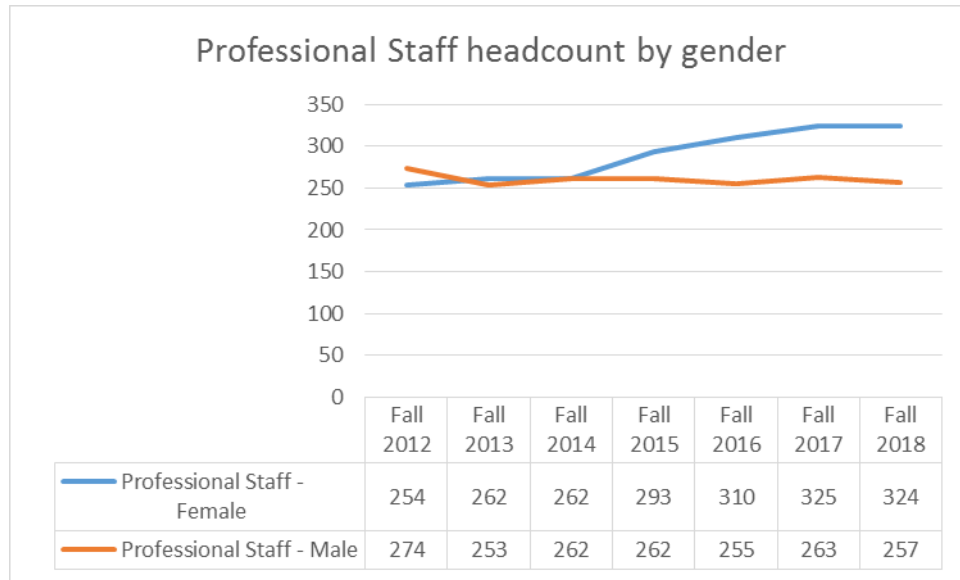
Table: Employee demographic trends by race/ethnicity

	2016	2017	2018
Hispanic / Latino	26 (1.4%)	28 (1.5%)	34 (1.9%)
American Indian or Alaska Native	17 (1.0%)	15 (0.8%)	11 (0.6%)
Asian	117 (6.5%)	124 (6.8%)	123 (6.9%)
Black or African American	26 (1.4%)	28 (1.5%)	20 (1.1%)
Native Hawaiian or Other Pacific Islander	0 (0%)	0 (0%)	0 (0%)
White	1613 (89.5%)	1615 (89.0%)	1573 (88.5%)
Two or More Races	4 (0.2%)	4 (0.2%)	16 (0.0%)
Faculty & Staff Total	1803	1814	1777

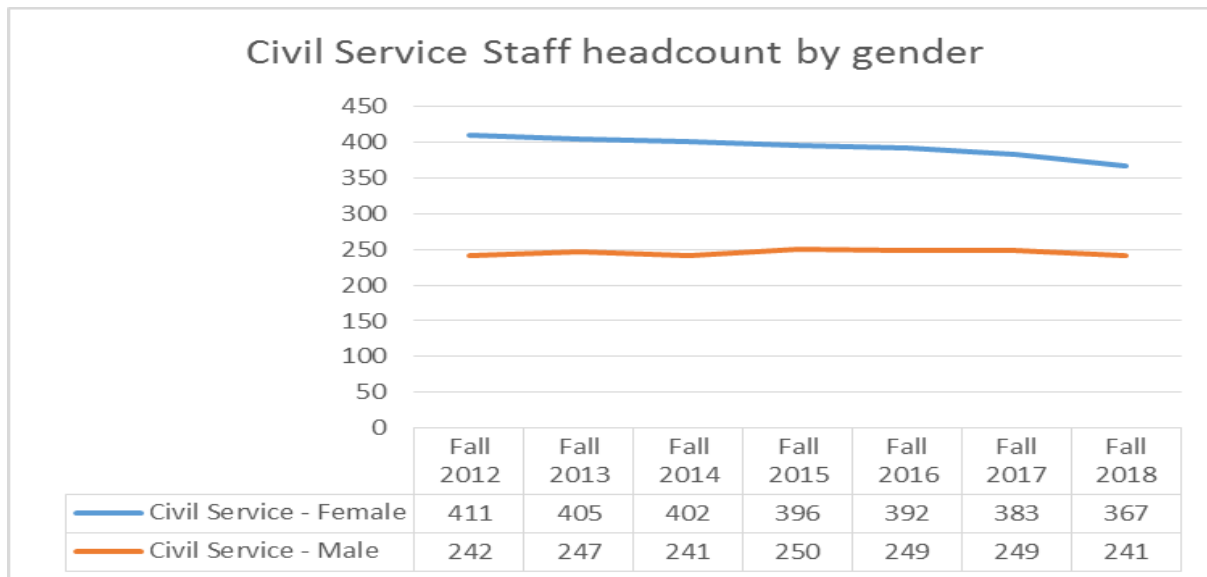
There have been some demographic shifts within employee classifications. First, the number of female faculty at SDSU has increased by 16 from 2012 to 2018. The gap between male and female faculty has narrowed. However, there continues to be gender discrepancies for tenured positions. For example, there were 162 male faculty members who were tenured compared to 73 female faculty members. In terms of race/ethnicity, the trends have remained consistent. Over the last three years, faculty members have been predominately white (80%), Asian (15%), or Hispanic/Latino (2%).



Next, as shown in the graph below, professional staff has an increase in the number of female employees while male employees have stayed somewhat constant. Professional staff are predominately white (93%), Asian (4%), or Hispanic/Latino (2%).



Finally, civil service staff has seen an overall decline in numbers with the number of female civil service staff falling by about 41 positions (as shown below). Civil service staff are predominately white (94%), Asian (2%) or American Indian or Alaska Native (2%).



Programs and Initiatives

Programs designed to increase the diversity of faculty, staff and administrators include:

- 1) **Diversity Advocates:** In 2016, SDSU adopted the practice to have a Diversity Advocate serve on all search committees. The primary role of the Diversity Advocate is to promote diversity as a core component of excellence in the search process. The advocate must be identified on the required search form. The Diversity Advocate must be a full-time employee, a member of the search committee and be identified by the Search Committee Chair. For CSA searches, the Hiring Manager serves as the Diversity Advocate. The Diversity Advocates helps ensure that candidates are evaluated fairly. The advocate also reviews the candidate pool to identify when additional recruitment may be necessary to ensure a more diverse pool of applicants.

- 2) **Dissertation Fellowship for Underrepresented Scholars:** Since its inception in 2014, five individuals have participated in the Dissertation Fellowship for Underrepresented Scholars program. The purpose of the program is to enhance diversity in research, teaching and service at SDSU through the recruitment of graduate students from underrepresented communities across the country who are completing their dissertation research. The primary focus areas of their time at SDSU are to complete the dissertation work, along with teaching courses in their areas of academic preparation. These individuals have also contributed to diversity training events. All of the individuals who have participated in the program have successfully completed their doctoral programs.

- 3) **Academic community-building:** Four Affinity Groups have been formed to provide a social and professional network for marginalized faculty and staff. These groups include The Brothers' Circle, The Sisters' Circle, Los Hombres, and The Employee Resource Group. Participants have shared how important these groups are to help them feel a part of the community at SDSU and in the Brookings community.
 - The Brothers' Circle (2015) is an African and African-American male-focused professional faculty/staff group which provides professional and educational advice, guidance and support.
 - The Sisters' Circle (2014) is an African and African-American female-focused professional faculty/staff group which provides professional and educational advice, guidance and support.
 - Los Hombres Latinos (2018) is a Latino-male focused group with a focus on professional and educational information and support.
 - Employee Resource Group (2017) is a LGBTQIA+ community-focused professional faculty and staff group which provides professional and educational advice, guidance and support.

- 4) **Partner/career assistance:** At times, SDSU provides assistance to partners who accompany family members with identifying potential employment both at the University and in the greater community. Since 2014, employment opportunities have been identified for seven individuals. The SDSU Affirmative Action Plan (AAP) identifies

this practice as being used on a limited basis only when the partner is qualified for the position. Such hires are limited to hard to fill positions or at times when the demand for applicants greatly outnumbers the supply of qualified applicants.

- 5) **Conferred on September 2015, the National Science Foundation awarded the South Dakota Working for STEM for Equity (SD-WISE):** A System, Institutional and Individual Level Approach to Policy Change project grant to South Dakota. The five-year award has a goal of systemic policy change across the South Dakota Board of Regents (SDBOR) to pursue gender equity for faculty in Science, Technology, Engineering and Mathematics (STEM) disciplines. Achieving this goal will lead to improved policies for all SDBOR faculty. To help identify policies that would help recruit and retain female faculty, the SD-WISE team performed climate and policy needs surveys to examine and understand potential needs/changes within the academic workplace. One of the stated areas of importance was improved work-life integration; part of this is a paid parental leave policy. Data indicate that offering family-friendly policies help with retention. (Appelbaum & Milkman, 2011). The SD-WISE team has also recommended an “automatic stop the clock” policy. Both recommended changes are under review and moving through the SDBOR policy update process for potential approval by the end of 2018.

- 6) **The Title IX/EO Office consistently offers training for SDSU employees on topics related to diversity and inclusion:** Since 2013, Title IX/EO has held on-going trainings that cover diversity, discrimination, harassment, bystander intervention training, and understanding the American with Disabilities Act (ADA) in various contexts. Since implementing the practices of having a diversity advocate on all search committees in 2016, this office has also trained individuals on university search committees on the role of the diversity advocate. Examples of additional trainings include:
 - a. In 2016, Title IX employees offered a training for the College of Nursing faculty and staff on ADA requirements.
 - b. In 2017, training was provided for Facilities and Services employees on their rights as SDSU employees under ADA.
 - c. In 2018, equal opportunity training was provided for the Athletics Department focusing on harassment and discrimination.

Beginning in 2014, due to changes in Section 503 of the Rehabilitation Act, the Title IX/EO and Human Resources Offices have updated the Affirmative Action plan and invites job applicants and active employees the opportunity to self-identify as a person with a disability. Also, faculty, staff and students can anonymously self-report experiences of discrimination, harassment and/or sexual misconduct through the *Lighthouse Reports* online system and toll-free hotline. This anonymous reporting mechanism provides the university with vital information to address potential discrimination and harassment.

In summary, new programs have been added over the past five years which are designed to increase the number of faculty and staff from underrepresented groups as well as facilitate

their transition to SDSU. The University has also designed programs to build community and foster the development of internal networks to provide professional and educational advice, guidance and support. Small gains have been made; yet due to the newness of the majority of these programs, impact is yet to be determined. While the percentage of female employees has increased, overall, there has been a decrease in the total number of SDSU employees.

C. ODIEA Strategic Goal #3: Develop new and continue to enhance existing outreach efforts.

Areas of focus in regard to outreach include linkages with Tribal Colleges and Universities (TCUs), tribal middle and high schools, as well as tribal communities, partnering with the SDSU Cooperative Extension Service, supporting international consortia and articulation agreements and collaborating with the local Brookings Community.

1) Tribal High Schools, Colleges and Universities

Current partnerships and events include:

- In May 2018, aviation faculty flew four planes to Eagle Butte, SD on the Cheyenne River Reservation and spent two days taking middle school students for rides in the planes, facilitating flight simulations, and presenting information to introduce students to the field of aviation.
- Biology faculty have a partnership with a high school teacher in Eagle Butte. In May 2018, science students were invited to SDSU for a tour, to utilize lab equipment and to enhance their biology knowledge base,
- In June 2018, faculty traveled to Lower Brule with nine undergraduate mentors to meet students and families who are participating in a summer research program. The nine undergraduates continue to mentor the students through the summer and fall of 2018.
- SDSU offers Wokini scholarships for graduate study to faculty at Tribal Colleges and Universities to assist with faculty earning the credentials required for accreditation.

The Wokini Initiative aims to increase the number of agreements with tribal partners throughout the state including the development of course-by-course equivalency guides between SDSU and TCUs. The course guide with Sisseton-Wahpeton Community College was updated in 2017, along with the development of three new program-to-program agreements focused on the behavioral sciences. These agreements were approved by the SDBOR in spring 2018. During academic year 2018-2019, the course-by-course equivalency guides with Oglala Lakota College, Sitting Bull College and Sinte Gleska University will be updated paving the way for updated and new program-to-program agreements.

2) Tribal Communities

One of the strategic goals for the Wokini Initiative is “to strengthen partnership outreach and research infrastructure with tribal communities in South Dakota through trusting

relationships, strategic networks and ongoing effective communication.” This goal within the Wokini Strategic Plan will guide the work in this area for the 2018-2023 time period.

Prior to the formal launch of the strategic plan, numerous visits were made to reservation communities to visit with tribal leaders, schools and TCUs as part of the process of identifying goals, strategies and objectives. Eight specific objectives were identified for this goal: the establishment of an advisory board to the SDSU President consisting of tribal presidents/chairpersons to provide guidance in current issues/needs which will hold the first meeting in spring 2019; development of a Tribal Outreach and Research Guide that includes cultural competency, best practices and information on the nine SD tribes and their established research review and approval processes; the establishment of research-area specific cohorts that include both SDSU and tribal community members to establish effective lines of communication and collaboration.

3) South Dakota Cooperative Extension

Another key partner in reaching diverse communities across South Dakota is SDSU Extension. With a strong presence through the state, SDSU Extension continues to be positioned to help facilitate outreach efforts – those already in place and those yet to be designed. Moreover, approximately every ten years, SDSU Extension is required to undergo a Civil Rights Compliance Review which is carried out by the U.S. Department of Agriculture (USDA). This review is done to determine compliance with civil rights laws, rules and regulations.

The last USDA site visit was conducted in 2010. The final report from that site visit noted that SDSU Extension civil rights plans, manual and handbooks are clearly developed, and staff members are aware of and trained in the requirements. Since 2013, SDSU Extension has extended civil rights training to SDSU Extension volunteers. Gender diversity in program participation and advisory networks is evident and properly documented in youth and adult programs. The SDSU Extension employee roster is more racially diverse today that it was in 2013 with an increase from 2 individuals to 20 of American Indian, African American, Asian American and Latino/Latina heritage/ethnicity. Outreach efforts serving underserved populations on the Cheyenne River, Crow Creek, Lower Brule, Pine Ridge, Rosebud and Yankton Sioux Indian Reservations are occurring and are diverse in their nature – including outreach programs in agriculture, nutrition, community development, youth development, agri-tourism, small business development, and technical assistance for farmer, ranchers and veterans who are disabled. Underserved audiences in Huron, Rapid City and Sioux Falls are also engaged in programmatic outreach efforts targeting youth development, nutrition, community development and local food production/agriculture. Significant resources (nearly \$500,000) are committed to providing the Expanded Food and Nutrition Education Program (EFNEP) to underserved and underrepresented audiences who are eligible to participate in the state’s urban cities and Reservation communities.

4) International Consortia/Agreements

SDSU currently has 41 active agreements either as Memorandums of Understanding (MOU) or Agreement (MOA) on Academic Cooperation and five affiliation agreements

with study abroad providers. Since 2011, the agreements that have been developed in the Office of International Affairs have been called Agreement on Academic Cooperation rather than an MOU or MOA.

At SDSU, the Agreement on Academic Cooperation states that the agreement is not a legally binding document but acknowledges a mutual commitment to further international understanding and friendship, and to collaborate and develop mutually beneficial contacts. Thus, SDSU's documents most often state that two institutions agree to cooperatively work together on an agreed upon project or meet an agreed upon objective.

There are also 5 affiliation agreements with study abroad providers. SDSU and the affiliate or provide institution (a study abroad organization) have agreed to enter into an agreement of affiliation to enable student to study via these programs. These agreements include affiliations with International Studies Abroad (ISA), International Student Exchange Program (ISEP), CAPA Global Education Network and CIEE.

SDSU also has two Agreements on Academic Cooperation + Student Exchange agreements. These are both asymmetrical agreements meaning that when SDSU takes students abroad to a host institution, SDSU banks their credits at home such that the institution can then receive a certain number of students from the host institution for a 12-15 credits semester program at SDSU. SDSU has also recently established four course-by-course equivalency guides with institutions in Malaysia.

5) Collaboration with Brookings Community

An example of the on-going partnership between SDSU and the local Brookings Community is the existence of committees/commissions which focus on diversity including two in particular where Brookings and SDSU come together to address diversity, equity and inclusion: The Committee for People who have Disabilities and the Human Rights Commission. Shared events/activities are sponsored by both SDSU and the City. One such event is the *Take Back the Night Walk* where the walk began at the City/County Government Building and ended on the SDSU campus.

Since 2016, SDSU Residential Life has supported a City initiated endeavor of placing culturally inclusive "We're Glad You're Our Neighbor" signs in various spots around campus. These signs can be seen at businesses and in people's yards all across Brookings, showing the collaboration of the SDSU campus and the Brookings community to create a welcoming and inclusive message to residents. One of the tangible outcomes of this shared responsibility was the awarding of a 100 rating on the Municipal Equity Index. This nationwide index evaluates city ordinances and policies related to LGBTQIA+ inclusivity. What sets Brookings apart was a 2017 city ordinance that specifically provides protections in housing and employment for the LGBTQIA+ community.

In sum, outreach efforts include statewide and local partnerships. Work with tribal communities including tribal colleges and universities has been bolstered with the launch of the Wokini Initiative which has provided more focus and communication about current and future projects. The SDSU Extension Service has been and will continue to be an important

partner for ODIEA to leverage the existing statewide presence of the extension service. This is one area which needs additional attention so as to more fully utilize existing systems. Memorandums of Understanding/Agreement as well as program to program agreements continue to be effective in fostering partnerships and additional student, faculty and staff opportunities. The local Brookings community is a strong partner; where both the university and the local community realize mutual benefit.

D. ODIEA Strategic Goal #4: Develop and assess initiatives to positively impact campus climate based in part on results from campus climate survey.

1) Campus Climate Survey

Part of the land grant mission of SDSU is to provide educational access and inclusion, and to accept and embrace diverse cultures to improve the quality of life for people and communities in South Dakota. As such, SDSU participated in a national survey developed to assess the overall climate at the University. The primary purpose of the Skyfactor Campus Climate, Safety, and Sexual Assault Assessment is to provide SDSU with information to inform policies and practices that enhance the institution's environment.

This assessment provides campus constituents an opportunity to voice their experiences and perceptions of the campus environment. Specifically, it serves as a conduit for providing feedback to help direct university initiatives. This information is used to develop strategic priorities related to the campus environment and all who interact with the campus community including current and future students, alumni, visitors, faculty, staff and other stakeholders.

The first administration of the Skyfactor Campus Climate, Safety, and Sexual Assault Assessment survey was in January 2017. Approximately 68% of SDSU employees and 15% of students participated in the survey(Appendix B). Reports are available on the SDSU internal portal and attached to this report. The second administration will occur in spring 2019 with results available in August 2019.

Based on the results of the survey, several recommendations were shared with the university community in month/year including:

- Office of Diversity, Inclusion, Equity and Access (ODIEA) collaborate with the Diversity and Inclusion Committee to identify 2-3 institutional level initiatives.
- Evaluate policies using the Equity Lens.
- Incentivize more individuals to attend trainings/events.

2) Equity Lens

In 2017, SDSU developed an Equity Lens rubric, based on a model from Portland State University to assist with the University's strategic planning process. Being equity-minded is the demonstrated awareness of and willingness to address equity issues by institutional leaders, staff, faculty and students. Using an equity lens helps create a campus climate where diversity is not a simple "add on" to existing practice, but rather, becomes an "add

in” to guide everyday habits and is embedded with the fabric of the institution. Equity categories include: people, place, process, and power. The primary use of the Equity Lens has been as part of the 2018 strategic planning process by applying the lens to all strategic goals and strategies within the *Imagine 2023* Strategic Plan. The lens was also used as part of the preliminary environmental scan exercises during the strategic planning process. The use of the equity lens is also one of the recommendations noted earlier as a result of the Skyfactor Campus Climate Survey findings. Additional information about the Equity Lens is in Appendix C.

3) **Additional Institutional Level Programs/Activities**

The Office of Diversity, Inclusion, Equity, and Access collaborates with units and offices across campus to offer numerous opportunities to increase one’s appreciation and understanding of diversity and inclusion. Examples include:

- Completed first Campus PRIDE Index in spring 2017 in collaboration with Gender and Sexuality Alliance (GSA). SDSU received a 2.5 out of 5 stars for the first completion of the index which provides baseline data to inform improvement. The index will be completed again in 2019 to assess progress.
- Developed the **Difference is Dialogue** series designed to create a place for students, faculty, and staff to have meaningful dialogue around diversity and inclusion. The need for civil and constructive conversations are critical to all university communities and are an important component of the developmental process for SDSU students and others. Beginning in 2015, the ODIEA has worked to create safe and brave spaces designed to facilitate intergroup dialogues. Through this experience, participants engage in healthy dialogue. Facilitators participate in a training workshop to prepare for the series and commit to co-facilitate five dialogue sessions. The series kicks-off in the fall of each academic year.
- The **Diversity Summit** is offered in partnership with Residential Life. This annual event began in 2013 and is designed for student leaders to gain an understanding and appreciation for diversity and inclusion. An evaluation feedback form has been provided to all participants for input on questions including: the strengths of the summit, ideas for possible improvements, and key concepts/skills learned. Results have been used to make improvements over time. For example, more active learning opportunities have been added over time. Students reported an improvement in the speakers over time as well. Students have reported an increase in their vocabulary related to diversity, inclusion and equity; an increased understanding of the need to celebrate differences and diversity and that all can learn-unlearn-relearn.
- SDSU has been recognized as a Military Friendly School by Victory Media for the sixth year in a row. Programs offered by the VA Office at SDSU include tuition assistance; “Horses for Heroes” designed for veterans who may be suffering from PTSD or related challenges; writing workshop and book club in partnership with the English department; fund-raising golf tournament for the Wounded Warrior Program; Armed Forces Association, Warrior Week during the week leading up to Veteran’s Day; veterans’ retreat and scholarships.

- The **Diversity Academy** provides educational training opportunities for faculty, staff, and students. The Diversity Academy is an 8-session series designed to address the needs and challenges of marginalized students, faculty, and staff at SDSU offered in the spring term. The academy is a comprehensive training program designed to develop intercultural competency and knowledge, create more inclusive practices, advance equity and provide more accessible design at SDSU. The first offering was spring 2017 and is planned to be offered again in spring 2018. Those individuals who complete over half of the workshops receive certificates of completion.

4) **Center for the Enhancement of Teaching and Learning**

The Center for the Enhancement of Teaching and Learning (CETL) offers an annual fall conference where diversity and inclusion are addressed. For example, in fall 2018, Peter Felten, Assistant Provost for Teaching and Learning & Executive Director of the Center for Engaged Learning at Elon University presented on “The Undergraduate Experience: What Matters Most for Student Success.”

In fall 2017, the fall conference was dedicated to diversity and inclusion and featured the former chief diversity officer presenting on “Why diversity, inclusion and access are vital to the sustainability and growth of our University” and for fall 2016, Dr. Beverly Daniel Tatum presented on her book, “Why Are All the Black Kids Sitting Together in the Cafeteria”. There was widespread participation in the conferences with 380-400 participating in both 2016 and 2017. The overall quality of the conference was rated 4.45 out of 5.0 in 2016 and 4.01 out of 5.0 in 2017. Participant feedback was positive including statements such as: “overall this was one of the most eye-opening, timely, and meaningful fall conferences” (2016), “I was able to have some important conversations with other faculty members and made some connections that wouldn’t otherwise have occurred.” (2017)

5) **Location Matters: American Indian Student Center and Multi-Cultural Center**

For several years, both the American Indian Student Center and the Multi-Cultural Center have been in difficult to find locations on either the edge of campus or in the basement of the University Student Union which can be perceived as less-valued entities. The new locations planned for both centers in 2019-20 more clearly communicates the university’s commitment to a diverse student population.

The new American Indian Student Center (AISC) is a 13,000 square foot building designed to accommodate the immediate programmatic needs of the AISC as well as provide room for growth within the planned footprint of the building. Groundbreaking and construction on the center began in October 2018, with an estimated completion date of spring 2020. More information on the center is included under strategic goal #7.

The Multi-Cultural Center which is currently located in the basement of the SDSU University Student Union will move to the second floor of the Student Union following renovation of the new space. Location matters and these two decisions will provide greater visibility and access.

The focus on building a welcoming and equitable environment at SDSU is more intentional than ever before. Indicators of this commitment include the administration of the Campus Climate Survey and use of findings to generate recommendations for on-going improvement. The survey will be administered again in spring 2019 and every other year into the foreseeable future. The increasing use of the Equity Lens is a mechanism whereby potential changes in policies, procedures and processes can be reviewed and updated to reflect a more inclusive approach. A wide array of programs and events are designed and delivered to increase student, faculty and staff knowledge and skills in working and interacting in a diverse and global world.

E. ODIEA Strategic Goal #5: Utilize existing channels of communication to send a consistent and strong message in support of diversity and inclusion commitment and efforts.

Effective communication is critical to SDSU's focus on diversity and inclusion and efforts to move forward on strategic goals. Both internal and external audiences need information, thus both the internal (InsideState) and public website are important mechanisms to communicate not only the University's commitment to diversity and inclusion but also current and future activities, meetings, projects and outcomes of diversity and inclusion efforts. InsideState serves to communicate to the internal university community as only SDSU employees have access to this portal. It is used to share information about upcoming events, alert employees to emergencies, share documents/reports, and register for events. One typical challenge and concern expressed on most college campuses is the lack of information about events and activities. InsideState is one important mechanism to get the word out and to encourage participation. However, all have to engage in the communication process in order to be well-informed.

The public website is used to more publicly acknowledge and state SDSU's commitment to diversity and inclusion and how the University is putting this commitment to action. The ODIEA Office website is fully functional and continues to be improved over time.

SDSU's strategic plan, *Imagine 2023*, is a critical mechanism used to communicate what we value at the institution. SDSU's guiding core values are:

- **People-centered:** We recognize leadership is derived from service to others. We are committed to creating a culture where all thrive and are supported on their own personal and professional paths toward lifelong learning, growth and leadership.
- **Creativity:** Creativity is our cornerstone to expand knowledge, develop human understanding, and enrich quality of life. We believe that education and research/scholarship/creative activity reinforce one another, and the best academic programs bring innovative teaching and rigorous research together.
- **Integrity:** We act with organizational and personal integrity, through honest interactions, professionalism, transparent and accountable decision-making, and respect for others.

- **Diversity:** We are committed to diversity of community and ideas. We believe in a supportive, inclusive, collaborative, and cohesive environment with a focus on access. We actively seek collaboration and we respect individuals with differing perspectives, backgrounds and areas of expertise.
- **Excellence:** Excellence is achieved through assessment, continuous improvement, and accountability. We embrace bold action and adapt to an ever-changing environment, Individually, we are experts at what we do. Collectively, our impact is even greater.

SDSU has established a strong and inclusive University-level committee structure in support of shared governance and includes two committees specifically focused on diversity and inclusion. All university level committees are joint administration and Faculty Senate committees.

1) Diversity and Inclusion Committee: This committee facilitates communication, coordination, and collaboration on matters of diversity and inclusion. Members include faculty, professional and civil service staff as well as students. The director of ODIEA is the administrative liaison. Areas of focus include:

- a. Support for the identification and administration of the campus climate survey
- b. Identification and development of various diversity programs across campus including Safe Zone training
- c. Providing input for the leadership position for Diversity, Inclusion, Equity and Access Office

2) International Committee: This committee advises on strategic direction and strategy for International Affairs. The committee explores and develops new international initiatives and works to strengthen existing programs and services so as to achieve the goal of providing global education for students. The eleven members of the committee include faculty, academic administrator, professional staff and students. Areas of focus have included:

- a. Planning the Fall 2015 Conference was entitled, “Making the Global Vision Real”
- b. Developing a Global Engagement Award
- c. Developing a policy entitled, “Study Abroad and US Department of State Travel Warnings”.
- d. Reviewing international affiliation and exchange agreements
- e. Identifying and implementing activities to support the international community at SDSU
- f. Helping with the development of the International Affairs Office strategic plan for 2018-2023.

3) Three additional teams provide important opportunities for communication and coordination of efforts. These are:

- a. **Office of Diversity, Inclusion, Equity and Access (ODIEA) Advisory Team:** Members include the leaders of all diversity and inclusion focused offices/units/programs, thus providing an important avenue for on-going communication across these units so as to identify areas of potential collaboration and support for all units. This group also provides input and advice on strategic direction for the ODIEA. Office/programs represented include the International Affairs Office, Disability Services, Multi-Cultural Center, American Indian Student Center, Gender and Sexuality Alliance (advisor), multi-cultural recruitment and the coordinator of the course entitled, global citizenship and diversity.
- b. **Wokini Leadership Council** provides insights into current and future initiatives and recommendations for funding priorities. Members include the Wokini Director, the director of the American Indian Student Center, coordinator of the American Indian Studies program, Food and Families Extension program director, two faculty members, budget specialist, director of the Office of Diversity, Inclusion, Equity and Access, director of marketing and communications, two external liaisons and one student member.
- c. **Tiospaye Council** consists of all tribal faculty and staff, other faculty and staff from across campus who have demonstrated a commitment to the work of the Council. Representatives from the SDSU Native American Club and Students' Association are also welcome. The purpose of the Council is to advocate for Native American students to ensure all receive what they need to succeed in higher education. Council members offer their expertise to students to support their current and future academic and career goals, build knowledge base of current and past issues that impact American Indian student recruitment, retention and success and advocate for effective and inclusive classrooms, program, curriculum and policies that reflect equity and diversity. Current projects include assisting with the annual Wacipi; gathering funds for star quilts awarded to all American Indian graduates; managing a student emergency fund; supporting various Native American Club activities and coordinating campus enrichment activities.

Other routine university level communication strategies include a weekly Monday Morning Message, newsletters from offices across the university such as the Academic Affairs Office and the Legal Affairs Office, and the Multi-Cultural Office (events calendar), to name a few. On-going improvements in communication are always needed; however, SDSU currently uses multiple methods as early and often as appropriate and possible.

F. ODIEA Strategic Goal #6: Institutionalize diversity and inclusion through the curriculum.

Numerous positive steps have been accomplished to provide additional opportunities for students and others to learn more about diversity, inclusion and equity as part of their academic program and overall experience at South Dakota State University. Examples include:

- 1) **Diversity, Inclusion and Equity cross-curricular skills:** The South Dakota Board of Regents (SDBOR Assessment Policy 2:11.5.B) implemented a requirement for all undergraduate programs to incorporate 5 of 11 possible cross-curricular skills into the curriculum. The Faculty Senate (12.13.16 meeting) approved the inclusion of the diversity, inclusion and equity cross-curricular skills for ALL undergraduate programs. Thus, all UG programs include one or more student learning outcomes focused on *“the intentional engagement with diversity (i.e., individual differences and group/social differences) in ways that increase awareness, content knowledge, cognitive sophistication, and emphatic understanding of the complex ways individuals interact within systems and institutions leading to opportunities for equal access to and participation in educational and community programs for all members of society.”* Individual programs are introduced to and assisted with this specific cross-curricular skill, as well as the other cross-curricular skills on the list, when participating in the SDSU Assessment Academy from 2016-2019.
- 2) **AHSS 111, Global Citizenship and Diversity course:** The College of Arts, Humanities and Social Sciences (AHSS) designed and now offers the course, AHSS 111, Global Citizenship and Diversity for three credits which is required for all students pursuing degrees in the College of AHSS. This course is designed to enhance students’ understanding of diversity by exploring the complexity of difference across multiple contexts to assess how these constructs shape systems of inequality and privilege. Throughout the course, students reflect on the role of being engaged and informed citizens. Student feedback from the first year offering the course in both fall 2017 and spring 2018 was generally positive as indicated on the IDEA student ratings of instruction. On a scale of 1-5, the average score was a 3.8. Further, students provided extensive feedback, and much of this feedback was either positive (i.e., “great course”, “great instructor”) or constructive with a positive tenor (“enjoyed the course, but here are some suggestions”, “would like to see more of x,y,z”), along with some negative input (“why do I need to take this course”, “the course should be optional”, “this class is nothing more than liberal indoctrination”).
- 3) **Academic Programs:** Several new minors have been developed and an existing certificate is now approved for online delivery so as to provide increased access to students. Examples include:
 - a. Inclusion and Equity minor provides students with broad exposure to issues surrounding gender, racial, global and economic equity. Inherently interdisciplinary, it draws upon critical theory, African American studies, American Indian studies, sociology, history, global studies, political science, and women’s and gender studies. The minor was introduced in 2017.
 - b. Peace and Conflict Studies minor was developed in 2010 and provides robust learning experiences in and beyond the classroom designed to increase student’s willingness to be civically engaged, and socially responsible contributors to a more caring and humane society and world, fostering informed citizenship, and enhancing SDSU’s ability to graduate students who are committed to lifelong

learning and service. The minor presents historical and contemporary conflicts through an interdisciplinary lens because the causes of conflicts can usually be attributed to multiple and interwoven cultural, economic, political and historical factors.

- c. Women's and Gender Studies minor is also an interdisciplinary minor enabling the student to select courses dealing directly or indirectly with women and their changing roles in history, the family, the labor force, politics, literature, and other venues. The minor is particularly useful for students expecting to work with women in social work, counseling, nursing, business, or education. This minor has been available since the 1970s. The title was updated in 2016 to include Gender Studies.
 - d. Workplace Intercultural Competence certificate was authorized in 2017 and is now approved for online delivery. The certificate prepares graduates with the knowledge and skills needed to provide management of diverse workplaces in a variety of settings including business, construction, and agriculture. Students gain a basic understanding of the challenges of second-language acquisition and intercultural communication, and acquire and hone the skills required to work in a diversity-rich setting and engage in intercultural communication. Students are introduced to basic theories and research regarding communication between cultures.
 - e. The American Indian Studies major and minor are inter-college programs providing a broad base of understanding the past, present and possible futures of American Indian people. The programs recognize the historical and contemporary significance of American Indian experiences.
 - f. Courses in Africana studies were added in 2016 which focus on the experiences of people of African descent in the Americas (primarily the United States). The courses are within the History department and are thus focused on an historical view from the trans-Atlantic slave trade to modern day.
 - g. The Global Studies major is focused on building intercultural competence and authentic global citizenship, preparing students through a multi-disciplinary knowledge base and broad understanding of global society and the societies of diverse foreign countries and cultures and to enable students to apply analytical and philosophical tools for interpretation of and critical thinking about global issues and data. Recent graduates from the program are employed by the US Army, US Air Force, the US Department of State and the City of Pittsburgh Housing Authority. Graduates have also secured positions as ESL teachers (3 recent graduates), international student advisor, interpreter and translator, and a city administrator. Others are pursuing graduate studies.
- 4) The **Common Read** has continued since its inception in 2009. The idea to launch a common read at SDSU was based on an analysis of the National Survey of Student Engagement (NSSE) data which indicated a need to increase student's experiences and understanding regarding issues of social, economic and racial diversity. Since the 2013 Diversity Progress Report, the following books have been selected for the Common Read program at SDSU:

- a. 2013 – The Heart and the Fist, Eric Greitens
- b. 2014 – The Good Food Revolution, Will Allen
- c. 2015 – The Other Wes Moore, Wes Moore
- d. 2016 – Boy Meets Depression, Kevin Breel
- e. 2017 – How Does It Feel to Be A Problem: Being Young and Arab in America, Moustafa Bayoumi
- f. 2018, Wrecked, Maria Padian

Assessment data is gathered each year to assess the impact of the Common Read. For example, in 2016, a study was conducted focusing on the impact of a nonclinical approach to creating mental health awareness in first year college students. A retrospective survey of first year seminar students was conducted in spring 2017 (n=189; response rate – 8.3%). The students were asked to recall their feelings before and after participation in the 2016 Common Read, *Boy Meets Depression*. A univariate analysis was performed to determine any differences in responses when the students were asked to recall how they felt before and after participation in Common Read events. When asked how the Common Read specifically influenced the survey participants, more than half agreed or strongly agreed that the Common Read helped them evaluate resilience, increase mental health awareness, think about their identity, understand the sources of support available to them and consider expression as a coping mechanism. The Common Read appeared to create awareness of mental health within the SDSU community at least for those who participated in the survey.

- 5) **Study Abroad** includes all international engagement opportunities at SDSU such as semester and year-long programs, internships, service learning, leadership and volunteer options in over 70 countries. In addition, SDSU courses with an embedded international travel component are growing each year. Faculty-led programs have the largest number of students participating and range from one week to seven weeks in length increasing from 164 students in 2010 to 369 students in 2018. The number of international internships has increased from 2 in 2016 to 28 in 2018. This increase in student participation can in part be explained due to the hiring of an additional staff member to help manage Study Abroad, in addition to more awareness, understanding and opportunities to participate. In Fall 2017, Study Abroad increased its emphasis on assessment and is evaluating student learning outcomes in a more intentional manner. The program has begun to assess the following outcomes with students before and after going abroad: discipline specific outcomes; critical and creative thinking, intercultural development, travel efficacy and diversity, inclusion and equity.

Additional curricular and co-curricular options are now available to students and faculty to support the goal of embedding diversity and inclusion in courses, programs and enrichment activities. Vital to these efforts is the on-going assessment of student learning. With the recent addition of the cross-curricular skills, the university will be carefully monitoring to what degree students are meeting the student learning outcomes at the course and program level as well as results in the next two administrations of the National Survey of Student Engagement.

G. ODIEA Strategic Goal #7: Continue to develop and improve the American Indian Education and Cultural Center

The American Indian Student Center (formerly the American Indian Education and Cultural Center) is currently located in the garden level of the Enrollment Services Center and will move to its new building in early 2020. The cost of the 12,400 square-foot building is estimated at \$4.5 million with \$4 million from private donor funds and \$500,000 from school and public lands funds. The facility will provide office space, meeting rooms, multipurpose rooms, technology resources, student support space and academic support space. Its primary function will be dedicated to student support programming and services. The ground-breaking for the new building was held on October 9, 2018. The building is centrally located and is close to residence halls, the Student Union, the library and other student support services.

The new facility will serve as the hub of cultural programming, services and advocacy in support of the recruitment, transition, retention, persistence and degree completion of American Indian students at SDSU. The Center is committed to providing a welcome home place to support those who have courageously chosen to walk the path of higher education. The AISC understands that a vital part of the function involves building relationships and working to encourage students to recognize and develop their voice and help prepare Native students to respond to the call to return home. Key services include academic advising, social, cultural and academic programming, organizational student leadership development, financial aid guidance, enrollment and registration assistance, community and professional referrals, peer mentoring and tutoring. One of the Centers signature programs is the AISC First Year Experience (FYE) which is designed for American Indian students seeking to establish campus connections, create life-long friendships, and create a support system to facilitate the transition to SDSU and enhance their overall academic experience. The FYE consists of: 1) AISC Orientation Program, 2) Oyate Yuwitaya Tipi Living Learning Community (OYT) and 3) a first-year seminar course for academic credit. Assessment results indicate that student who take advantage of these programs are retained at the university at a higher rate than those who do not.

Additional Accomplishments 2013-2018

1) Mission and Planning documents: greater focus on diversity and inclusion

- **SDSU Strategic Plan, Imagine 2023** – the current strategic plan was developed during the 2017-18 academic year and launched on July 1, 2018. Diversity is identified as one of the core values of the University. This core value emphasizes the university's commitment to diversity of community and ideas, and the belief in promoting and creating a supportive, inclusive, collaborative, and cohesive environment for all. This core value provides a guiding force for the goals and strategies from the Imagine 2023 plan. For example, one of the strategic goals is to achieve excellence through transformative education by affirming student success as one of the foundational University priorities. One of the action steps is to ensure student success of underrepresented populations through the establishment and continuation of programming and initiatives focused on access. Another strategic goal is to cultivate and strengthen community engagement with tribal communities and underserved populations.
- The **ODIEA Strategic Plan (2018-2023)** aligns with the university level plan with its focus on increasing the number of students, faculty, and staff from underrepresented groups, so as to provide a more multicultural experience for all. The strategic plan emphasizes the importance of disseminating information on university policy, procedures and programming efforts related to diversity, inclusion, and equity in the hopes that this creates university-wide consistency in promoting diversity. Goals also include providing appropriate trainings in order to share the office's values and initiatives, and to foster collaboration across campus in diversity efforts. The plan calls out the need to continue to provide high quality programs and events that enhance participant knowledge and skills in diversity, inclusion, equity, and access and create meaningful dialogue and action. Finally, with the addition of the ADA Coordinator to the ODIEA office, the strategic plan identifies goals to promote enhanced accessibility and inclusion of people with disabilities university-wide.
- **SDSU Strategic Enrollment Management Plan (2018-2023)** – the first ever strategic enrollment management plan was launched in September 2018. The plan includes enrollment goals which recognize the diversity in student characteristics including age (transfer and non-traditional students), domestic diversity (American Indian and additional underrepresented groups) and international diversity. One of the five themes of the action plan is diversity with strategic goals centered on consistent definitions, intercultural competence and the diversity, inclusion and equity cross-curricular skill, pre-college programming, and the evaluation/assessment of programs and services with the equity lens, identifying opportunities for enhancement to meet the needs of an increasingly diverse student population.

2) **Assessment of Student Learning and Program/Office effectiveness**

Beginning in fall 2016, SDSU has offered an assessment academy experience for all academic programs and selected co-curricular units. The year-long academy is focused on increasing faculty and staff expertise in assessing student learning. All participants are required to develop and present an assessment plan for key programs within their units. The Study Abroad and ESL programs have completed assessment plans and are gathering data to inform continuous improvement. The ODIEA, Multi-Cultural Center and American Indian Student Center are scheduled to participate during the 2018-19 academic year. These programs will be required to submit a fully developed assessment plan by May of 2019.

3) **Administrative and structural changes related to diversity and inclusion**

- a. **Chief Diversity Officer:** With the launch of the most current SDSU Strategic Plan, along with the Strategic Enrollment Management Plan, the university is embracing the Chief Diversity Officer (CDO) as the institutional leader focused on enriching the university community's understanding and appreciation of diversity, inclusion, equity, and access, as set forth in the ODIEA office mission. Since 2013, the position has been titled, Director of Diversity; however, with the increased emphasis on diversity and inclusion at SDSU, the institution has recognized the need to consistently use the CDO title. See Appendix E for job announcement. In addition, the staff size of the ODIEA office increased with the addition of the position of an ADA Coordinator in July 2018 (see Appendix D for job description). The office is currently staffed by the Director of Diversity (to be retitled to Chief Diversity Officer in 2019), the ADA Coordinator, a graduate administrative assistant, and undergraduate student workers. In the past, one professional staff member operated the office. With the increased staff, the office is able to dedicate their energies to the challenges and opportunities of diversity, inclusion, equity and access across the academy (Williams, & Wade-Golden, 2013).
- b. The Wokini Initiative is led by a new position at SDSU, the **Wokini Program Director**. This position was filled in January 2018 to lead a collaborative effort to enhance American Indian student success, tribal relations, research partnerships, and cultural competence of faculty, staff and students.
- c. **The Office of International Affairs (OIA):** Created in 2011 to provide more comprehensive support both for international students coming to the United States and domestic students planning to study abroad. Four key areas are managed by the OIA:
 - International recruitment and admissions
 - International student services
 - Study Abroad
 - English Language and Cultural Institute (since 2014)

During 2013-2018, SDSU has realized a significant increase in international students achieving an overall increase of 126% total number of international

students attending the University. Since 2016, there has been a decrease in international students. This decline is in-line with national trends caused by the geo-political climate. Student services have increased with a focus on immigration compliance, student programming and international student orientation. Study Abroad and the ELCI are addressed in other sections of this report.

- d. **Multicultural Center:** The mission of the Multicultural Center develops campus initiatives that demonstrate the valued practice and philosophy of multiculturalism within the university community. Program and activities developed by the Center promote high achievement among the increasing number of minority students at SDSU. The Center enhances the University mission by broadening the social, cultural, educational and recreational experiences of students.

The Center has seen growth with additional staff, increased funding, and plans for increased space. As the university continued to see an increase in the Latino/a/x student population, the Multicultural Center received additional funding and personnel to provide for a retention/programming advisor. The SDSU Students' Association provided for increased funding to support the programming efforts of the Multicultural Center, along with a space study recommending the relocation of the office from the lower level of the university student union to either the main level corridor or second floor. The South Dakota Board of Regents supported these efforts and planning for renovation of the existing student union will begin in the fall of 2018. The first phase of the student union renovation project is currently scheduled to take place in the summer of 2019.

IV. Strengths and On-Going Challenges

In the following section, strengths and on-going challenges, as related to diversity and inclusion at SDSU, are identified and briefly discussed. They are based on information/data gathered for this report from 1) faculty, staff, administrators and students, 2) committees and units across campus, 3) strategic planning processes and 4) surveys, assessment tools and other evaluation results.

Observed strengths include the following:

- SDSU is grounded in its **land-grant mission** providing a strong foundation and direction for access to higher quality higher education, service to others and outreach to the public. The mission provides a context in which diversity and inclusion are highly valued and central to the quest for excellence as an institution.
- The **2018-2023 Strategic Plan** identifies diversity as one of the core values, along with being a people-centered university. Once the strategic plan was launched there have been numerous reminders of the core values through on-going communication and workshops centered on using the core values to guide day-to-day interactions as well as special events. In fact, one of the action steps part of being a growing, high performing and healthy university is to infuse core values throughout all levels of the University. Action plans address student success of underrepresented populations including at-risk and

diverse students, intercultural engagement, global citizenry and international relationships, increasing the diversity of faculty, staff and students, shared governance through inclusive participation, ongoing evaluation of the campus climate, and support for tribal and underserved populations.

- The **2018-2023 Strategic Enrollment Management Plan** is the first comprehensive, interdepartmental enrollment management plan for SDSU. The plan includes enrollment goals for underrepresented students, both domestic and international as well as the inclusion of strategies focused on diversity and student success.
- The number of students from underrepresented groups has increased over the past five years.
- Additional staffing for the Office of International Affairs. As the number of international students increased at SDSU, additional staff focused on working with students were added. Even though enrollment has decreased, staff are engaged with newly developed strategies focused on international student recruitment and success.
- Additional minority student recruiters and program directors hired. As of spring 2018, all minority student recruiters and program director positions (n=4) are filled with highly qualified individuals.
- Establishment of the English Language and Culture Institute to support international students in their quest to continue to learn the English language and attain mastery so as to enroll in higher education in the United States.
- The Chief Diversity Officer continues to be an active member of the university's Executive Team to provide critical insight and input.
- Addition of college/unit specific diversity and inclusion committees, including the College of Pharmacy and Allied Health Sciences and the Division of Student Affairs.
- Hiring of an ADA Coordinator in summer 2018 and housing this position within the ODIEA office to emphasize the University's values of supporting inclusion and access.
- The **Wokini Initiative** was announced as part of President Dunn's inauguration and provides a holistic model to better serve South Dakota's American Indian population. SDSU provides sustainable resources for the project by dedicating its annual review from the South Dakota Permanent Fund to the effort. This fund holds 120,00 acres of land granted to the state in 1889 by the federal government to support SDSU's land-grant mission. Much of the land granted to SDSU had been promised in the 1868 Fort Laramie Treaty as protected reservation land to the tribes of the Oceti Sakowin, a collective reference to the Lakota, Dakota and Nakota people. The university is investing revenue generated by this land, coupled with fundraising efforts, to work toward the goals outlined in the 2018-2023 Wokini Initiative strategic plan. The Wokini Initiative Director was hired in January 2018.
- The use of a standard statement on the SDSU website and in other materials to recognize the origin of the land upon which SDSU is located: *South Dakota State University is located on the ancestral territory of the Oceti Sakowin, meaning Seven Council Fires, which is the proper name for the people commonly known as Sioux. The tribal alliance made up of individual bands of the Seven Council Fires is based on kinship, location and dialects: Santee-Dakota, Yankton-Nakota and Teton-Lakota. The seven tribes now occupy nine reservations in South Dakota: Cheyenne River Sioux Tribe, Crow Creek Sioux Tribe, Oglala Sioux Tribe, Rosebud Sioux Tribe, Sisseton-Wahpeton Oyate, Standing Rock Sioux Tribe and Yankton Sioux Tribe. As part of our university's effort to*

enact inclusive practices, this acknowledgement serves as a reminder that before this site was called SDSU, it was home to Native Nations indigenous to this location.

- Shared governance as demonstrated through the various committees charged with identifying, designing, implementing and assessing diversity and inclusion efforts across campus and beyond (Diversity and Inclusion Committee; International Committee, etc)
- On-going institutional focus on supporting student success. As part of the new Strategic Enrollment Management Plan, student success is one of the five enrollment strategies.
- Addition of the LGBTQIA+ dedicated space and resources in the Student Union.
- The dissertation fellows program continues to attract highly qualified and talented individuals who serve and enhance the campus community. A total of seven fellows have completed their doctoral work while at SDSU.
- Ongoing focus on collaboration as evidenced by partnerships internal and external to the university. With the establishment of the Wokini Initiative, more and more opportunities for collaboration are being identified as the director seeks input from tribal leaders in regard to ideas on possible collaborative projects.
- The SDSU Assessment Academy has provided co-curricular units/programs with the opportunity to develop more robust assessment plans focused on student learning.
- Establishment of more robust Institutional Research and Assessment Office which has helped support more ready access to needed data to in turn inform practice.
- Growth in the number of curriculum offerings focused on diversity, inclusion and equity.
- The University Marketing and Communication (UMC) web team migrated all public website content to Drupal CMS in order to meet the Web Content Accessibility Guidelines (WCAG 2.0) established by the World Wide Web Consortium. The UMC office also provides access to the content on the public website in an ADA compliant, accessible format upon request. All staff who serve as web site managers or contributors are trained on how to post information to the SDSU website in a manner that is compliant with accessibility guidelines.

On-going challenges include:

- While the number of students from underrepresented groups has increased, SDSU continues to have limited diversity in the student body, faculty, staff and administration. The goal is to reflect more closely the demographic profiles of the state of South Dakota, particularly within the student body.
- While the institution offers more scholarship dollars primarily through the Wokini Initiative, additional resources are needed to fund more under-represented students.
- Scores on the NSSE survey related to *discussions with diverse others* continue to be significantly lower than peer institutions. In addition, the NSSE topical module on *inclusiveness and engagement with diversity* provides more in-depth information on students' perceptions of "environments, processes, and activities that reflect the engagement and validation of cultural diversity and promote greater understanding of societal differences" (NSSE, 2018). This module demonstrated several areas where SDSU lags behind the comparison group, including coursework that discussed issues of equity/privilege and respecting the expression of diverse ideas, the perception of the institutions' commitment to diversity, and providing information about anti-

discrimination and harassment policies. With the addition the cross-curricular skill focused on diversity and inclusion, SDSU will reach more students, more often.

- Leadership changes in the ODIEA. Over the past 5 years, 4 different individuals have provided leadership to the Office. See Appendix E for the current Chief Diversity Officer position description.
- The geographic location of SDSU can be a perceived challenge with its relatively homogeneous population, north central plains location in a primarily rural area and sometimes false assumptions based on this location (i.e., lack of any cultural experiences, lack of culturally specific consumer products, lack of amenities).
- Lack of readily available transportation options and affordable housing in the Brookings and surrounding communities.
- The need to assess existing and planned spaces, programs, and events to ensure accessibility for students, staff, faculty, and campus visitors with disabilities.
- While improving, there continues to be sporadic assessment and evaluation of current programs. Strides have definitely been made in this area by identifying signature programs in ODIEA, Office of Multicultural Affairs and the American Indian Student Center for which to design and implement assessment plans during the 2018-19 academic year.
- On-going need to increase knowledge of services disability and ADA related services and support, especially within SDSU's digital and technology resources.

Overall, SDSU has made significant, on-going progress in meeting its diversity, inclusion, equity and access goals during the 2013-2018 time period. The number of students and staff from underrepresented groups has increased. New programs have been designed and implemented to provide the needed services and support systems for all members of the SDSU community to grow and thrive. The 2018-2023 ODIEA strategic plan provides direction and action steps to continue to move SDSU forward. While progress has been made, much remains to be done. As the U.S. and South Dakota populations continue to become for diverse, SDSU must be responsive, nimble and adaptive to change.

As noted in the mission, vision and core values, SDSU offers a rich academic experience in an environment of inclusion and access. The University values each individual and is committed to creating a culture where all can thrive.

V. References

Appelbaum, E., & Milkman, R. (2011). *Leaves that pay: Employer and worker experiences with paid family leave in California*. Los Angeles, CA, UCLA.

Williams, D. A., & Wade-Golden, K. C. (2013). *The chief diversity officer: Strategy, structure, and change management*.

VI. Appendices

Appendix A	Wokini Initiative Strategic Plan 2018-2023
Appendix B	Campus Climate Report, 2017 Executive Summary
Appendix C	Equity Lens
Appendix D	ADA Coordinator Job Description
Appendix E	Chief Diversity Officer Job Description

Appendix A
Wokini Initiative Strategic Plan
2018-2023

WOKINI INITIATIVE

A NEW BEGINNING

South Dakota State University®



Five-Year Plan

July 1, 2018 - June 30, 2023





VII. Introduction

As a land-grant university, South Dakota State University's (SDSU) mission is to serve the state of South

Dakota through providing access to the benefits of higher education for all people.

Currently, SDSU's American Indian student population comprises less than 2 percent of its student body, and those who do attend have a lower graduation rate than their cohort.

Specifically, SDSU strives to better serve South Dakota's American Indian population. In order to achieve this goal, SDSU will use the Wokini Initiative to increase the number of American Indian students, support their academic success, and boost their graduation rate.

SDSU will provide sustainable resources for the Wokini Initiative by dedicating its annual revenue from the South Dakota Permanent Trust Fund to the effort. The state's Permanent Trust Fund holds 120,000 acres of land granted to the state in 1889 by the federal government to support SDSU's land-grant mission. Much of the land granted to SDSU had been promised in the 1868 Ft. Laramie Treaty as protected reservation lands to the tribes of the Oceti Sakowin (Seven Council Fires), a collective reference to the Lakota, Dakota and Nakota people. The university will invest revenue generated by this land, coupled with focused fundraising efforts, in innovative strategies to recruit, retain and graduate American Indian students.

The Wokini Initiative will provide a holistic model to achieve these goals in a number of ways:

- Establishing Wokini scholarships for qualifying students enrolled in a South Dakota tribe;
- Constructing and maintaining a new stand-alone American Indian Student Center (AISC);
- Providing intentional student retention advising, counseling and life-skills programming;
- Recruiting American Indian students utilizing culturally appropriate recruitment strategies and building relationships with their families;
- Offering summer programming to engage American Indian middle and high school students;
- Building authentic and respectful relationships with tribal communities;
- Building an inclusive campus environment;
- Establishing internal Wokini Challenge Grants to SDSU employees to promote innovative student recruitment and retention strategies across campus; and
- Supporting American Indian Studies (AIS) events and other cultural events on campus.



VIII. Wokini Program Director

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IX. Strengths and Needs Inventory

Process: During spring 2018, the Wokini Program Director held both on- and off-campus meetings to solicit information from stakeholders. In addition, she emailed a survey to gather additional data related to Wokini. The Strengths and Needs Inventory focused on the following:

- Wokini Leadership Council members were asked about the role of Wokini, their perception of related strengths and needs on campus, and the current status of tribal outreach and research.
- Key SDSU stakeholders were asked about the role of Wokini, their perception of related strengths and needs on campus, and the current status of tribal outreach and research.
- Staff and faculty at South Dakota's Tribal Colleges and Universities (TCUs), Tribal Education Directors and tribal researchers were asked to identify our shared strengths, to share their needs and to communicate how SDSU might meet some of those needs.

Results: Stakeholder input identified the following key priorities for the Wokini Five-year Plan FY2018-2022:

- Development of a Wokini awareness campaign on campus and in tribal communities to clearly articulate the purpose and goals of the initiative to build community support.
- Presence of a welcoming environment for American Indian students across campus in physical, aggregate, organizational and socially constructed environments.
- Evidence of trusting relationships with TCUs/tribes and collaboration to meet needs where possible.
- Prioritization of American Indian, Oceti Sakowin, cultural competency professional development.
- Establishment of research capacity between SDSU and tribal community research endeavors



X. Mission Statement

Wokini at SDSU provides innovative university- and community-wide collaborations to strengthen American Indian student success by building authentic partnerships with tribal communities.



XI. Vision Statement

SDSU is a place where American Indian students achieve their dreams and aspirations, and as an institution, SDSU promotes healthy, synergistic, sustained relationships with the tribal communities of South Dakota.



XII. Core Values of SDSU

- People-centered
- Creativity
- Integrity
- Diversity
- Excellence



XIII. Accountability

- Ensure the Wokini Five-year Plan is an integral part of the university's strategic plan, Imagine

2023, and is included in SDSU's overall goals

Begin summer 2018: President's Council, Wokini Leadership Council and Wokini Program Director

- Promote Wokini across campus community
Summer 2018: President, Provost, VP Student Affairs and Wokini Program Director
- Ensure high function of Wokini Leadership Council
Summer 2018: Provost, VP Student Affairs and Wokini Program Director



XIV. Overview of Goals

The Wokini Five-year Plan FY2018-2022 consists of three goals. Each is designed to provide a holistic approach to advancing American Indian student success as well as building effective partnerships with tribal communities of South Dakota:

- Transform SDSU to create a welcoming environment for American Indians by increasing SDSU's staff/faculty capacity, knowledge and understanding of Oceti Sakowin history and culture through training, professional development and other learning and networking opportunities;
- Improve American Indian student enrollment and success by providing effective support in all aspects of the university experience to increase the number of American Indian graduates; and

- Strengthen university partnerships with tribal communities in South Dakota through trusting relationships, outreach, strategic networks and ongoing effective communication.



XV. Goals and Projects

** Target start date and parties responsible are listed in italics after each objective.*

Goal 1: Transform SDSU to create a welcoming environment for American Indians by increasing SDSU’s staff/faculty capacity, knowledge and understanding of Oceti Sakowin history and culture through training, professional development and other learning and networking opportunities. Objectives:

- Examine SDSU policies and practices and, if necessary, make recommendations for changes based on adherence to principles of diversity, access, inclusion and equity.
FY 2018-19: President’s Council, Wokini Leadership Council and Office of Diversity, Inclusion, Equity and Access
- Provide professional development opportunities for faculty and staff with a focus of Oceti Sakowin Essential Understandings which include: 1) lands and environment, 2) identity and resiliency, 3) culture and language, 4) kinship and harmony, 5) oral tradition and story, 6) sovereignty and treaties, and 7) way of life and development.
FY 2018-19: Center for the Enhancement of Teaching and Learning (CETL) Director, American Indian Student Center (AISC) Director, AIS Coordinator and Wokini Program Director
- Create subsequent professional development programming including, but not limited to, myths versus facts and perpetuating the stereotypical “Indian,” first-generation college students, poverty, historical trauma and adverse childhood experiences, and current issues facing tribal communities and American Indians.
FY 2021-22: CETL Director, AISC Director and Wokini Program Director
- Collaborate with existing grant opportunities to develop and deliver professional development focused on cultural competency for researchers on a consistent and annual basis.
Summer/Fall 2018: Provost, VP of Research and Economic Development and Wokini Program Director
- Develop and implement an annual training calendar on priority topics for staff and faculty using CETL; Office of Diversity Inclusion, Equity and Access; AISC and AIS input and collaboration. *Summer 2018: CETL Director and Wokini Program Director*

Goal 2: Improve American Indian student enrollment and success by providing effective support in all aspects of the university experience to increase number of American Indian graduates.

Objectives:

- Steadily increase American Indian student enrollment and Wokini freshman scholarships awarded:

Year	2018-19	2019-20	2020-21	2021-22	2022-23
Enrollment	275	325	375	425	500
Scholarships Awarded	15	45	90	150	210

Begin Fall 2018: Provost, VP Student Affairs, AISC Director and Director of Admissions

- Provide Wokini scholarships for TCU students who have 1) completed an Associate’s degree and are planning to pursue a four-year degree at SDSU or 2) completed an undergraduate degree and are pursuing a master’s degree at SDSU. *Begin Fall 2018: Provost, VP Student Affairs, AISC Director and Director of Admission*
- Continue providing Wokini scholarships for TCU faculty to support the TCUs goal of strengthening faculty credentials. *Begin Fall 2018: Provost, VP Student Affairs, AISC Director and Director of Admission*
- Provide effective and targeted academic advising, counseling, mentoring and supplemental instruction in key life skills. *Begin Summer 2018: AISC Director and Director of First-Year Advising*
- Enhance student recruitment initiatives for American Indian Students to include effective prospective student outreach and recruitment and precollege programs. *Begin summer 2018: AISC Director and Director of Admissions*
- Establish partnerships among SDSU departments and Wokini leadership to seek collaborative grant applications in the areas of American Indian student recruitment and retention. *FY 2020-21: Provost, VP Student Affairs, Director of First Year Advising and Director of AISC*
- Create opportunities for American Indian students to become involved in research endeavors both on campus and within tribal communities. *FY 2019-20: Provost, VP of Research and Economic Development, Director of Extension, AISC Director, and Wokini Program Director*
- Design and build a stand-alone American Indian Student Center to enhance student connections with one another and the university.

Begin construction Fall 2018, Occupancy January 2020: Associate VP for Facilities and Services and AISC Director

- Collaborate with fundraising campaigns to ensure required resources are available for scholarships and programming:

Year	2018-19	2019-20	2020-21	2021-22	2022-23
Scholarships	\$115,000	\$305,000	\$570,000	\$870,000	\$1,170,000
Programming	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000

Begin summer 2018: President, SDSU Foundation VP for Development and Wokini Program Director

- Introduce and promote 2019 USDA Farm Bill funding for “New Beginnings,” which provides \$5 million annually to land-grant universities and TCUs (\$500K/institution) who engage in Wokini-like programs.

Summer/Fall 2018: President, Marshall Matz and S.D. Congressional Delegation

Goal 3: Strengthen partnership outreach and research infrastructure with tribal communities in South Dakota through trusting relationships, strategic networks and ongoing effective communication. Objectives:

- Establish a President’s Advisory Board consisting of tribal presidents/chairmen or designee from each of the nine Tribal Nations in South Dakota to advise SDSU on current issues/needs. *Fall 2018: President and Wokini Program Director*
- Establish relationships with key stakeholders in tribal communities to build collaborative working relationships focused on the achievement of mutual goals. *Summer 2018: President and Wokini Program Director*
- Develop and maintain memorandum of understandings and articulation agreements with TCUs. *FY 2019-20: Office of Academic Affairs*
- Create online accessible database with a complete inventory of SDSU Extension and research programs including AIs and tribal communities. *FY 2018-19: Director of Institutional Research, Director of Extension and Wokini Program Director*
- Develop a Tribal Outreach and Research Guide that includes cultural competency, best practices and information regarding the nine S.D. tribes and their established research review and approval process. *FY 2020-21: Wokini Program Director and Wokini Leadership Council*
- Develop a long-term research/development strategy with interested TCUs. *FY 2021-22: VP of Research and Economic Development, Director of Extension and Wokini Program Director*
- Establish research-area specific cohorts that include both SDSU and TCU/tribal community members to establish effective lines of communication and collaboration.

FY 2021-22, VP of Research and Economic Development, Director of Extension and Wokini Program Director

- Develop and implement an annual tribal/TCU research partners' communication plan to include communications from both SDSU and tribal researchers and other key stakeholders. Utilize a variety of methods including meetings, summit, phone conference, Skype and social media.

FY 2021-22: VP of Research and Economic Development, Director of Extension and Wokini Program Director



XVI. Evaluation and Assessment

- Campus climate survey customized to evaluate current state and progress toward goals. *Fall 2018: Provost; VP Student Affairs; Director of Institutional Research; Wokini Leadership Council; Director of Diversity, Inclusion, Equity and Access; and Wokini Program Director*
- Annual review and reporting calendar identifying 1) environments to be reviewed, 2) sections/ areas of campus to be reviewed and subsequent report on identified changes. *Fall 2018: Wokini Program Director and Wokini Leadership Council*
- Track knowledge acquisition (pre- and postknowledge surveys) input, successful interventions and needs in order to develop ongoing training, programming and communications. *Summer 2019, then annually: Director of Institutional Research, CETL Director and Wokini Program Director*
- Surveys and discussions with SDSU staff/faculty and TCU/tribal entities annually to determine outcomes and effectiveness of projects related to professional development, training and support, and communications. *Fall 2019, then annually: Director of Institutional Research, CETL Director, Wokini Program Director and Wokini Leadership Council*
 - Complete annual progress reports from Wokini Program Director and Wokini Leadership Council to include outcomes and recommendations for continued improvements. *Summer 2019, then annually: Wokini Program Director and Wokini Leadership Council*
 - Assess progress toward goals and outcomes through review of annual progress reports at annual meetings with TCU/tribal partners and make necessary adjustments.

Appendix B
Campus Climate Report,
2017 Executive Summary

Skyfactor Campus Climate Survey Spring 2017

Executive Summary

The Skyfactor Campus Climate, Safety, and Sexual Assault Assessment measures 15 dimensions of the perceptions of and satisfaction with the institution. In particular, the survey, focuses on:

- Perceptions of the campus related to the ability to assess diversity, inclusiveness, visibility, equity, safety, and treatment
- Personal attitudes and behaviors related to working with people from diverse backgrounds
- Perceptions of institutional policies, procedures, and training in compliance with Title IX (sexual assault and harassment)
- Overall measures of learning and satisfaction with the institution

Two surveys were administered by Skyfactor – one for employees and one for students. The surveys launched the week of January 23. The employee survey was sent to permanent (full- time or part-time) employees and temporary year appointment (FTE) employees. The student survey was sent to students who were degree seeking undergraduate students, graduate students, and non-degree seeking students. Dual credit and concurrent enrollment (HS students) were excluded.

The total number of faculty and staff for the 2017 administration was 1,906. Of these, 1,286 faculty/staff completed the survey (67.5% response rate). The total number of students for the 2017 administration was 10,715. Of these, 1,651 students completed the survey (15.4% response rate).

Benchmark data was compiled across six selected institutions, Carnegie Classification (doctoral universities: higher research activity), and all participating institutions.

The 100-item survey utilized a seven-point agreement scale (Strongly Agree = 7, Neutral = 4, Strongly Disagree = 1), along with a Not Applicable response option. There were two open- ended items. Demographic items were also included.

In addition, SDSU added 17 additional items to the employee survey and 14 to the student survey. (These reports are included but not summarized)

The quantitative summary results are presented below. These results should be considered baseline information with an institutional goal of improving these

numbers over time.

Skyfactor considers an acceptable performance level to be a mean equal to or greater than 5.5. Skyfactor also conducts analysis to identify the best predictors of key outcomes (overall satisfaction; overall learning; overall perceptions). The most efficient and effective way to improve Campus Climate is to focus on improving the factors that had the lowest performance but have the greatest impact. Those are outlined in the conclusion sections below.

Employee Results

Comparison institutions = Colorado Mesa University; University of Central Arkansas; University of Wisconsin-Superior; South Dakota School of Mines and Technology; University of Northern Iowa; Wayne State College

***There were not enough institutions in Carnegie class to provide comparison data*

- The average response for **perceptions of institution** (factor 1) was 5.14.
 - This was strongly correlated with overall perceptions and considered a high impact factor. Because the mean was less than 5.5, Skyfactor recommends increasing resources to improve performance in this area.
 - There were no statistically significant differences between SDSU and comparison groups
- The average response for **campus environment** (factor 2) was 5.20.
 - There were no statistically significant differences between SDSU and comparison groups
- The average response for **visibility** (factor 3) was 4.92.
 - SDSU had a statistically higher mean than the comparative group mean (4.70) and all participating institutions (4.64).
- The average response for **work environment** (factor 4) was 5.77
 - This was strongly correlated with overall perceptions and considered a high impact factor. Because the mean was greater than 5.5, Skyfactor recommends our institution maintain efforts related to this area.
 - There were no statistically significant differences between SDSU and comparison groups
- The average response for **perceptions of faculty** (factor 5) was 5.43.
 - SDSU had a statistically higher mean than the comparative group mean (5.21) and all participating institutions (5.25).
- The average response for **perceptions of staff** (factor 6) was 5.62.
 - There were no statistically significant differences between SDSU and comparison groups
- The average response for **perceptions of students** (factor 7) was 5.37.
 - SDSU had a statistically lower mean than the comparative group mean (5.60) and all participating institutions (5.62).
- The average response for **perceptions of administration** (factor 8) was 4.75.
 - This was the lowest rated factor on the employee survey; however, SDSU had a statistically higher mean than the comparative group mean (4.50) and all participating institutions (4.58).
 - This was strongly correlated with overall perceptions and considered a high impact factor. Because the mean was less than 5.5, Skyfactor recommends our institution increase resources to improve performance in this area.

- The average response for **administrative policies** (factor 9) was 5.09.
 - This was strongly correlated with overall perceptions and considered a high impact factor. Because the mean was less than 5.5, Skyfactor recommends our institution increase resources to improve performance in this area.
 - There were no statistically significant differences between SDSU and comparison groups
- The average response for **campus accessibility** (factor 10) was 5.56.
 - There were no statistically significant differences between SDSU and comparison groups
- The average response for **campus safety** (factor 11) was 5.54.
 - There were no statistically significant differences between SDSU and comparison groups
- The average response for **individual response to sexual assault** (factor 12) was 5.69.
 - SDSU had a statistically lower mean than the comparative group mean (5.85) and all participating institutions (5.79).
- The average response for **institutional response to sexual assault** (factor 13) was 5.54.
 - This was strongly correlated with overall perceptions and considered a high impact factor. Because the mean was greater than 5.5, Skyfactor recommends our institution maintain efforts related to this area.
 - There were no statistically significant differences between SDSU and comparison groups
- The average response for **personal attitudes and behaviors** (factor 14) was 6.32.
 - This was the highest rated factor on the employee survey; however, SDSU had a statistically lower mean than the comparative group mean (6.48) and all participating institutions (6.50).
- The average response for **overall perceptions** (factor 15) was 5.45.
 - There were no statistically significant differences between SDSU and comparison groups

Employee Survey Conclusions

There are three high impact factors that Skyfactor recommends the institution focuses resources to improve performance:

- 1) Perceptions of Institution
 - Actions should a) strengthen the efforts to make the institution more welcoming and respectful, b) encourage free and open discussion on difficult topics, c) be more intentional about making individuals feel included as a member of the community, and d) encourage faculty and staff to openly share their ideas.
- 2) Perceptions of Administration
 - Actions should a) strengthen administrators concern for employee welfare, b) be respectful of what faculty and staff think, and c) value the work employees do.
- 3) Administrative Policies
 - Actions should a) strengthen efforts to proactively develop and implement policies that prevent discrimination related to abilities/disabilities, age, gender, political ideology, race, religion/faith, sexual orientation, and socioeconomic status.

There are two high impact factors that Skyfactor recommends the institution maintains or improves:

- 1) Work Environment
 - Actions should strengthen a) supervisors' treatment of employees with respect, b) the use of appropriate and inclusive language used in work environment, c) supervisors demonstrated valuing of the work employees do, and d) employees feeling welcomed in their work environment
- 2) Institutional Response to Sexual Assault
 - Actions should strengthen a) keep the confidentiality of the knowledge of reports limited to those who need to know, b) administration of formal procedures to address complaints of sexual assault fairly, c) support of the person making the report, d) take disciplinary action against the offender, e) the process of forwarding report outside the campus to criminal investigators, and f) the process of taking corrective action to address factors which may have led to the sexual assault.

Students Results

Comparison institutions = Colorado State University; Northern Illinois University; University of North Dakota; North Dakota State University; South Dakota School of Mines and Technology; University of Northern Iowa

- The average response for **perceptions of institution** (factor 1) was 5.79.
 - SDSU had a statistically higher mean than the comparative group mean (5.56) and Carnegie class (5.70).
 - This was strongly correlated with overall satisfaction and considered a high impact factor. Because the mean was greater than 5.5, Skyfactor recommends our institution maintain efforts related to this area.
- The average response for **visibility** (factor 2) was 5.50.
 - SDSU had a statistically higher mean than the comparative group mean (5.00) and all participating institutions (5.20).
- The average response for **personal attitudes and behaviors** (factor 3) 5.78.
 - SDSU had a statistically lower mean than the comparative group mean (6.02), Carnegie class (6.01), and all participating institutions (6.11).
 - This was strongly correlated (negative) with overall satisfaction and considered a high impact factor. Because the mean was greater than 5.5, Skyfactor recommends our institution maintain efforts related to this area.
- The average response for **perceptions of co-curricular environment** (factor 4) 5.52.
 - SDSU had a statistically higher mean than the comparative group mean (5.29).
 - This was strongly correlated with overall learning and considered a high impact factor. Because the mean was greater than 5.5, Skyfactor recommends our institution maintain efforts related to this area.
 - This was strongly correlated with overall satisfaction and considered a high impact factor. Because the mean was greater than 5.5, Skyfactor recommends our institution maintain efforts related to this area.
- The average response for **perceptions of peers** (factor 5) was 4.97.
 - This was the lowest rated factor; however, SDSU had a statistically higher mean than the comparative group mean (4.82) but lower than the Carnegie class (5.06) and all participating institutions (5.12).
- The average response for **perceptions of faculty/staff** (factor 6) was 5.62.
 - SDSU had a statistically higher mean than the comparative group mean (5.50) but lower than all participating institutions (5.71).
 - This was strongly correlated with overall satisfaction and considered a high impact factor. Because the mean was greater than 5.5, Skyfactor recommends our institution maintain efforts related to this area.
- The average response for **perceptions of administration** (factor 7) was 5.19.
 - SDSU had a statistically higher mean than the comparative group mean (4.82) and the Carnegie class (4.97).

- This was strongly correlated with overall satisfaction and considered a high impact factor. Because the mean was less than 5.5, Skyfactor recommends our institution increase resources to improve performance in this area.
- The average response for **policies** (factor 8) was 5.33.
 - SDSU had a statistically higher mean than the comparative group mean (5.22) but lower than the Carnegie class (5.45).
- The average response for **campus accessibility** (factor 9) was 5.89.
 - This was the highest rated factor on the student survey.
 - There were no statistically significant differences between SDSU and comparison groups
- The average response for **campus safety** (factor 10) was 5.65.
 - SDSU had a statistically higher mean than the comparative group mean (5.25), the Carnegie class (4.92), and all participating institutions (5.43).
 - This was strongly correlated with overall satisfaction and considered a high impact factor. Because the mean was greater than 5.5, Skyfactor recommends our institution maintain efforts related to this area.
- The average response for **sexual assault** (factor 11) was 5.47.
 - SDSU had a statistically higher mean than the comparative group mean (5.31) and the Carnegie class (5.30).
- The average response for **campus training** (factor 12) was 5.36.
 - SDSU had a statistically lower mean than the Carnegie class (5.59).
 - This was strongly correlated with overall learning and considered a high impact factor. Because the mean was less than 5.5, Skyfactor recommends our institution increase resources to improve performance in this area.
- The average response for **overall learning** (factor 13) was 5.32.
 - SDSU had a statistically lower mean than the comparative group mean (5.43), Carnegie class (5.43), and all participating institutions (5.55).
- The average response for **overall satisfaction** (factor 14) was 5.68.
 - SDSU had a statistically higher mean than the comparative group mean (5.49) and the Carnegie class (5.48).

Student Survey Conclusions

There are two high impact factors that Skyfactor recommends the institution focuses resources to improve performance:

- 1) Perceptions of Administration
 - Actions should a) strengthen administrators' fair treatment of students, b) be respectful of students think, c) strengthen administrators concern for student welfare, d) demonstrated leadership that fosters diversity, and e) strengthen efforts to regularly speak about the value of diversity.
- 2) Campus Training
 - Actions should strengthen a) sexual assault training to make it more engaging, b) the amount valuable information provided, and c) the presentation of information in an organized manner.

There are five high impact factors that Skyfactor recommends the institution maintains or improves:

- 1) Co-curricular Environment
 - Actions should strengthen a) making student organizations feel welcomed, b) making student organizations reflect diverse groups of people c) developing student activities that enhance student abilities to work with people who are different than themselves, d) developing student activities that enhance student abilities to value, respect, and interact with people who are different than themselves.
- 2) Perception of the Institution
 - Actions should strengthen a) making students feel more welcomed and respected and b) students' feelings about being treated fairly regardless of their abilities/disabilities, age, gender, political ideology, race, religion/faith, sexual orientation, and socioeconomic status.
- 3) Campus Safety
 - Actions should a) strengthen the safety and protection of students b) ensuring adequate outdoor lighting, and c) making the institution safe to walk around at night.
- 4) Perception of Faculty/Staff
 - Actions should strengthen a) valuing different perspectives in the classroom, b) treating students with respect, c) turning controversial topics into constructive discussions, d) demonstrating concern about the welfare of students, and e) supporting students from diverse background, creating an environment that accepts students from diverse backgrounds.
- 5) Personal Attitudes and Behaviors
 - Actions should strengthen a) students feeling comfortable interacting with students from diverse backgrounds, b) having friends from diverse backgrounds, c) having roommates or neighbors from diverse backgrounds, d) having discussions with people whose ideas and values are different from their own, and e) feeling comfortable bringing up issues of discrimination or harassment.

Appendix C

Equity Lens

Using an Equity Lens

Being equity minded is the demonstrated awareness of and willingness to address equity issues among institutional leaders, staff, faculty, and students. Using an equity lens creates a campus climate where diversity is not a simple “add on” to existing practice, but rather, becomes an “add in” to guide our everyday habits and embedded within the fabric of our institution.

EQUITY CATEGORY	IMAGINE 2023: CORE VALUES (People Centered, Creativity, Integrity, Diversity, & Excellence)
People	People-Centered: We recognize leadership is derived from service to others. We are committed to creating a culture where all thrive and are supported on their own personal and professional paths toward lifelong learning, growth, and leadership. <i>(Example: Global Citizenship Courses–College of AHSS)</i>
An equity minded person will ensure that:	...the operational processes are inclusive, and the elements of the process do not create barriers to meaningful participation.
	...multiple underrepresented stakeholder groups are included.
	...processes address the need to include underrepresented stakeholders more and actively address the need for more inclusion.
Place	Excellence: Excellence is achieved through continuous improvement, assessment, and accountability. We embrace bold action and adapt to an ever-changing environment. Individually, we are experts at what we do. Collectively, our impact is even greater. <i>(Example: Wokini Initiative- President’s Office)</i>
An equity minded place:	...compensates for access limitations of various stakeholder groups.
	...supports access of marginalized community stakeholders.
	...addresses the need for physical space and geographical location that meets the need of marginalized population (e.g., access, proximity, and centrality).
Process	Creativity: Creativity is our cornerstone to expand knowledge, develop human understanding, and enrich quality of life. We believe that education and research/scholarship/creative activity reinforce one another, and the best academic programs bring innovative teaching and rigorous research together. <i>(Example: Search Committee Diversity Advocates-Human Resources)</i>
An equity minded process:	...supports the empowerment of communities historically most affected by inequities
	...ensures that participants’ emotional and physical safety needs are addressed
	...support participants’ need to be productive and feel valued.
	...builds ongoing community capacity for involvement with SDSU (beyond the strategic planning process) by those communities historically most affected by inequities.

Power	Integrity: We act with organizational and personal integrity, through honest interactions, professionalism, transparent and accountable decision-making, and respect for others <i>(Example: Affinity Groups-ODIEA)</i>
An equity minded person acknowledges that power systems should:	...support the empowerment of people from historically marginalized communities.
	...address inclusion and equity and is expected to reduce disparities and advance social justice.

Appendix D

ADA Coordinator Job Description

**Americans with Disabilities Act Coordinator
Office of Diversity, Inclusion, Equity, and Access
South Dakota State University**

The Office of Diversity, Inclusion, Equity and Access at South Dakota State University is seeking a talented and highly motivated individual to join our team as an Americans with Disabilities Act (ADA) Coordinator. The ADA Coordinator will oversee the university's compliance with and implementation of ADA standards and procedures. This position will also contribute to the university's mission of providing access and opportunity by supporting the Office of Diversity, Inclusion, Equity, and Access programming and development. This position reports to the Director of Diversity, Inclusion, Equity, and Access.

SDSU actively seeks to increase social and intellectual diversity among its faculty and staff. Women, minorities, veterans, and people with disabilities are especially encouraged to apply.

OVERVIEW OF RESPONSIBILITIES:

The ADA Coordinator will coordinate programs and responsibilities at SDSU to assure compliance with the Americans with Disabilities Act (ADA), Sections 503 and 504 of the Rehabilitation Act of 1973, and other federal and state laws and regulations pertaining to persons with disabilities.

Responsible for coordinating University policies and procedures relating to persons with disabilities, tracking university progress relating to its policies and procedures as well as state and federal laws relating to persons with disabilities, filing all necessary reports, and providing consultative services to institutional units and offices.

The scope of responsibilities includes faculty, staff, and student employment, as well as public and student access to educational and institutional programs and facilities.

SPECIFIC DUTIES:

Serves as a planning coordinator for University programs, policies, and procedures relating to University compliance and the promotion of University opportunities for persons with disabilities.

Ensures that appropriate processes are in place to provide for the prompt and equitable resolution of complaints and inquiries from University employees and students, as well as the public regarding compliance with the ADA and other applicable federal and state laws regarding discrimination on the basis of disability.

Maintains current information regarding state and federal laws and regulations as well as best practices relating to all of the University's employment policies and procedures; facilities, programs and access protocols; and all issues concerning persons with disabilities and ways of providing reasonable accommodations to persons with disabilities while maintaining program performance standards.

Provides ADA program and facility interpretation, training, and recommendations on compliance to all sectors of the University community.

Develops and maintains written materials, presentations, and other informational pieces to broadly disseminate and make readily available information regarding the ADA and the University's policies, services and procedures relating to individuals with disabilities.

Coordinates with a variety of other offices to ensure the timely filing of all required compliance reports.

Develops and implements internal measures and/or reports which inform the university administration of the status of ADA compliance and opportunities for people with disabilities.

Assists with the overall mission of the Office of Diversity, Inclusion, Equity and Access.

REQUIRED QUALIFICATIONS:

- Earned Bachelor's Degree by date of application;
- Minimum of two (2) years' experience working directly with individuals with a broad range of disabilities;
- Demonstrated working knowledge of current state and federal laws and regulations (e.g., Sections 503 and 504 of the Rehabilitation Act and the Americans with Disabilities Amendments Act), institutional policies, practices and procedures;
- Knowledge of various alternative formats and alternative technologies that enable people with disabilities to communicate, participate, and perform tasks;
- Understanding of, and sensitivity to, working with individuals and groups representing a wide range of diverse academic, cultural, disability, ethnic, geographic, and socioeconomic backgrounds;
- Strong oral, written, and interpersonal communication skills;
- Demonstrated organizational and analytical skills;
- Evidence of a commitment to teamwork and collaboration; and
- Willingness to perform all work in the spirit of SDSU's core values (people-centered, creativity, integrity, diversity, and excellence).

PREFERRED QUALIFICATIONS:

- Master's degree.
- Three to five years of experience working in the area of ADA Compliance.
- Demonstrated knowledge of identified best practices and trends related to ADA in higher education.

SALARY:

Commensurate with education, experience, and internal equity.

UNIVERSITY/COMMUNITY:

SDSU is a land grant university and the state's largest institution of higher education with an enrollment of approximately 13,000 students. SDSU is located in Brookings, South Dakota, a community of approximately 22,100 persons on the Eastern border of the state. The city has an excellent K-12 educational system. During a campus visit, a tour of the education systems and visit with school administrators may be arranged. The city is also accessible to major medical facilities, has an active social and cultural environment, and has numerous lakes and parks within an easy commute. Sioux Falls, a city of approximately 150,000 persons, is a 40-minute drive to the south. Brookings is also located about 200 miles west of the Twin Cities of Minneapolis and St. Paul, a metropolitan area with major design and art centers such as International Market Square, Minneapolis Institute of Art, Walker Art Center, and Weisman Art Museum.

APPLICATION DEADLINE: Position is open until filled with full consideration given to applications received by March 16, 2018.

APPLICATION PROCESS:

SDSU accepts applications through an on-line employment site. To apply, visit: <https://yourfuture.sdbor.edu>, search by the position title, view the job announcement, and click on “apply for this posting.” The system will guide you through the electronic application form. The employment site will also require the attachment of a cover letter, which should specifically address how the candidate meets the qualifications as outlined in the advertisement, resume, and a reference page with the contact information for three professional references. Please contact SDSU Human Resources at (605) 688-4128 if you require assistance with the electronic application process. Paper applications will not be accepted.

Any offer of employment is contingent on the university’s verification of credentials and other information required by law and/or university policies, including but not limited to, a criminal background check.

South Dakota State University is a tobacco free environment.

For questions on the position, contact: Michelle Johnson at (605) 688-4128 or michelle.johnson@sdstate.edu.

South Dakota State University is committed to affirmative action, equal opportunity and the diversity of its faculty, staff and students. Women, minorities, veterans, and people with disabilities are encouraged to apply. Arrangements for accommodations required by disabilities can be made by emailing HR@sdstate.edu. SDSU prohibits discrimination on the basis of race, color, creed, religion, national origin, citizenship, ancestry, gender, marital status, pregnancy, sexual orientation, age, disability, veteran’s status or any other protected class in the offering of all educational programs and employment opportunities. Individuals with concerns regarding discrimination should contact: Equal Opportunity Officer/Title IX Coordinator, Human Resources, Morrill Hall 100, SDSU, Brookings, SD 57007. Phone: (605) 688-4128.

Appendix E
Chief Diversity Officer
Job Description

LONG ANNOUNCEMENT
CHIEF DIVERSITY OFFICER
Office of the President
South Dakota State University

South Dakota State University (SDSU) is currently seeking a dynamic, collaborative, and collegial leader to serve as the Chief Diversity Officer. This individual will provide vision and direction for inclusion initiatives with particular focus on diversity, equity, inclusion, and access by leading, coaching, collaborating, and facilitating programs. This position will act as a catalyst and advocate for underrepresented groups in multiple facets, including the following: training, oversight on ADA compliance, committee membership, leadership in campus-wide inclusion initiatives, and through building relationships with internal and external partners. All of these will be accomplished through campus-wide collaboration, in an effort to deepen SDSU's commitment to being an inclusive, diverse, dynamic, and engaged living and working environment. This position reports directly to the University President, and will serve as a valued member of the President's Executive Team and the President's Council. Must be authorized to work in the U.S. Sponsorship is not available for this position.

XVII. RESPONSIBILITIES:

The Chief Diversity Officer will perform the following functions:

- Collaborate with a variety of stakeholders across the University including but not limited to Student Affairs, Academic Affairs, Human Resources, Title IX/EO, and Athletics to promote inclusion practices and advocate for underrepresented members of the campus community.
- Remain current on laws, regulations, trends and best practices related to diversity, equity, ADA, and related topics.
- Research, develop, and deliver training, coaching, consultation and assistance to students, employees, and other groups regarding diversity, inclusion, equity, and access. Inform and educate on policies and practices that might impact particular groups of individuals.
- Develop, implement, operationalize, and measure a plan to enhance inclusion practices across the University in collaboration with the University's Diversity and Inclusion Committee, engaging all appropriate stakeholders throughout the process.
- Collaborate with the Office of Institutional Research and Analysis on campus climate assessments and develop action plans to address issues related to diversity, equity, inclusion, and access with a variety of campus stakeholders.
- Provide consultation to campus leaders in evaluating, designing, and implementing institution-wide policies and practices to ensure diversity, equity, inclusion, and access for all faculty, staff, and students.
- Serve as an administrative liaison to the University's Diversity and Inclusion Committee, as well as other committees and councils, and collaborate across campus to promote inclusion.
- Work with industry and businesses to gather pertinent diversity related information, and then advise faculty and staff in order to prepare our students for the business world.

- Supervise ADA Coordinator, manage office budget, and provide oversight of the Office of Diversity, Equity, Inclusion, and Access.
- Help the university to establish a long-term vision and strategy for promoting inclusion, equity, and access.

XVIII. MINIMUM QUALIFICATIONS:

- Completed Master's degree by start date.
- At least three years of progressively responsible experience with diversity, equity and inclusion initiatives, programs, activities, and/or services in higher education or a comparable complex organization.
- Record of influence, community building, networking, and deploying effective programs for diversity and inclusion.
- Effective written, interpersonal, and collaborative communication skills.
- Demonstrated ability to facilitate group meetings, work collaboratively with a commitment to community-building, provide support, advice and consultation across the University to enhance diversity, equity, inclusion and access.
- Motivation, professionalism, integrity, and drive to advance the University's diversity initiatives.
- Willingness to perform all work in the spirit of SDSU's core values (people-centered, creativity, integrity, diversity, and excellence).
- Knowledge of diversity and inclusion issues and associated trends in higher education or a comparable complex organization.
- Must be authorized to work in the US. Sponsorship is not available for this position.

XIX. PREFERRED QUALIFICATIONS:

- Experience in a higher education setting.
- Experience developing, conducting, and evaluating comprehensive education or training programs.
- Experience with budget and personnel management, strategic planning, and program assessment.

XX. SALARY:

Commensurate with qualifications.

XXI. UNIVERSITY/COMMUNITY:

South Dakota State University's (SDSU) mission is to offer a rich academic experience in an environment of inclusion and access through inspired, student-centered education, creative activities and research, innovation and engagement that improve the quality of life in South Dakota, the region, the nation, and the world. Our vision is to be a premier land-grant university recognized for high value, innovation, and bold impact. Our core values are straightforward, but challenging: people centered; creativity; integrity; diversity; and excellence.

South Dakota State University is the state's largest, most comprehensive higher education institution. South Dakota State University had a fall 2018 enrollment of 12,107 students. There are ongoing efforts to bring a greater global perspective to the campus to increase diversity. The work of the university is carried out on a resident campus in Brookings, at sites in Sioux Falls, Pierre, Rapid City, and through Extension offices and Agricultural Experiment Station research sites across the state.

From its roots as a land grant university established in Brookings, South Dakota in 1881, we are dedicated to providing access to premiere educational opportunities for all. South Dakota State University a vibrant, complex Carnegie Research University – High Intensity institution. It competes in Division I Athletics, is a member of the Missouri Valley Football Conference and participates in the Summit League for most other sports.

With exceptional alumni, community, and Foundation support for student scholarships as well as all aspects of campus life, SDSU is the center of life in Brookings. Brookings, a community of approximately 23,000, is located in eastern South Dakota along Interstate 29, just one hour north of the state's largest city – Sioux Falls. Brookings is a safe, family-friendly, vibrant, thriving community with many amenities you would find in a much larger city, but with a small-town feel. Residents enjoy the tree-lined streets, leisurely pace of living, a short commute time and a variety of career opportunities in a growing job market. Division I South Dakota State University creates a youthful and energetic atmosphere and provides residents with a multitude of athletic, cultural, educational and recreational activities.

The top-ranked Brookings School District offers small classroom sizes and highly qualified, experienced teachers. The city boasts an abundance of attractions and activities such as the Children's Museum of S.D., Dakota Nature Park, S.D. Art Museum, McCrory Gardens, S.D. Ag Heritage Museum, Outdoor Adventure Center of S.D., Downtown at Sundown, and the Brookings Summer Arts Festival. Brookings is consistently ranked as a top place to live. Recent accolades include: #1 Best Place to Live in S.D., #25 Best City for Entrepreneurs, #2 Best School District in S.D., Top 10 Best Small Towns in America, Safest College Town in America, and the Top 25 Safest Cities in America. Learn more about Brookings by visiting <https://www.youtube.com/watch?v=IT8OnH5eIgQ&feature=youtu.be>.

APPLICATION DEADLINE:

Position is open until filled with full consideration given to applications received by February 15, 2019.

XXII. APPLICATION PROCESS:

SDSU accepts applications through an on-line employment site. To apply, visit: <https://yourfuture.sdbor.edu>, search by the position title, view the job announcement, and click on "apply for this job." The system will guide you through the electronic application form. The employment site will also require the attachment of a cover letter, which should specifically address how the candidate meets the qualifications as outlined in the advertisement; resume; and a reference page with the contact information for three professional references. Please contact SDSU Human Resources at (605) 688-4128 if you require assistance with the electronic application process.

SDSU actively seeks to increase social and intellectual diversity among its faculty and staff. Women, veterans, persons with disabilities, and minorities are encouraged to apply. Any offer of employment is contingent on the university's verification of credentials and other information required by law and/or university policies, including but not limited to, a criminal background check.

South Dakota State University is a tobacco free environment.

For questions on the position, contact Dr. Rebecca Bott-Knutson, Honor College Dean (605) 688-5268 or Rebecca.bott@sdstate.edu.

South Dakota State University is committed to affirmative action, equal opportunity and the diversity of its faculty, staff and students.

Women, veterans, persons with disabilities, and minorities are encouraged to apply.

Arrangements for accommodations required by disabilities can be made by emailing HR@sdstate.edu. SDSU prohibits discrimination on the basis of race, color, creed, religion, national origin, citizenship, ancestry, gender, marital status, pregnancy, sexual orientation, age, disability, veteran's status or any other protected class in the offering of all educational programs and employment opportunities. Individuals with concerns regarding discrimination should contact: Equal Opportunity Officer/Title IX Coordinator, Human Resources, Morrill Hall 100, SDSU, Brookings, SD 57007. Phone: (605) 688-4128.