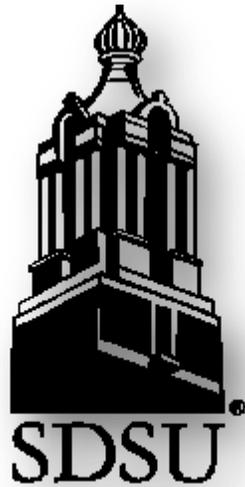


**Diversity and Inclusion at SDSU:
A Progress Report**



South Dakota State University

(Brookings, SD)

**Submitted to
The Higher Learning Commission of the
North Central Association of
Colleges and Schools**

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EXECUTIVE SUMMARY

South Dakota State University (SDSU) has responded to the 2009 Higher Learning Commission (HLC) call for a progress report on diversity by conducting a comprehensive review not only of structural/organizational and human resource elements but also strategic planning, programs and initiatives related to diversity and inclusion. Numerous changes have occurred since 2009 that have engaged the University in developing a more systemic, collaborative approach and in recognizing the need to move from viewing diversity as isolated programs and course offerings to experiencing diversity as an interdisciplinary and cross-campus network of policies and actions.

The University has made significant progress in addressing the observations and recommendations of the 2009 HLC report. Highlights include:

- The University's Strategic Plan, *Impact 2018*, launched in July 2013, reflects the university's commitment and vision to prepare students for the challenges and opportunities of a pluralistic society. Colleges, departments and other units are in the process of completing strategic plans that include diversity and inclusion as goals with related action steps and measures.
- A full-time Chief Diversity Officer (CDO) was hired in 2011; this position reports directly to the President. The individual serves as a member of the Executive Team (ET) which meets weekly. The Office of Diversity, Equity, and Community (ODEC) is located adjacent to the President's Office and provides leadership in centralizing diversity and inclusion efforts. The Office also focuses on increasing the visibility of diversity efforts by providing a central data-base/repository for programs across campus and by enhancing marketing and web-presence.
- The American Indian Education and Cultural Center (AIECC), established in 2010, centralized services for American Indian students and visitors. The AIECC serves as a "home-base" for American Indian students, provides resources as well as academic and co-curricular activities. It is now staffed by Native professionals who recruit, mentor, and support American Indian students and provide information to campus on best practices in conducting research with indigenous peoples.
- With the establishment of the Office of International Affairs and Outreach (OIAO), international student recruitment, admission, and success initiatives and study abroad efforts are centralized resulting in an increase in the number of international students at SDSU.
- The Office of Multicultural Student Affairs (OMSA) has dedicated re-modeled space to provide a resource room for Lesbian, Gay, Bisexual and Transgender (LGBT) students. Moreover, the Gay Straight Alliance (GSA) has grown in membership and is advised by three faculty members. The organization is involved in research projects, campus and community activities. The OMSA and the ODEC have begun co-sponsoring Safe-Zone training.
- Additional recruitment efforts for underrepresented students are underway and funds for additional Admissions staff and program advisors have been identified and positions advertised.
- Recruitment initiatives to expand representation of faculty and staff from historically underrepresented groups have been developed. One program begins in fall 2013 and others will be operationalized as funding becomes available.
- Support services for all students have been expanded. These include early alert, supplemental instruction, tutoring, first year advising and others. Residence hall and AIECC staff manage a Living Learning Community for Native Students and those interested in learning more about Native culture. Staff at the AIECC and the OMSA identify and provide support specific to underrepresented groups.
- Articulation agreements, course equivalency guides and other memorandums of understanding (MOUs) with state and regional tribal colleges and high schools are in the process of being developed and updated.

This work will continue with the leadership of the Tribal Relations Director and the approval of the American Indian Studies (AIS) major in May 2013.

- Collaborative programs which involve units and offices across campus are key ways the University is taking a more systematic approach. The Offices of Diversity, Equity and Community, International Affairs and Outreach, Admissions, Multicultural Student Affairs, AIECC, First Year Advising Center (FYAC), departments and colleges collaborate to grapple with on-going challenges when striving for an inclusive campus which honors and respects diverse values and viewpoints.

While much progress has been made, as with any comprehensive, University-wide priority, challenges remain including:

- The student body, faculty, staff and administration remain primarily White. While the goal is to more closely reflect the demographic profile of South Dakota, achieving that goal will require long-term commitment and an increase in scholarships and other resources to recruit and retain members of historically underrepresented groups.
- A decentralized approach to data management and analytics hinders analysis of diversity and inclusion initiatives. In Fall 2013, the Office of Planning, Decision Support and Assessment will be launched to increase access to accurate data and assist in using the data to inform practice.
- While improving, sporadic assessment and evaluation of current programs continues. Assessments that demonstrate the effectiveness and impact on student learning and success, particularly for co-curricular activities, are needed.
- A more intensive and comprehensive English as a Second Language (ESL) program is needed to address English language learning for those whose first language is one other than English and to improve student persistence and success. (Plans are in place to launch the program fall 2013.)
- More programming on diversity and inclusion-focused education experiences is needed for front-line staff.
- A updated review of the current curriculum is needed to identify gaps in course and program offerings in the quest to prepare students to function effectively in a diverse and global world.

SDSU is committed to on-going, continuous improvement as an institution of higher education dedicated to diversity and inclusion. Sustained attention is imperative to continue the evolutionary and dynamic work of building a welcoming culture designed to foster an environment where all can learn. Diversity and excellence exist together and efforts are tied to the institutional mission, vision and values.

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ACRONYMNS USED IN THIS PUBLICATION

<u>Acronym</u>	<u>Description</u>
ABS	Agriculture and Biological Sciences
ACT	American College Testing
AEA	Academic Evaluation and Assessment
AIECC	American Indian Education and Cultural Center
AIHEC	American Indian Higher Education Consortium
AIS	American Indian Studies
BIA	Bureau of Indian Affairs
BSA	Black Student Alliance
CAAP	Collegiate Assessment of Academic Proficiency
CACG	College Access Challenge Grant
CAIRNS	Center for American Indian Research and Native Studies
CDO	Chief Diversity Officer
CIEE	Council on International Educational Exchange
CR	Common Read
EFNEP	Expanded Food and Nutrition Program
EHS	Education and Human Sciences
EPSCoR	Experimental Program to Stimulate Competitive Research
ESL	English as a Second Language
ET	Executive Team
FALCON	First American Land Grant Consortium
FIS	Flandreau Indian School
FSSE	Faculty Survey of Student Engagement
FY	First Year
FYAC	First Year Advising Center
HS GPA	High School Grade Point Average
GSA	Gay Straight Alliance
HERI	Higher Education Research Institute
HEROH	Helping Everyone Reach Optimal Health
HLC	Higher Learning Commission
IPEDS	Integrated Postsecondary Education Data System
IR	Institutional Research
IRB	Institutional Review Board
ISA	International Study Abroad
ISEP	International Student Exchange Program
LASA	Latin American Student Association
LBCC	Lower Brule Community College
LGBT	Lesbian, Gay, Bisexual & Transgender
LLC	Living Learning Community
MOU	Memorandum of Understanding
NAC	Native American Club

NFE	Non-Faculty Exempt (Professional Staff)
NIFA	National Institute of Food and Agriculture
NSO	New Student Orientation
NSSE	National Survey of Student Engagement
ODEC	Office of Diversity, Equity and Community
OIAO	Office of International Affairs and Outreach
OMSA	Office of Multicultural Student Affairs
RCHS	Red Cloud High School
SA	Students' Association
SAIGES	Strengthening American Indian Generational Educational Success
SBC	Sitting Bull College
SCO	School Certifying Official
SDBOR	South Dakota Board of Regents
SDEAF	South Dakota Education Access Foundation
SDSU	South Dakota State University
SI	Supplemental Instruction
SLO(s)	Student Learning Outcome(s)
SR	Senior
TLC	Teaching Learning Center
TLL	Teaching, Learning and Leadership
TOEFL	Test of English as a Foreign Language
UCLA	University of California, Los Angeles
UC-SF	University Center at Sioux Falls
USDA	United States Department of Agriculture

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PURPOSE OF THE REPORT

As South Dakota State University (SDSU) responds to the call for a progress report on diversity and inclusion outlined in the 2009 Report of the Higher Learning Commission (HLC), the institution is provided with an opportunity to reflect on progress and to identify ongoing challenges and barriers. SDSU is at a pivotal moment as an institution with regard to diversity and inclusion. While there are challenges, there is also much promise and possibility.

As noted in the HLC's statement on diversity (February, 2003), "Member organizations are encouraged to evaluate their respective missions, visions, values and character to determine how well they address issues of diversity when providing enriching educational experiences and services for their constituencies." The call for a progress report on diversity along with the update of the university strategic plan provides an opportunity for reflection, assessment, and evaluation.

At SDSU diversity is defined "as a stimulating environment generated by a variety of perspectives, opinions, values, knowledge, ideas and personal histories represented on campus by people and programs. This variety is expressed through, but is not limited to, differences in ethnicity, race, gender, national origin, religion, sexual orientation, ability, class and age" (*SDSU Bulletin, 2012-2013, page 321*). Moreover, "South Dakota State University is committed to maintaining an environment which respects dignity and encourages members of the campus community to achieve their maximum potential, free from discrimination and harassment" (*SDSU Bulletin, 2012-2013, page 321*).

Building on these foundational commitments, the university is engaged in the on-going development of a more systemic and collaborative approach to inclusion and diversity, recognizing the need to move from a view of diversity as isolated programs and course offerings to diversity as an interdisciplinary and cross-campus network of policies and actions.

Collaborative programs which involve units and offices across campus are one of the key ways the University is taking a more systemic approach. Some recent examples of these collaborative efforts include:

- ***The "classroom as an inclusive community" workshops*** for faculty, academic deans and department heads, Vice Presidents, Provost and President were held. These on-going workshops are a collaborative effort between the ODEC and the Department of Teaching, Learning and Leadership (TLL).
- ***Conversations at the Crossroads:*** Based on feedback received from participants in the workshops on building inclusive classrooms, faculty and administrators expressed interest in continuing the conversation on fostering student engagement, facilitating conversations on difficult and controversial issues, and integrating perceptions of diversity, inclusion, and social justice across the curriculum. The focus of these more intimate conversations is to help individuals bridge the "theory to practice" gap so often reported by course instructors.
- ***Common Read:*** This project is a key component of the SDSU Student Success Model (Appendix A) and focuses on bringing the world to the university community through reading and critical discussion of narratives of diversity and inclusion in all their complexity. A coordinating committee with representation from across campus works collaboratively to select the book for each academic year and plan the co-curricular activities.
- ***World Café*** discussions occur quarterly and provide an additional framework for conducting complicated conversations around difference and commonality. This ongoing series began in November 2012 and include faculty, staff, and students.
- ***Student Summit on Diversity and Inclusion*** was held in April 2013. Breakout sessions on understanding and developing cultural competence along with creating and sustaining coalitions across differences and keynote speaker, Tim Wise, Antiracist Essayist, Author, and Educator were highlights of the day. This inaugural event was truly a collaborative effort with co-sponsorship from numerous university offices and student groups. The plan is to make this an annual event.

A significant lesson learned from the more focused and sustained attention on diversity and inclusion is the need to understand such work as a dynamic and ongoing process. As such, success must be viewed as evolutionary. Diversity is not a destination reached exclusively by increasing the numbers of students, faculty, and staff from historically underrepresented groups. But diversity is also about changing mindsets and fostering a campus climate in which all community members can learn, succeed, and experience a sense of belonging. Efforts at increasing the number of students, faculty, and staff from historically underrepresented groups and creating a welcoming and inclusive campus environment must happen concurrently, over time. Creating a campus climate and culture supportive of inclusion and diversity and providing educational programs which meet students' comprehensive human needs and prepare them to lead and live in a global society are central to the mission of higher education and SDSU.

Call for progress report on diversity

As noted earlier, one outcome of the SDSU Self-Study and the HLC team site visit and review (fall 2009) was the requirement for SDSU to prepare and submit a "report on the implementation and effectiveness of the University's Diversity Plan, published in 2008," (HLC Report, Assurance Section, page 24) . 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 articulations/Memorandums of Understanding (MOU) with tribal colleges
- Development of American Indian Education and Cultural Center (AIECC)
- 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, input during strategic planning listening sessions, data from surveys and other assessment tools, this report has been prepared. This report does *not* include all programs and initiatives related to diversity and inclusion, rather a representative sampling to illustrate progress to date. The report is organized in the following manner. First, major accomplishments since the 2009 HLC review are described followed by selected examples of programs, initiatives, policies and/or procedures which illustrate progress on the ODEC Strategic Plan. A summary of strengths and challenges is provided, followed by recommendations for the future in the form of next steps in support of the ODEC strategic plan dated 2013-2018. The report concludes with a commitment statement on diversity and inclusion from the President of the University.

MAJOR ACCOMPLISHMENTS: FALL 2009 – SPRING 2013

Major accomplishments described in this section are focused on three primary areas of improvement: planning and accountability for institutional diversity and inclusion; leadership for diversity through administrative and structural changes; and enhancing the centrality of diversity and inclusion through shared governance and advisory groups.

These three areas of improvement are indicative of the significant progress made toward providing more cohesion and visibility of diversity and inclusion efforts at SDSU. Strong and aligned University and Office of Diversity, Equity and Community (ODEC) strategic plans provide direction and consistency in messaging about diversity and inclusion. Administrative and structural changes since 2009 have provided a stronger infrastructure and dedicated governance and advisory groups empower individuals and units across campus to make a difference.

Mission and planning documents: greater focus on institutional diversity and inclusion

The primary focus of this section of the report is to provide a brief overview of the current status of the SDSU strategic plan and a brief history and current status of the strategic planning processes and reports for the ODEC. Both updated plans were developed for the 2013-2018 time period.

University level documents

The University's mission statement and planning documents were updated during the 2012 calendar year. Following an extensive series of campus and community meetings, the institutional strategic plan was approved in December 2012. SDSU's strategic plan, *Impact 2018*, reflects the university's commitment and embodies the vision necessary to prepare students to respond to opportunities and challenges of a genuinely multicultural society. In comparison to the prior university level planning documents, the language of inclusion and global perspectives is more central. The term, inclusion, is now in the mission statement, a focus on diverse cultures and perspectives is a value statement and partnering with the global community is embedded in strategic goals. The plan also focuses on broad access to higher education. See Appendix B for a copy of the SDSU strategic plan.

Office of Diversity, Equity and Community strategic planning

The 2008-2012 Office of Diversity Enhancement Strategic Plan was the first to specifically focus on diversity. Prior to 2008, diversity was embedded within the *Lead Forward Land Grant* conceptual framework and was reflected in the following goals: Excellence in SDSU graduates: Internationally competitive in academic preparation and able to embrace change in positive ways.

In July 2011, a Chief Diversity Officer (CDO) began at SDSU. A transitional strategic plan was developed for use from fall 2011 through spring 2013, prior to the development and official launch of the new University strategic plan in July 2013. The renamed Office of Diversity, Equity, and Community developed a new strategic plan in response to SDSU's *Impact 2018* plan for July 2013 implementation.

Appendix C includes a table which provides a comparison between the three strategic plans used during the time period addressed in this progress report:

- 2008-2012 Office for Diversity Enhancement plan (addressed in the HLC 2009 report)
- 2011-2013 ODEC transitional strategic plan
- 2013-2018 ODEC strategic plan and metrics

Overall the plans are similar in regard to the ongoing emphasis on increasing diversity in the student body, faculty and staff; a focus on outreach and partnerships; professional development opportunities; curriculum development and campus culture. The primary differences in the plans are 1) the addition of a conceptual framework in the transitional plan and carried forward in the 2013-2018 plan, 2) the addition of strategic goal on communication, and 3) overall more general goal statements. The new ODEC strategic plan provides focus and impetus for moving forward on key components of diversity and inclusion.

Administrative and structural changes related to diversity and inclusion

In addition to the strategic planning process and outcomes, progress can be measured by assessing the level of on-going support for building the infrastructure needed to enable further growth and development of diversity and inclusion efforts. Moving diversity initiatives forward is reliant on support of a systemic and collaborative approach which is made possible by careful review and, when needed, reasoned change in current administrative and/or structural organization. Support from institutional leadership (President, Provost, Vice President for Student Affairs, Deans, Department Heads, Directors, faculty, staff and student leaders) for careful examination and change has been invaluable to moving forward. Several administrative and structural changes are described in the following section of the report. These include the ODEC (formerly Office for Diversity Enhancement), the AIECC, Office of International Affairs and Outreach (OIAO), and the Division of Student Affairs units: Admissions, Office of Multicultural Student Affairs (OMSA), Veterans' Affairs and Disability Services. Finally, a comparison between funds committed to support various diversity and inclusion efforts/offices on campus are outlined indicating an increase of 51.5% from FY2009 to FY2013.

Office of Diversity, Equity, and Community (formerly Office for Diversity Enhancement)

The ODEC promotes SDSU's commitment to diversity in all its aspects by advising the university community and developing and implementing diversity programming. This includes enhancing teaching, learning and direct experience with diverse cultures and points of view.

The hiring of a full-time **Chief Diversity Officer** (CDO) to lead the ODEC office is one significant indicator of the increased commitment to diversity and inclusion. Prior to the most recent hire, an acting director was in place for two years and before that a director of seven (7) years held the position. The CDO provides leadership, vision, and direction to develop, coordinate, collaborate, and facilitate new and existing programs and initiatives designed to deepen SDSU's commitment to being an inclusive, diverse and engaged learning, living and working community. More specifically, the CDO provides:

- leadership and oversight to American Indian initiatives and programming, and the AIECC programs, activities and staff;
- technical assistance, coaching and consultation to students and others on cross-cultural conflicts;
- assessment of progress toward a diversity plan for campus;
- collaborative efforts and partnerships with minority serving institutions including tribal colleges; and
- consultation and leadership to relevant committees and groups.

The CDO's office is located in the Administration Building adjacent to the President's Office and the position reports directly to the President. The CDO was hired in summer 2011, is a member of the Executive Team (ET), which meets weekly. These actions demonstrate the enhanced commitment of the University to diversity and inclusion and bring more focus to the role of diversity and inclusion in the overall University community.

The American Indian Education and Cultural Center (AIECC)

Opened in Fall 2010, the **American Indian Education and Cultural Center (AIECC)** actively promotes access to higher education, seeks to increase cross-cultural engagement, encourages the appreciation of cultural and human differences, and advocates for the respectful inclusion of Indigenous knowledge. The AIECC is the nexus of cultural programming, resources, services and advocacy that supports the recruitment, transition, persistence and graduation of American Indian students. The AIECC is located on one of the two main thoroughfares on campus, linking the local community and campus. The building is clearly marked, easily accessible and has adequate outdoor space to construct a tipi and plant a garden of plants native to the Plains.

AIECC staff report directly to the CDO. The AIECC staff is comprised of Native scholars and student support professionals devoted to strengthening relationships with, and among, the students, staff, and faculty of SDSU, and the tribal nations of South Dakota. More specifically, the AIECC staff includes:

- AIECC Director (new hire fall 2012) – provides overall leadership and management; ensures that direct educational, cultural and other student development services are provided to American Indian students at SDSU; advocates for the unique cultural and educational needs of Native students; monitors professional and student staff and assists with budgeting; holds a faculty appointment in the TLL department;

- Tribal Relations Director/Program Coordinator and Lecturer, American Indian Studies (new hire fall 2012) – provides leadership in working with tribes in South Dakota and the region; develops/updates articulation agreements and course equivalency guides; provides leadership and teaching for the new American Indian Studies (AIS) major and ongoing minor; and along with the director, provides consultation and education on working/conducting research with indigenous populations;
- American Indian Student Advisor (new hire fall 2012) – provides academic advising for American Indian students; refers students to other resources as needed; assists students in exploring career options; supports students in making the transition from high school to college; maintains detailed records; advises the Native American Club (NAC) and assist with AIECC programs;
- Graduate Administrative Assistant – assists with on-campus visits and outreach;
- Graduate Administrative Assistant – assists with AIECC sponsored programming and services;
- Peer Mentors – four (4) South Dakota American Indian students serve as peer mentors for others; and
- Secretary serves as the general office receptionist and provides management services.

During 2013, the AIECC professional staff is working to build a more empowering university context for American Indian students through programs, resources, and services. To this end, listening sessions with tribal members from the Sisseton-Wahpeton Oyate and Flandreau Indian communities were conducted to identify community needs and establish kinship ties. The redesign of academic and student development programs, housed under the AIECC, is an ongoing process that will strengthen the post-secondary experience for SDSU’s American Indian students.

Key outcomes as the result of the establishment of the AIECC:

- Tribal HS Counselors make contact directly with the AIECC when initiating visits to SDSU;
- Incoming students see the Center as the “entrée” to the University;
- Students have built a community of support and the Center facilitates visits that are supportive of the students and culture;
- Visitors to and residents of Brookings see the Center as a clear statement of commitment by SDSU to the American Indian population and history in the state;
- Diversity and inclusion-related events are held in the AIECC.

Office of International Affairs and Outreach

The Office of International Affairs and Outreach (OIAO) is the comprehensive home for international students and scholar services, international undergraduate admissions, study abroad planning, and community connection programs. All services and activities are intended to enrich the experience of international students at SDSU and to expand global engagement for all students, faculty and staff. In addition, OIAO has educational partners on six continents (all except Antarctica).

The unit was initially established in 1988 and focused on creating a number of international education and research exchange partnerships (formerly the Office of International Programs/Affairs). In April 2010, a consultants’ report on the status of International Affairs at the University was received and following its recommendations, the OIAO was created which centralized services.

Also in response to the consultants’ report, the Director of International Affairs position was changed to the **Assistant Vice President for International Affairs and Outreach**. Other key hires over the past two years include:

- Study Abroad Coordinator (new hire Fall 2011) –assists faculty in planning SDSU-based global education experiences and advises students of their study abroad options;
- Manager of International Students and Scholars (new hire Spring 2012) – provides guidance and administrative support to hundreds of international students from over 60 countries;
- International Admissions Coordinator: Recruitment and Admissions (new hire Spring 2012) – provides assistance to potential and current international students about admissions criteria, processes and procedures;
- International Student Services advisor was moved from Student Affairs (Fall 2011) – provides guidance in regard to orientation, interpreting immigration regulations and making the transition to SDSU;
- Program Assistant—supports study abroad and student services (Summer 2012); and
- Graduate Student—assists with programming.

Examples of the positive impact of this more centralized focus on international affairs include:

- streamlined placement process of international students into English courses as needed;
- increase in the number of international undergraduate students at SDSU;
- more support in the development of study abroad opportunities for faculty and students; and
- increased assurance of adherence to rules and regulations related to international students.

Division of Student Affairs

Two units within the Division of Student Affairs provide support for diversity and inclusion efforts. These units are the Office of Admissions and the OMSA. Following are brief descriptions of their primary focus areas as well as updates since 2009 when staffing and programs/other related offices were reorganized.

Admissions Office

The Admissions Office which manages undergraduate admissions processes and procedures for all domestic students reports to the Vice President for Student Affairs. Since 2009, several staffing changes in the Office of Admissions have occurred including:

- A Minority Student Recruiter located on the Brookings campus (position established fall 2012)
- One admissions staff member is now designated as a Transfer Student Coordinator and works specifically with transfer students who are more diverse in terms of age, geographic location and ethnicity (position established fall 2012).

The addition of these two staff positions has resulted in a more targeted recruitment of minorities and transfer students. The positions are too new to have measureable results to report.

Office of Multicultural Student Affairs

The Office of Multicultural Student Affairs (OMSA) leads and manages a variety of programs and services to build an inclusive environment, foster intercultural exchanges, support academic excellence and provide leadership opportunities for underrepresented students. The OMSA staff members develop campus initiatives that demonstrate the valued practice and philosophy of multiculturalism within the university community. Programs and activities promote high achievement among minority students and enhance the University mission by broadening the social, cultural, educational, and recreational experience of students.

In addition to the director, two other positions support the Office including two program advisors: one for African American programs and another for Hispanic/Latino programs, which was added in fall 2012 in order to meet the needs of underrepresented students. Program advisors provide retention advising (in partnership with the major specific advisor), provide advising and training to cultural student organizations on topics such as program planning, leadership development, heritage celebration and intercultural competence, advocate for minority student concerns and issues, and provide coordination/leadership of special projects (e.g., Summer Bridge Program, off-campus living learning communities, and National Student Exchange Program).

Current assessment of OMSA programs and services is focused primarily on the number and level of satisfaction of participants. With the launch of *Impact 2018* all units are required to identify metrics for each strategic goal within the unit level plans. Meeting this expectation will provide more data/input that contributes to continuous improvement with the OMSA. Also, as the use of external consultants to provide an objective assessment of various campus units has become more common, OMSA is primed for such a review which is tentatively planned for the 2013-2014 academic year.

Also managed within OMSA are Veterans' Services and the Office of Disability Services, both key partners in the University's efforts to serve underrepresented groups and individuals.

Veterans' Affairs

The Coordinator of Veterans' Affairs was hired in summer 2012 to serve eligible veterans and their dependents. This position certifies eligibility for financial aid, provides orientation, advises the student organization, refers students to additional services, and builds connections with veterans' service groups in the community and state. The number of students receiving Veteran's Services has increased slightly from 509 in fall 2008 to 568 in fall 2012.

Students are eligible for Veterans' benefits based on several criteria ranging from service during a combat situation, length of active-duty, service related disability (diagnosed disability of 20% or more), or activation of National Guard or selective reserve for 90 days or more. Some students (inactive) with remaining eligibility, may not be taking classes, but can be re-activated once they return.

The Coordinator, a combat veteran, brings empathy and understanding to students who are reintegrating and re-connecting. This additional position has expedited the certification process, and the veterans appreciate the increased support and visibility. Prior to hiring a full-time Veterans' Services Coordinator, the former Assistant Director of Financial Aid was the primary School Certifying Official (SCO) with the Director of Financial Aid serving as the secondary. Since arriving in June 2012, the focus has been to ensure that the Veterans' certification was completed and to organize Veteran Orientation sessions to inform new students about their eligibility and benefits. Additionally, there is a focus on individual students' questions and needs, building University knowledge related to GI Bill benefits, and developing linkages with campus offices (Cashiers' Office) that provide support.

The SCO is in the process of compiling information on services that are available to students, developing a strategic plan with metrics, and identifying funds for programming. The location of the Veterans Affairs Office is in the state of flux due to construction in the Student Union. There is a temporary office on the first floor while the Veteran's Resource Center is being remodeled. The SDSU Armed Forces Association faculty advisor sees this as a place that will "ease the transition between active duty and coming off of deployment and back into school" (*The Collegian*, p.1, January 9, 2013).

Connections have been made with other SCOs throughout the state to share information and processes. This group is developing on-line forms and communication tools for applicants who may qualify for Veterans' benefits. These forms will provide information needed in order for the SCOs to identify eligible students and follow-up. Recent state legislation allows all veterans to attend state schools and pay in-state tuition. It is anticipated that this legislation, along with the designation as a "military friendly school," will increase the number of veterans enrolled and stretch the resources of this new position.

Office of Disability Services

The Office of Disability Services provides services for students with disabilities, is located in the OMSA suite and shares support staff with the Office. Disability Services, staffed by one full-time permanent position, determined eligibility and provided accommodations for 293 students during fall 2012, an increase from 201 in fall 2008.

Faculty members are notified of course-specific accommodations, and adaptive technology is used as needed. Referrals are made to vocational rehabilitation and other agencies as appropriate. Additionally, because of the range of disabilities, there has been a co-requisite increase in the need to proactively support and educate faculty about the legal requirements related to accommodations. There is a part-time person who created digital (MP3 format) textbooks for students. The actual testing accommodations are provided by the Office of Academic Evaluation and Assessment (AEA). The number of students approved for testing accommodations (distraction-free, extended time) has increased from 146 in spring 2009 to 203 in spring 2012. Students needing readers' service increased from 16 in spring 2009 to 22 in spring 2012.

Consistent with national trends, SDSU is seeing an increase in the number of students enrolling with autism spectrum disorder, and interviews with the director confirm that there has been an increase in the number of students with "hidden disabilities" and behavior disorders. According to the director, additional mental health counselors and a buddy system that provides partners for students' social skill development would be helpful in easing the transition and avoiding inappropriate student behaviors.

Challenges for the Office of Disability Services remain and are linked to the growing number of students seeking services and the variety of services needed. Additional staff members are necessary to ensure that students' immediate needs are met in a timely and appropriate manner. Also, the staff needs to strengthen linkages with other service providers at the University, within the SD BOR System, and with community resources serving people with disabilities.

The University is federally mandated not only to ensure equal physical access (curb cuts and snow removal) but also to provide digital educational content (including video), if appropriate. Educational access for students with disabilities provides them with the skills and abilities to be contributing members of the high-demand, high-paying workforce.

Budget Comparison for Diversity and Inclusion

A basic comparison between the amount of funds budgeted for diversity and inclusion related office/events is outlined below. Funds included in the budget calculations are limited to direct allocated funds and do not include program fees or external grants. Financial support for college, department and other unit level positions and programs related to diversity and inclusion are not included.

The dollar amounts identified in FY09 for the Engineering Diversity Coordinator, Native American Student Advisor, and Success Academy have been reallocated to the AIECC. European and Latin American Studies funds are now part of the Modern Languages and Global Studies Department budget. The percent increase from FY09 to FY13 is a 57%.

Table 1
Diversity-Related Budget Comparison FY09 and FY13

	FY 2009	FY 2013
Admissions	\$40,089	\$44,577
American Indian Education & Cultural Center*	\$0	\$242,278
American Indians Studies (academic program)	\$2,640	\$52,688
Disability Services	\$113,032	\$160,362
Diversity Enhancement (FY09) Diversity, Equity & Community Office (FY13)*	\$210,437	\$198,880
Engineering Diversity Coordinator	\$41,294	\$0
European Studies	\$3,500	\$0
International Affairs (Int'l Programs/Affairs & Int'l Student Affairs)	\$255,760	\$512,965
Latin American Studies	\$3,500	\$0
Modern Languages & Global Studies	\$652,813	\$923,737
Multicultural Student Affairs	\$80,940	\$170,698
Native American Student Advising	\$48,779	\$0
Success Academy	\$20,000	\$0
Women's Studies	\$39,110	\$18,175
Total	\$1,511,894	\$2,373,458

*Decrease shown for Office of Diversity, Equity and Community is misleading as the ODEC budget was split into two parts in FY13. Prior to FY13, the American Indian Education & Cultural Center was included in the ODEC budget. As of FY13, the AIECC was given its own budget which included a portion of the ODEC budget.

In sum, numerous organizational changes have been made to foster coordination among and between units, offices and individuals in leadership roles as related to diversity and inclusion on campus. The significant changes include:

- CDO reports directly to the President, meets on a regular basis and works cooperatively with Student and Academic Affairs;
- International Affairs (formerly study abroad, internationalization of curriculum, etc.) and International Student Affairs have been combined and are now housed in a common suite of offices in the H.M. Briggs Library;
- Admissions Office has added two positions focused on working with underrepresented groups;
- OMSA has added a program advisor to work with Latino/Hispanic students;
- Veterans' Affairs is now staffed with a full-time coordinator; and
- The Offices of Disability Services and Veteran's Affairs are housed adjacent to other offices which target special student groups within the OMSA.
- Funds allocated centrally for diversity and inclusion activities have increased by 57%.

Enhancing the centrality of diversity and inclusion: Shared governance and advisory groups

Several key governance/advisory groups have been identified as critical to the diversity/inclusion strategic plan. These groups represent a more concerted effort to increase the shared governance opportunities at SDSU. These include the Diversity and Inclusion Committee; the Tiospaye Council; the President's Students Advisory Council on Inclusion; and the International Committee.

Diversity and Inclusion Committee (formerly Diversity Enhancement Committee)

In 2002, the Diversity Enhancement Committee was created to facilitate communication, coordination and collaboration on matters of diversity and inclusion. Renamed the **Diversity and Inclusion Committee** in Fall 2012, it is comprised of faculty, staff, and students, is chaired by a faculty member and reports to the Faculty Senate. The CDO is the administrative liaison to the committee which includes representation from the OMSA so as to facilitate on-going and regular communication between these two important offices. Committee responsibilities include providing advice and counsel regarding the climate for diversity and inclusion and coordinating advocacy activities.

This committee works collaboratively with the campus community to implement and assess progress toward the institution's strategic plan for diversity. This includes communicating openly, being a catalyst for new and expanding initiatives, enhancing and creating synergy among existing diversity programs and increasing the visibility and cohesion of diversity and inclusion efforts. The CDO and the Director of Multicultural Student Affairs are charged with working "collaboratively with the committee's leadership to coordinate the agenda, convene the group, and support the Committee in fulfilling its responsibilities."

Key accomplishments/outcomes of the Committee since 2010 include:

- Addressing the needs of LGBT students :
 - Increasing membership of the GSA from 5-6 to 30 students as of fall 2012 with three faculty advisors;
 - Finding an institutional place for LGBT interests – space has been identified within the Multicultural Center in the lower level of the Student Union and will be ready by summer 2013;
 - Developing a "safe zone"/ally network – most recent Safe Zone training was held on March 12, 2012 with plans in place to offer a Train -the-Trainer session in summer 2013 with follow-up trainings for faculty, students and staff during the 2013-2014 academic year;
 - Facilitating activities for "Coming Out Month" in October of each year.
- Identifying and studying available data and reports which include diversity related topics;
- Relocating Tetonkaha, the original Native American statuary. The statue's name was changed to "Wenona" as recommended by the Tiospaye Council and supported by the committee. It will be located in Wenona Hall.
- Consulting with student groups to gauge their feelings, experiences and opinions about the climate for diversity on campus; to identify strategies that university personnel and students can implement that facilitate a more welcoming, inclusive environment and to encourage more interaction between diverse groups.
- Exploring the status of diversity and inclusion in the curriculum—In 2010 a sub-committee conducted an evaluation of the SDSU curriculum finding that there are 309 undergraduate courses that have diversity in the course description; 68 are Modern Language courses, 26 are cross-listed with other undergraduate courses, mostly American Indian Studies (AIS) and Women's Studies. There are 41 graduate courses that have diversity in the

course description. Courses were found to address diversity as it relates to age, disability, ethnicity, gender/sex, international/global, sexuality, and cross-cultural perspectives.

Areas in need of attention, as identified by the Committee, and progress to date (2012-2014):

- Continue to explore current status of diversity and inclusion in the curriculum and continue to plan for additional offerings:
 - Africana Studies course will be offered spring 2014 term
 - Global diversity and social justice course is being developed and will be offered spring or fall 2014.
- Conduct more research on ideas from other universities at national and international levels;
- Revisit the committee charter to continue to clarify role/responsibilities of the committee;
 - Committee is part of the shared governance structure; chairs meet as a large group each year to share results and plan for next year; connected to Faculty Senate
- Plan for a campus climate survey;
 - Task force established, instrument identified, fall 2013 implementation planned.
- Seek funds to support diversity and inclusion efforts with focus on faculty development;
 - Grant proposal development to support diversity/inclusion across the curriculum
 - Identification of grant opportunity focused on faculty development/diversity across the curriculum as well as pedagogy.
- Explore possibilities for lowering housing rates for students who stay on campus during vacations and create a list of individuals who are willing to host students in their homes;
- Develop a more comprehensive ESL program;
- Explore opportunities for minority students to present their work in visible campus forums;
- Secure resources for American Indian students to host a large annual event at the beginning of each academic year for incoming students and faculty;
- Create an online bias reporting system;
- Increase the visibility/centrality of diversity and inclusion messages in University literature;
- Continue interviews with additional student groups (i.e., faith-based, veterans, etc.);
- Continue with additional Safe Zone training.

Tiospaye Council

The campus-wide *Tiospaye* Council consists of Native faculty, students, staff, administrators, and members of the Students' Association (SA). *Tiospaye* is a *Lakota/Dakota/Nakota* term derived from two root words: 1) *Ti* = s/he lives someplace; 2) *ospaye* = a piece of the whole. Once combined, these words roughly mean a small piece of the whole, or a smaller group of the entire people who live together. It was and is still a strong organizing unit for the tribal people and communities who call South Dakota home. Once a person is a part of a *tiyospaye*, s/he has responsibilities to community. The Council's name seeks to embody and reflect the model of the *tiyospaye* in fulfilling a purpose of working in collaboration with the AIECC staff and tribal students to identify and prioritize needs, coordinate programs, and recommend policies. The Council's intentions are to support the cultural roots of the term *tiyospaye*—to allow the students to fulfill the expression, *Nake Nula Waun*—I am always prepared. This concept and marriage of cultural terms is done with full respect for the strong cultural backgrounds that the students bring to the SDSU community. The Council helps bridge transitions in a mutually beneficial way in order for Native students to navigate successfully in the higher education context.

The Council members share a commitment to Native student success and increased cultural understanding. Members participate in programs (e.g., SDSU's annual *wacipi* or powwow, annual conferences and lectures on American Indian issues, etc.) and cultivate mutual learning and giving relationships with tribal students, faculty, staff, and communities. For example, the Council sponsors "Soul Soup Friday" for whoever stops seeking physical, emotional, intellectual, or social nourishment. Attendance averages about 11-12 people who report their appreciation for the opportunity for good food and conversation. Other activities include meals during finals week and a graduation dinner and recognition event for Native graduates. Participants report that the graduation recognition events provide an informal, intimate atmosphere for family and friends. The Council's fund-raising efforts have created the endowment for the Native American Emergency Fund that aims to increase tribal student scholarships, among other goals.

President's Student Advisory Council on Inclusion

In spring 2013, this advisory body was created as a means for students to provide substantive input to the President and others on diversity and inclusion. Eight students who represent diverse backgrounds serve on the council and grapple with what inclusion means, identify barriers and solutions, and have their voices heard. Beginning in fall 2013, the council will meet with the President at least once per term. One of the significant outcomes of the council is the development of a study to examine student perceptions and beliefs about inclusion. Students are co-researchers and met with small groups of students during spring 2013 using a focus group approach to collect data (including pictures of and barriers to inclusion across campus). They posed the following questions:

- 1) What does inclusion mean to you?
- 2) What are three things we can do to build a more inclusive campus environment?
- 3) What are the barriers to a more inclusive campus?

Results of the study were shared at the National Conference on Race and Ethnicity in May 2013. Study themes include:

- 1) The need for more community and public gathering spaces;
- 2) More communication amongst and between groups;
- 3) Understanding and acting on the belief that specialized groups (i.e., GSA) can serve as "bridge communities" to the larger university community;
- 4) Desire for more relationship building between students (e.g., especially those who feel marginalized) and faculty; and
- 5) Replicate the Honors College small class size model so more students can benefit.

International Committee

The International Committee advises university leadership on international strategies. This includes planning, partnerships, programming, recruitment, services, and other efforts to more fully internationalize the campus and provide a global education for all students. It explores and develops new international initiatives and strengthens existing programs and services. This is a joint committee of the administration and Faculty Senate and consists of faculty, administrative, professional staff/Non-Faculty Exempt (NFE), Civil Service employees, and students.

The Committee is chaired by a faculty member and supported by staff from the OIAO. Specific responsibilities include: serving as liaison between units to build cohesiveness; maintaining a review of the policies and regulations, programs, and the administrative arrangements; consulting with other entities on campus regarding international faculty development and recognition; international student recruitment, orientation and completion; internationalizing curricula; serving as a liaison between people and programs focused on internationalization and those designed for diversity enhancement, both domestically and internationally; reviewing and providing guidance for existing and new agreements with international universities; advising on strategic use of resources for international education and faculty development and assessing the effectiveness of international efforts and movement toward strategic goals.

Key accomplishments of the International Committee since 2009 include:

- The general education requirements for globalization were updated (to be implemented academic year 2014-2015);
- A full-time Assistant Vice President for International Affairs and Outreach was hired. (The committee served in an advisory capacity in the preparation of the job description and members served on the search committee.);
- Identified the faculty recipient of the annual Faculty Awards for Global Engagement; and
- Study Abroad Health and Safety Guidelines including pre-departure preparation were developed.

Areas in need of attention:

- Helping campus understand and embrace the new globalization requirement;
- Assessment strategies to measure the impact of international experiences on student learning and development need to be identified or created;
- Linkages and partnerships with the Global Studies major within the Modern Language and Global Studies Department need to be built.

President's Advisory Council on Diversity

The mission of the President's Advisory Council on Diversity is to study and evaluate the University's commitment to affirmative action and equal opportunity, and its commitment to diversity of faculty, staff members, students and courses and programs of instruction and to make recommendations to the SDSU President.

The Council has been active since 2009 and meets monthly with the liaison (Chief Diversity Officer) and once at the end of each semester with the president.

Council efforts include: development of an introductory Black Studies course, establishment of groundwork in developing a Black Studies minor, preparation of an oral history of African Americans in South Dakota, facilitation of diversity training for faculty and administrators and development of an exhibition of Dr. Cleveland Abbott's work and life history.

In sum, the work of these governance bodies illustrates the campus commitment to address diversity and inclusion for the betterment of students, faculty, staff, administrators and the community. Measureable outcomes and accomplishments have been recorded, with goals and strategies outlined on a yearly basis for the two Faculty Senate committees. Each spring, faculty leaders from the two Faculty Senate committees participate in an annual "reporting out" session designed to facilitate on-going communication and coordination among groups. The CDO (or designee) participates in all groups designed to serve American Indian students so as to foster coordination and communication among groups.

DIVERSITY, EQUITY AND COMMUNITY STRATEGIC PLAN: UPDATE ON IMPLEMENTATION AND EFFECTIVENESS

As noted earlier in this report, the original Office for Diversity Enhancement strategic plan reviewed as part of the HLC visit in fall 2009 has undergone two major revisions since that time. This section is organized by strategic goal according to the current ODEC strategic plan.

Communities of Practice

An important addition to the strategic plan has been the Communities of Practice conceptual framework. The use of a conceptual framework helps guide decision making, organize and prioritize activities and funding.

Communities of Practice can be described as groups of people who share common concerns, sets of problems, or interest in a topic and who come together to fulfill both individual and shared goals (Wenger, 1998). Communities of practice are grounded in collaboration and are important because they connect people, provide a shared context for individuals to share information with the goal of increasing understanding and insight, enable dialog among people, foster learning, help individuals and units organize around common purposes and generate new awareness and understanding (Cambridge, Kaplan and Suter, 2005). Such communities of practice are “purposeful, open, disciplined, just, caring and celebrative.” (Boyer, 1990).

This approach is used to inform the design and implementation of all ODEC programs. Individuals from different vantage points of the university work together to solve problems develop initiatives and evaluate strategies. This framework may be new for some and familiar to others depending in part on one’s discipline and past experiences. It would be advantageous to expose people to the concept and how it is being used to inform practice.

Recruitment and Retention of Underrepresented Students

The recruitment and retention of underrepresented students is a complex, multi-faceted University priority. This section is organized as follows. First, undergraduate student enrollment data by ethnicity/race is provided for a five year period, followed by retention and graduation rates. Next, a description of domestic diversity recruitment and retention initiatives and outcomes for undergraduate students is provided for the Admissions Office and the OMSA along with information related to paying for college (including scholarships). This section also includes general information on support services available to all students including individuals from underrepresented groups. Special attention is given to programs and services to support American Indian, LGBT and TRiO eligible students. Graduate student enrollment is then addressed followed by a section describing initiatives and outcomes offered in support of international student recruitment and persistence.

Undergraduate Student Enrollment, Retention and Graduation Rates (Domestic)

Undergraduate enrollments by ethnicity for the past five years are shown in Table 2. It should be noted that prior to fall 2010, the process for student self-identification of ethnicity changed from asking students to report on the application form to reporting when they confirm attendance at the start of the fall term. This has resulted in a significant increase in students who report their ethnicity. Due to this change, a comparison over three years is most valid. Over this time period, there has been an increase in the total number of students who identify themselves as a member of a historically underrepresented group (from 734 in fall 2010 to 823 in fall 2012). There has been the most robust growth in the number of individuals who identify themselves as Black or African American, Hispanic, and of two or more races. The ethnic categories of Hawaiian/Pacific Islander and Asian/Pacific Islander or Asian have remained steady. Since 2010 there has been a decline in the number of American Indian/Alaska Native students. The University’s undergraduate enrollment is 90.5% White (Fall 2012).

Table 2
Undergraduate Student Enrollment by Race/Ethnicity, Fall 2008-Fall 2012

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Ethnicity					
Non-Resident Alien (AL)	117	146	152	158	183
American Indian/Alaska Native (AM)	199	212	177	175	159
Asian (AS)	0	0	96	109	110
Asian/Pacific Islander	106	105	0	0	0
Black or African American (BL)	96	114	130	142	164
Hispanic (HL prev HI)	76	98	152	166	182
2 or more races (MR)	0	0	169	167	196
Native Hawaiian/Pacific Islander (PI)	0	0	10	9	12
Unknown (Un+OT+IR)	643	728	129	62	48
White (WH)	9,295	9,391	10,188	10,155	10,064
Total Fall Enrollments	10,532	10,794	11,203	11,143	11,118

Provided by SDSU Institutional Research (IR) Office: IPEDS Data

The decrease in the number of American Indian/Alaska Native students is due primarily to the very low retention rates. A careful analysis of which programs work and which do not is needed in order to move forward and to see an increase in the number of American Indian students enrolling and completing degrees at SDSU. The University is primed to move in a positive direction in regard to continuing to increase the number of domestic students of color with increased staff, programs and commitment.

The retention rates for *all* first-time, full-time students for a five year period beginning Fall 2007 are shown in Table 3. Historically, the retention rate from one fall to the next for *all* first-time, full-time students has been above 76%. Between Fall 2010 and Fall 2011, there was a decrease to 73.5% and between Fall 2011 to Fall 2012 the retention rate increased (74.7%) but was again below the historical averages. Early indicators for Fall 2013 indicate another increase in retention rate to approximately 76.5%. The retention rates for all underrepresented student groups have declined since the 2007-2008 groups. The lowest retention rates are for American Indian students (45.5%) and for those of 2 or more races (46%).

Table 3
First-Time, Full-Time UG Student Retention by Race/Ethnicity: Fall 2007-Fall 2011

Ethnicity	Fall 2007			Fall 2008			Fall 2009			Fall 2010			Fall 2011		
	Enrolled	Retained	Percent												
Non-Resident Alien (AL)	19	17	89.5	12	9	75.0	17	14	82.4	17	16	94.1	18	14	77.8
American Indian Alaska Native (AM)	39	21	53.8	26	17	65.4	38	15	39.5	38	18	47.4	33	15	45.5
Asian (AS)	17	14	82.4	18	15	83.3	16	13	81.3	15	10	66.7	19	14	73.7
Black or African American (BL)	16	11	68.8	16	11	68.8	12	7	58.3	28	15	53.6	21	14	66.7
Hispanic (HL prev HI)	16	15	93.8	10	5	50.0	23	11	47.8	30	17	56.7	36	20	55.6
2 or more races (MR)	0	0	0	0	0	0	0	0	0	31	18	58.1	26	12	46.2
Native Hawaiian Pacific Islander (PI)	0	0	0	0	0	0	0	0	0	4	4	100	0	0	0
Unknown (Un+OT+IR)	143	107	74.8	173	131	75.7	175	138	78.9	28	18	64.3	18	12	66.7
White (WH)	1,606	1,246	77.6	1,675	1,309	78.1	1,708	1,325	77.6	1,920	1,435	74.7	1,916	1,458	76.1
Total Fall	1,856	1,431	77.1	1,930	1,497	77.6	1,989	1,523	76.6	2,111	1,551	73.5	2,087	1,559	74.7

Data provided by SDSU Institutional Research (IR) Office. IPEDS Data

The graduation rates for underrepresented students follow a similar pattern. In most cases, the graduation rates for underrepresented students fall below the institutional averages for the past five cohorts. While the numbers are small, for the fall 2005 cohort (graduating in 2011) the graduation rates for Hispanics, those of two or more races and unknown are higher than the institutional average. SDSU graduation rates for these groups, along with Black or African American students are higher than the national averages, but the completion rate for American Indian (29%) remains lower than national data as reported by the National Center for Educational Statistics report, *The Condition of Education 2012* (see last column* in Table 4 for US Public data from the national report)

Table 4
Undergraduate Student Graduation Rate by Race/Ethnicity: Fall 2001-Fall 2005

Ethnicity	Fall 01 Cohort			Fall 02 Cohort			Fall 03 Cohort			Fall 04 Cohort			Fall 05 Cohort			US Public*
	Cohort	# Graduated	Percent	Percent												
Non-Resident Alien (AL)	3	0	0	3	0	0	0	0	0	0	0	0	2	1	50	-
American Indian Alaska Native (AM)	20	5	25	14	5	36	19	5	26	31	6	19	24	7	29	37
Asian Pacific Islander (AS)	10	3	30	12	9	75	13	3	23	18	8	44	2	0	0	66
Black or African American (BL)	5	1	20	10	3	30	7	0	0	14	3	21	5	2	40	38
Hispanic (HL prev HI)	5	3	60	8	1	13	12	7	0	14	4	29	13	9	69	48
2 or more races (MR)	0	0	0	0	0	0	0	0	0	0	0	0	12	9	75	-
Native Hawaiian Pacific Islander (PI)	0	0	0	0	0	0	0	0	0	0	0	0	4	2	50	-
Unknown (Un+OT+IR)	53	25	47	45	21	47	53	21	40	81	41	51	61	42	69	-
White (WH)	1,318	726	55	1,600	850	53	1,817	1,004	55	1,763	984	56	1,602	958	60	59
Total Fall	1,414	763	54	1,692	889	53	1,921	1,040	54	1,921	1,046	54	1,725	1,030	60	

Data provided by SDSU Institutional Research (IR) Office IPEDS Data
NCES, The Condition of Education 2012, p. 109 Public Institutions

Student Affairs and Office of Admissions Planning

The Division of Student Affairs strategic plan informs and guides the work of the Admissions Office in regard to the philosophy, recruitment plans and enrollment targets for underrepresented students. Recent efforts to define “comfort enrollment” also informs planning. Comfort enrollment is defined as capacity by majors/programs at both the undergraduate and graduate levels based on the current available resources and infrastructure (classrooms, labs) to support the student numbers. There are no percentages identified for specific underrepresented groups and individuals in the comfort enrollment approach.

For academic year 2012-2013 an enrollment management task force was established. Included in the forecast for fall 2013 enrollment is consideration of domestic students of color and international students.

Current enrollment goals related to increasing the number of minority students are:

- Develop SDSU’s presence in out-of-state markets that have a more racially diverse student population (Illinois, Iowa, Minnesota, Nebraska, Wisconsin and Western Undergraduate Exchange states);
- Develop a model to create new markets for domestic students of color;
- Support existing and identify new partnerships with organizations such as Gear-Up and St. Joseph Indian School and Red Cloud High School;
- Collaborate with the SDSU Foundation to identify new scholarship opportunities for economically disadvantaged students and students of color; and
- Collaborate with Academic Affairs and International Affairs to create new agreements with international institutions and with community colleges with high populations of minority students.

Admissions Office efforts to have a presence with and develop relationships with students of color are multi-faceted. These efforts are targeted at increasing the enrollment of first-year, domestic students of color *from the current 161 to 225 students over the next five years*, with emphasis on increasing the Native American student population to more closely reflect the demographic distribution of the state (i.e., 8.9% of the South Dakota population is American Indian; 1.4% Black, 1.0% Asian, 2.9% Hispanic or Latino, American Community Survey, 2011). This long term process involves not only recruitment and retention, but also includes educating staff, developing a welcoming campus, developing financial resources to assist economically disadvantaged minority students, and providing the specialized support services to more closely meet the needs of minority students.

Enhanced recruitment efforts for minority students have included expanding territories to include communities outside the traditional areas of South Dakota, southwestern Minnesota, and northwest Iowa. Attendance at the Minnesota Association for Counselors of Color college fairs, National Hispanic College fairs in Wisconsin and Illinois, Community College fairs in Colorado and California has increased the institution’s visibility and provided direct contact with students of color. In addition, the office hosts students of color during personalized individual visits and hosts small and large groups for campus visits each year. Efforts are made to include OMSA to insure there is ethnically diverse staff present when possible.

Recognizing the need to purposefully recruit Native American students, Admissions staff has increased the number of tribal school visits. Staff has hosted a number of Native American student groups on campus. Rehiring the Minority Student Recruiter position whose focus is building relationships with students of color and their families is the foundation of the minority recruitment program. The person who fills this position needs to have a continuing presence in communities with more racially diverse populations and build relationships with families, schools, and students. This position will provide periodic training for all admission counselors to build awareness of different cultures (Latino/Latina, Hmong) and to discuss relevant concerns.

Communication between the Admission Office, which is responsible for recruitment of all students, and the AIECC, which focuses on Native American recruitment, occurs periodically. In late August, staff from the AIECC provides training for the admission ambassadors and counseling staff regarding programmatic planning for the upcoming year. It is critical for these sessions to occur at the beginning of the new academic year in order to prepare new and to update returning staff members. These conversations are helpful in building awareness about the students being recruited and in developing an understanding of the support services that are specific to the needs of minority populations. Orientation programs, meetings with academic advisors, and knowledge of the resources available on campus are important for building an inclusive community.

The effective recruitment and retention of students to a university is evaluated by the number of targeted students who enroll and ultimately graduate from the institution. The combined efforts of the Admissions Office, OMSA, AIECC, and the University have resulted in the enrollment of new, first year domestic students of color from 62 in Fall 2003 to 161 freshman students of color in Fall 2012, representing an increase of 159 % over the last 10 years.

Role of Multicultural Student Affairs

Another key partner in recruiting and retaining minority students is the Office of Multicultural Student Affairs (OMSA) which serves minority students with staff members assigned to specific groups. For example, the program advisor for African American programs works with, advises, develops programs and activities for, and specializes in serving the African American student population and working with the Black Student Alliance (BSA). The program advisor for Hispanic/Latino programs focuses on this demographic for specific support services, programs and activities. Similarly, the Coordinator of Veteran's Affairs and Disability Services professionals specialize in their areas of assignment and expertise. The program advisors are purposefully linked with Admissions and the Intercollegiate Athletic Department to meet with and recruit students of color and to make them aware of the variety of academic and social support services.

OMSA provides a variety of activities and educational programs focused on enriching experiences, connecting students to other cultures, developing an understanding of cultural traditions, and providing opportunities for social interaction. Since fall 2010, programs have included performances, featuring Salsabrosa and various comedians, "Coming Out Month" events, Martin Luther King, Jr. Celebrations, "Latin" and "Hip Hop" dance workshops and a "Step Show." The fall 2012 saw more events sponsored by the Latin American Student Association (LASA) reflecting the increase in this student groups' engagement. Attendance figures range from 763 for the 2011 8th Annual Step Show and 424 for Dr. Ron McCurdy's address, "Langston Hughes Ask your Momma: Twelve Moods of Jazz," to 20 or fewer for some events and films (La Estrategis del Caracol [the strategy of the Snail].).

The Minority Peer Mentor program is one of the signature retention programs of the office and is managed by the program advisor for African American programs. The Peer Mentor program seeks to pair first-year students with students who have been here longer and to provide links to resources, guidance, and support in transitioning to college and SDSU in particular. Currently, the program is undergoing some modifications with a target of increasing the mentor/mentee pairs from four (4) to up to eight to ten (8-10) for fall 2013. Plans for how to assess the effectiveness of the program are still under development.

In April 2013, a *Student Summit on Diversity and Inclusion* was held for student leaders to develop an understanding and appreciation of diversity and inclusion and to gain skills that will help them share and practice this knowledge in their student leadership roles (intercultural competence). This new educational opportunity sponsored by OMSA, ODEC, the AIECC and others, targeted SDSU student leaders including Students' Association (SDSU student governance body) Community Assistants (located in the residence halls), admission ambassadors, peer mentors, Orientation leaders, and leaders of other student groups.

Approximately 200 students attended the *Student Summit* as their schedules allowed. Students reported enjoying the interactive nature of the breakout sessions and the opportunity to meet other student leaders. They learned that "discrimination is not always recognized", appreciated the opportunity to "think outside of my own perspective" and that "valuing each person" for their differences and own culture are important. Students also had suggestions for future summits which included having more breakout sessions, including more women panelists and speakers and types of diversity (i.e., LGBT, religious beliefs, etc.). One student commented that he/she realized, "a feeling of not being as nearly non-racist as I thought." The feedback from this assessment will be used to inform future events and represents an increased focus on assessment within the OMSA.

In addition to providing these events and activities that broaden cultural perspectives and enrich the connection with the University for culturally diverse students, more purposeful assessment and evaluation needs to be conducted. Currently, the focus of any assessment of programs is limited to the number of individuals who participate and anecdotal reports. More focus needs to be on the impact of the OMSA-sponsored programs on student learning.

Paying for college

Paying for college is one of the largest obstacles for many SDSU students, including those from historically underrepresented groups. Ninety percent (90%) of students who attend SDSU receive some type of financial aid. Moreover, results from the fall 2011 Student Satisfaction Inventory (Noel Levitz, 2012, Student Retention Predictor Model, SDSU) identified financial concerns as being one of the most common reasons students leave the institution. Access to both federal financial aid and scholarships are keys to student persistence and completion.

The SDSU Financial Aid Office is the primary manager of resources for minority students with funds provided by individual donors. The minority scholarships are primarily for American Indian students with the total amount of scholarship dollars averaging near \$100,000 per year. The Financial Aid Office also coordinates agency funding for American Indian students. The Bureau of Indian Affairs (BIA) funding of approximately \$175,000 is provided through the students' Tribal Higher Education Office.

The Gates Millennium Scholarship is awarded by the Gates Foundation to minority students based on need, academic achievement, activities and leadership. Students can use Gates funding to attend any accredited higher education institution. The Native American Gates Scholarship awards average about \$325,245 annually, support approximately 22-25 SDSU students.

The financial aid office also receives approximately \$365,000 per year from the South Dakota Education Access Foundation (SDEAF) to award scholarships to students with significant financial needs. SDSU designated the following for priority consideration when awarding these funds: minority students (race other than white), near Federal Pell Grant qualifier, students with high loan debt, non-traditional students, transfer students and students with other special circumstances. Students from historically underrepresented groups are the top priority for need-based awards (approximately \$205,000 in annual awards since 2009-10).

A noteworthy event is passage of the first-ever needs-based scholarship program by the 2013 State of South Dakota Legislature. The scholarship was established and \$200,000 in funds were allocated for fall 2013, to serve the six (6) regental institutions in the state.

Also, in response to the need for more financial assistance, the Division of Student Affairs developed the Student Employment Program to be launched for fall 2013 to help support students and families pay for higher education. Students participating in the program will receive a \$1,000 commitment from the university, which will be applied to their tuition bill at the beginning of the semester. Participants will work no more than 15 hours per week in specific units, earning hourly wages to offset the cost of tuition.

Additional programs and services to support student success

Other programs and services are available for all SDSU students, and students of color are encouraged to take advantage of the comprehensive array provided by the Wintrade Student Success Center and other units.

- First Year Advising Center (FYAC) – Academic advisors in the FYAC advise all new, incoming, first-year students who enter fall or spring (except those enrolled in General Agriculture, Pre-Nursing and Pre-Pharmacy who have their own college-assigned professional advisors). The mission of the FYAC is to assist students with the transition to college and to build a firm academic foundation. In collaboration with academic advisors, students set academic, career, and personal goals that will lead to personal and intellectual growth. During academic year 2011-2012, 2,121 students were advised.
- Early Alert, an early intervention program, allows instructors to inform advisors and others about challenges students are having in the classroom within the first three weeks of the semester and throughout the term. The program was piloted in 2011-2012 with 15 100-level courses included. Nearly 9,000 (8,583) academic and personal alerts were created with 2,337 students receiving one or more. Beginning in 2013-14, all 100 and 200 level courses will be included in the Early Alert program.
- Tutoring/Supplemental Instruction – The Wintrade Tutoring and Supplemental Instruction (SI) Programs provide free academic support for SDSU students enrolled in historically difficult courses. Goals of the tutoring and SI programs are to increase student's understanding of course material, to develop study skills, and to increase self-confidence related to the course material. The purpose of tutoring and SI is to help students help themselves or to guide students to the point at which they become independent learners.

Tutoring typically occurs in small groups of three or four students, while SI sessions are offered in a walk-in format. Tutoring and SI sessions are led by undergraduate students who have been successful in the course and have been recommended by professors. The tutors and SI leaders facilitate a collaborative learning environment in which students work together and integrate course content with study skills.

In an effort to reach more students, the number of courses linked with academic support has increased. During the fall 2009 semester, SI was offered in six courses. By fall of 2011, the Wintrose Tutoring Program was collaborating with TRiO Student Support Services and SI is now offered in 13 courses. Both SI and tutoring have experienced significant growth: in the fall of 2009, SI was utilized by 732 students who visited a total of 3,595 times; and tutoring services were used by 758 students who visited 4,251 times. During fall 2012, the both programs served a total of 2,108 students who visited 12,914 times.

As described, a comprehensive set of support services are offered for all students. One on-going challenge is to connect students with the available resources and to ensure that students are actually using them. In discussions with successful students at the end of their first year, the majority reported that they wished they had used all of the available services sooner and to a greater degree.

A focus on American Indian student recruitment and retention

Almost 9% of the South Dakota population is self-identified as American Indian. In fall 2012, 1.4% (n=159) of the SDSU undergraduate student population were American Indian, and in spring 2013 1.6% (n=175) are American Indian. One long standing goal for the University is increasing the number of American Indian students to more closely match that of the state.

The SD-BOR undertook an interpretive study in fall 2012 providing additional insight into the American Indian perspectives on college-going in South Dakota (SD-BOR, May 2013). Key themes include:

- Obstacles and anxieties related to going to college include financial challenges, lack of mentorship, fear of leaving home and family, fear of new culture and potential alienation.
- Reasons for attending colleges include being able to more fully support one's family and set a positive example for others, providing service to tribe and proving one's self.
- Important mediating influences are family, tribe and school (can be either positive or negative)
- Factors which impact school choice include geographic proximity, family's past experience with college, size of the college, programs offered, and student services.

The report outlines specific recommendations for improved access and success for American Indian students. These recommendations include improved outreach to high schools (i.e., sustained, family-centered and holistic), more scholarships and grants, expanding American Indian student centers and programs, enhancing American Indian "cultural footprint" on campus, and an increased focus on retention (i.e., building community and relationships).

The findings of this study and other research, as well as the experiences of current Native professionals at SDSU are used to inform practice. Even though the University has a long way to go in reaching this goal, numerous programs and strategies have been identified and implemented with varying degrees of success reported and are presented in the following sections. The SDSU-Flandreau Indian School Success Academy (Success Academy) was one of the most comprehensive programs. Even though the program is no longer offered in its original form, many lessons were learned which have informed the next generation of programming and strategies targeted to meet the needs of American Indian students.

SDSU-Flandreau Indian School Success Academy

With a focus on preparing more American Indian students to attend college, the Flandreau Indian School (FIS) and SDSU partnered to develop the SDSU-Flandreau Indian School Success Academy in 2000. Success Academy was an early and intensive college preparatory program for Native American high school students. It exposed students not only to college, but also to careers open to college graduates. The primary goals were to increase college access for American Indian high school students and to transform the university, at the institutional level, in ways that have long-term impact for Native Americans.

Activities designed to meet these goals included hands-on workshops and campus visits for daylong academic sessions, followed by dinners and co-curricular activities for FIS freshmen. FIS juniors participated in a four-session “Preparing for College, Native-Style!” program with the help of 25 retired faculty, staff and community volunteers. FIS seniors enrolled as concurrent students in English and math courses. In addition, they completed all necessary applications, FAFSA forms, ACT tests and departmental visits in order to qualify for college admission in the fall.

Key outcomes included:

- Before Success Academy only five (5) FIS graduates per year had attended FIS since they were freshmen. Four years later (2004), 47 graduates had attended FIS for four years of high school; this trend continues;
- Only a handful of FIS students attempted higher education before Success Academy. Among the 59 FIS seniors who graduated in 2012, 50 said they planned on pursuing post-secondary education of some kind. The FIS has not provided follow-up information on how many actually attended;
- Over the 2004-2012 year period, 52 Success Academy scholars had enrolled in SDSU as true freshmen. Before Success Academy on average, one (1) FIS graduate per year enrolled at SDSU;
- Since 2000, about 300 faculty and staff have been involved with planning and presenting;
- About 4,000 SDSU students have worked one-on-one with FIS students as co-planners and co-presenters of Success Academy workshops. Multiple service-learning projects have taken SDSU students in the fields of education, nursing, English and health into the FIS. For non-Indian college students, the importance of working closely with Indian people cannot be overstated. As one SDSU dean put it: “I just visited with an undergraduate student . . . She told me that this has been one of the greatest learning experiences of her life. It has opened her eyes to working with students from different backgrounds from her own. In addition, she has learned that not all students are naturally motivated and that it is our job to help them see the value of a learning experience. She said that she has grown immensely from this experience.”

In fall 2012, the partnership ended due to funding limitations at FIS. However, many lessons were learned and are informing emerging programs. These lessons include:

- Faculty must be socialized to the learning styles of Native American students. For example, experiential learning and cooperative group activities are more in keeping with American Indian culture than individualized projects that emphasize competition;
- Curriculum must acknowledge American Indian histories and cultures. In addition, career areas of critical need to tribal communities should be emphasized. Hands-on activities in classrooms and labs allow students to picture themselves as Native professionals;
- Systemic change requires persistence, in keeping with Lakota philosophy, which considers not only what is good for today and tomorrow but also what will be good for seven generations into the future;
- Mutuality of need and a willingness to share power are the scaffolding of good partnerships. Decision-making by consensus builds stakeholder commitment and makes programs work;
- Access and inclusion goals will only be achieved when they are priorities of people with power. The central administration, academic deans and department heads must support, with faculty time and budget contributions, programs that benefit students of color; and
- Budget commitments are essential to reflect the institution’s commitment to investing in the education of students of color. It should be noted that since 2005 Success Academy applied for and received \$160,000 from the Citi Foundation; these \$15,000 per year grants supported the cost for 10 FIS seniors to enroll in SDSU English and mathematics course while still in high school. In 2009, the grant was increased to \$25,000 per year. Additionally, the South Dakota Space Grant Consortium provided \$7,500 per year to fund college classes in science, technology, engineering and mathematics also for FIS seniors.

The FIS-SDSU Success Academy model is being adapted to partner with the Sioux Falls School District’s Native American Connections Program and to increase American Indian college access and success. Year one, 2013-14 of this partnership will support faculty visits to Native American Connections courses in Sioux Falls and bring high school age students and their families to the SDSU campus. High school seniors will be provided the opportunity to enroll in college courses at University Center in Sioux Falls (UC-SF, an off-campus attendance center).

A significant change to the program is involving the students’ families to a much greater degree. Under the previous model, few family members were able to participate in activities as most of the students at FIS were from out of

state. The students enrolled in the Sioux Falls School District are South Dakota residents with family members in Sioux Falls thereby providing many more opportunities to connect.

One significant challenge and disappointing outcome of the FIS-SDSU Success Academy was the small number of participants who were actually retained and ultimately graduated. The new partnership involving Native students attending Sioux Falls schools would address this concern in the following ways: 1) the academic rigor of a student's high school curriculum is the single best predictor of college graduation. The Sioux Falls public school, the largest in South Dakota, is known for its commitment to academic excellence; 2) working with Native students from Sioux Falls means working with individuals who are local. Ties to home and family living near SDSU can be sources of support and strength upon which college retention efforts can rest; and 3) SDSU now has a fully staffed AIECC. Its plan for students' retention should make a huge difference in the number of students who remain at the university through degree completion.

In addition to this next generation program, these lessons learned continue to inform other activities, programs and assessment strategies, designed to increase college access and success for American Indian students. Some offshoots of Success Academy are described in the next section.

College Access Challenge Grant (CACG)

In 2010 the AIECC staff applied for and received a \$40,000 College Access Challenge Grant (CACG) from the SD-BOR. Renewable for five years, grant-funded initiatives focus on increased retention of American Indian students. Success Academy lessons were used in part to inform the activities and strategies within the proposal. With the additional monies, in August 2010 a four-day orientation, once only available to Success Academy scholars, was expanded to include all incoming Native students. In 2011 and 2012, the CACG provided funding to create an enhanced sequence of transition-to-college experiences for all new Native students.

Three events—Strengthening the Circle in March, New Student Orientation in June, and Strengthening American Indian Generational Education Success (SAIGES) in August—are designed to encourage accepted Native American students to actually enroll. In January, a color brochure is mailed to all admitted Native students explaining the sequence of events and noting that participation would lead to membership in a Native-friendly living-learning community in the fall. A brief description of each program follows.

Strengthening the Circle pairs high school seniors with current SDSU Native American scholars to explore campus educational and cultural resources and to experience a day-in-the-life of a college student. Participants attend classes, tour the AIECC, and meet staff and the Tiospaye Council members. High school-to-college transition issues are discussed. Students complete housing applications and New Student Orientation registration forms. Elders lead conversations about what it means to be a Native American intellectual. The day's activities begin to build a community for the Native students in ways that affirm and honor their identities.

New Student Orientation (NSO) is a two-day program for all incoming students and family members. For Native students and accompanying adults, the NSO experience continues to “strengthen the circle” of friends met in March. A meal with AIECC staff begins the day. Then AIECC staff members assist attendees with NSO check-in, and then students register for fall classes, participate in campus activities and connect with the larger university community. For students who participated in Strengthening the Circle, the NSO fees for housing and meals are waived.

The *First Year Native Scholars Orientation* program (formerly SAIGES) is an intensive, four-day orientation for Native students. This program helps them develop confidence and learn the “how-tos” of textbook reading, note taking and critical thinking. Team building and group leadership skills are emphasized. Additionally, incoming freshmen are paired with Native peer mentors who help them outline schedules, locate classrooms, buy books and meet academic advisers. During 2012, 25 Native students participated.

A thorough evaluation of SAIGES 2010 was done by the SOC 709 Evaluation Research class in March 2011. During interviews, students expressed satisfaction with the program and comments reflected the following themes: 1) Friendships were made and students felt culturally connected; 2) Students gained knowledge of SDSU and its resources; 3) Students felt more prepared to succeed and interact with professors. A significant recommendation was to intentionally continue programming, similar to SAIGES, throughout the school year. With the addition of two new AIECC professional staff members during Summer 2012, this suggestion was implemented.

Nineteen students attended the three transition-to-college activities in 2010. Two are now enrolled at SDSU. Twenty-five students attended these activities in 2011; four are still enrolled at SDSU. Another 25 students attended in 2012, with 11 students currently enrolled at the University. Twenty-five students is the maximum number for which funding is currently available through the CACG.

One of the outcomes of Strengthening the Circle, New Student Orientation and the First Year Native Scholars Orientation (formerly SAIGES) was the formation of a Tioti Living/Learning Community (LLC) involving all participants for the following academic year. "Tioti," a combination of the words "tiospaye" (family) and "tipi" (dwelling), is the LLC for Native and non-Native students interested in American Indian cultures. With support from the AIECC staff and the Tiospaye Council, two non-Native students serve as Tioti LLC coordinators. Community programs, designed to strengthen students' sense of self, are held either in the residence hall or in the AIECC. Of the 25 students who participated in the 2012 CACG-funded events, 14 elected to live in the Tioti LLC.

The Tioti LLC was recently renamed the Oyate Yuwitaya Tipi, The Tribes/Peoples Live Together. The process of identifying the new name is an excellent example of the guiding conceptual framework of Communities of Practice. The director of the AIECC collaborated with a small council of Dakota elders, the Native American student advisor and Native students to select the new name. The Oyate Yuwitaya Tipi LLC members will participate in a workshop designed to reflect the mission and values of the AIECC and to help emerging Native scholars develop their voice and name their feelings within the broader context of the University.

The Native American Student Advisor is a key leader and partner in all of the programs designed for American Indian students. The advisor works one-on-one with students, partners with faculty, residence hall staff and others to assist students.

Another recent development in regard to building the support system and opportunities for American Indian students is the Educational Assistance Agreement between SDSU and The Association of American Indian Physicians (AAIP). This agreement outlines the exchange of services to increase American Indian representation in the health professions (provide information about financial assistance, health care careers, mentoring).

Importance of the AIECC

As stated previously, one of the primary goals of the AIECC is to work toward increasing the number of American Indian students who attend and graduate from SDSU. The development of the AIECC has centralized support services and provides a gathering space for Native and other students. Recognizing the need to purposefully recruit American Indian students, there are an increasing number of tribal school contacts directly to staff at the AIECC who facilitate the visits and career events with Admissions staff. AIECC staff has hosted a number of American Indian student groups for tours and visit opportunities.

Since the opening of the AIECC there is evidence of use by students and others. During summer of 2012, 305 individuals visited the Center and during the fall term an average of 200 individuals per month signed in, with 290 visiting in October and 130 in December. In January and February 2013, the average number of visitors was 242 per month. Individuals indicate that they come to the Center to visit, study, use computers, hang-out, and work or attend meetings. Often visitors indicate that they are at the Center for multiple reasons; for example, they might be studying and using the computers. Additionally, in November 2012, students from the Pine Ridge Middle School (31), Cheyenne Eagle Butte (17) and Sioux Falls (18) High Schools school visited the Center. In February 2013, three (3) students from Lower Brule High School visited. SDSU nursing and mass communications classes have also visited during the past academic year.

Preliminary communication efforts between the Admission Office staff, who are responsible for recruitment of all students and the staff at the AIECC (and other areas) holds promise for building more intentional conversations and activities. These conversations are helpful in building awareness about the students being recruited and the specific needs of these minority populations. Orientation programs, meetings with academic advisors, and knowledge of the resources available on campus are important for building an inclusive community.

There are strong communications linkages between the Admission Office staff, who are responsible for recruitment of all students and the staff at the AIECC (and other areas) holds promise for building more intentional conversations and activities. These conversations are helpful in building awareness about the students being recruited and the specific needs of these minority populations. Orientation programs, meetings with academic advisors, and knowledge of the resources available on campus are important for building an inclusive community.

share information at advising workshops, training sessions, and monitoring student success. Residential Life is working collaboratively to build a strong LLC for Fall 2013.

Additional Services for special student groups

In the 2009 report from the HLC review team, it was noted in the Advancement Section (pg. 4) the following: *GLBTQ students appear to have little support. There is a student organization, the Gay Straight Alliance, but the organization does not have a faculty advisor. A support center does not exist, nor is there a staff member dedicated to serving the needs of this population. Some individual faculty and staff have posted pink triangles or rainbow symbols to let GLBTQ students know they are supportive and welcoming, but there is no coordinated effort in place in term of "safe zone" programming. The team recommends that SDSU make a concerted effort to increase its support for GLBTQ students.*

Three faculty, one each from the following departments, Counseling and Human Development, TLL and Modern Languages & Global Studies serve as advisors to the recognized student organization, GSA. Advisors meet regularly with the group and provide guidance on selected activities and programs. The GSA is also periodically supported by a Graduate Assistant from the OMSA, who serves as a liaison between the group and other units on campus, provides resources, and ideas for activities. Meeting space in the Multicultural Center suite and the Student Union is available; however, the GSA meets in Wagner Hall, a classroom building in the center of the campus. Plans are underway to reconfigure the Multicultural Center (lower level of the Student Union) to add space for a LGBT resource center to be completed during summer 2013. Funds (\$5,000 for 2012-2013) received from the SA are used to support GSA sponsored program and activities.

During 2012-2013, the GSA became more active and visible in the campus community and is transforming from a small, inactive group to an engaged student organization of 30 members. In part, this was due to the support of advisors, heightened awareness of LGBT issues, and the recent conversations within the SDSU community about the addition of a Chick-fil-A franchise to the Student Union. Concerns that were voiced by student organizations, faculty and administration about the franchise prompted a campus-wide dialogue. These concerns resulted in an open forum sponsored by the ODEC and the Division of Student Affairs in September 2012 attended by approximately 100 students, faculty and staff. Following this, the SA passed a resolution stating its commitment to diversity and inclusion (Appendix E). The forum and the SA resolution are positive and proactive outcomes as they reflect an emerging community consensus on the importance of meaningful dialog around complex and controversial topics associate with diversity, inclusion and social justice.

The ODEC, the OMSA, and the GSA sponsor events to raise awareness and to heighten sensitivity of the LGBT community. Sponsored activities range from creating a homecoming float and hosting social events to movies like "Bully" and national speakers "Joe and Bil" "*When the Gays Move into Mr. Roger's Neighborhood.*" The ODEC sponsored Safe Zone Training in March 2012 with 45 participants in the faculty/staff session and 30 in the student session, including SA leaders and student staff from Residential Life. A train-the-trainer workshop is planned for later in 2013.

Additionally, students and faculty attended the Midwest Bisexual Lesbian Gay Transgender Ally College Conference, and the GSA served as a focus group for a research project on micro-aggressions in social networking environments. This project investigated how underrepresented students (GSA, BSA, NAC) perceive and respond to micro-aggressions encountered in social networking sites. Information was presented to student affairs and counseling research classes in order to raise awareness regarding what underrepresented students see and hear that contribute to a hostile living and learning environments.

The University has received funding for TRiO programs since 2001. The Student Support Services TRiO program serves approximately 160 first generation, low income and/or students with disabilities each year. Tutoring, SI, advising and community building activities are provided. Demographic data for 2012 are similar to the past where females (63%) and Caucasians (81%) make up the majority of students. Over the past three years (2010-2012), there has been a slight increase (9% in 2010 to 15% in 2012) in the percent of students with disabilities being served by TRiO. Graduation rates for TRiO participants for the past three years have been between 72 and 73% compared to graduation rates of between 53% and 60% for the University as a whole.

All eligible (low income, first generation) freshman students receive information about TRiO in the spring prior to enrollment. Additionally, information is shared with parents during NSO and students are encouraged to visit the TRiO area while on campus. All applications are reviewed and ranked for greatest need based on a combination of ACT scores, HS Grade Point Averages (GPAs), class rank, unmet need in their financial aid equations, disability documentation, where pertinent, and any other extenuating circumstances. All TRiO services are available to all students (study skills, tutoring, SI, early registration, community service projects, academic and personal counseling, social involvement activities, technology assistance, etc.).

The Upward Bound TRiO program partners with high schools in Sioux Falls (Washington, Roosevelt, Joe Foss) and both the Flandreau Indian and Public High Schools. The majority of the 54 students are low income (90.7%). Prior to 2011-12, the majority (49%) of the 65 students served were Native American; in 2011-12 this number fell to 15 (27%), and 28 of the 54 (52%) students are refugees.

An increasing number of refugee students are receiving services through the TRiO Upward Bound program. This emphasis is relatively new and is a result of a growing population of refugees and children in the Sioux Falls School District (50 miles south of Brookings and the largest city in the state at about 200,000 in population). This increase has been the result of a successful effort by Lutheran Social Services to place refugee families in Sioux Falls. Huron, SD has also seen an increase in the Karen population. Over the past years, SDSU has enrolled refugee students; however, these students are difficult to identify and specific needs for this group are difficult to address by existing units such as the OMSA and OIAO.

Graduate Enrollment

In graduate education, SDSU has increased the ethnic population from Fall 2008 to Fall 2012 (Table 5). For graduate students, the non-resident alien category (i.e., international students) increased from 19.2% to 21.4% of the total population. Similarly, Asians, Hispanics and those of two or more races all experienced proportional increases during this period. While American Indians/Alaskan Natives, Black/African, and Pacific Islanders all experienced declines, the overall minority population (excluding non-resident aliens) increased from 10.6% to 12.2%.

Robust advertisement and other support services are provided for graduate students at the program, college and university levels. However, recruitment of underrepresented domestic graduate students is limited by the graduate degrees offered and available research funds to support student activities. More importantly, lack of scholarships and grants to underwrite the tuition and fee costs are specific impediments.

Table 5
Graduate Enrollments by Race/Ethnicity Fall 2008-Fall 2012

Ethnicity	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Non-Resident Alien (AL)	257	309	315	320	314
American Indian/Alaska Native (AM)*	33	37	34	18	18
Asian (AS)	0	0	24	30	32
Asian/Pacific Islander	13	22	0	0	0
Black or African American (BL)	17	20	23	22	15
Hispanic (HL prev HI)	9	14	19	20	22
2 or more races (MR)	0	0	19	23	25
Native Hawaiian/Pacific Islander (PI)	0	0	2	2	3
Unknown (Un+OT+IR)	43	41	45	29	25
White (WH)	962	1,139	1,132	1,118	1,011
Total Fall Enrollments	1,334	1,582	1,613	1,582	1,465

Data provided by SDSU Institutional Research (IR) Office (IPEDS data)

*The decrease in American Indian/Alaska Native graduate students is related in part to the successful completion by 18 students over the past 2-3 years in the Prairie PhD/MS program.

The Graduate School's strategic plan (2013-2018) includes a goal of increasing the enrollment and graduation of students from historically underrepresented groups (domestic students of color) by 3% each year (an average of 4-5 students each year for a total increase of 20 students over the 5 year period). Strategies to meet this goal include working with communities to identify careers in demand, additional scholarship funds and graduate assistantships, and working closely with graduate program coordinators to examine current program options for relevancy.

International Student Diversity Recruitment and Retention Initiatives and Outcomes

As stated earlier, in 2011-12 international initiatives and support services were centralized. The Assistant Vice President for International Affairs and Outreach and staff facilitate international undergraduate student marketing and recruitment, review credentials and make decisions regarding admission. Additionally, staff members provide immigration advising and other services to students upon their arrival. The 3-day orientation for international students (both graduate and undergraduate) held in Fall 2012, provided airport pick-up, an orientation to the campus, course placement based on Test of English as a Foreign Language (TOEFL) scores and course selection.

To ease adjustment to life at SDSU, students were provided with ways to integrate with domestic students. The International Relations Council participated in both the Student Organization Fair and the Study Abroad Fair, with the intent of encouraging domestic students to interact with the international population. This year, the OIAO incorporated events that were scheduled for domestic students (Campus Tours Jackapalooza, Convocation, and the Helping Everyone Reach Optimal Health (HEROH) Dance) with the international student orientation schedule. This integration gave new international students the opportunity to engage with their domestic counterparts and US culture early in their stay. During the Fall orientation, no evaluations were collected; however, in the Spring of 2013, OIAO provided an opportunity to evaluate the orientation experience. As new events are implemented, informal evaluations are used that help determine what is working based on attendance and interest.

International student recruitment is a major priority for SDSU. Since the reorganization (Summer 2012) the number of undergraduate international first year students has increased from 18 in Fall 2011 to 43 in Fall 2012. Spring 2013 numbers were also dramatically increased, from 8 new undergraduate students in Spring 2012 to 39 in Spring 2013. As of May 2013, the office is projecting the number of new international first-year students for Fall 2013 to be approximately 50. The total number of new international undergraduate students (first-year and transfer students) is estimated to be approximately 90 for Fall 2013 (up from 69 in Fall 2012).

In 2012, a total of 469 international students, from 66 countries attended SDSU; the largest groups come from Nepal (72 students), China (65), India (62), Bangladesh (25), Ghana and South Korea (23 each).

International Student Programming

The OIAO oversees and implements various international/cultural programs hosted throughout the year including: International Night, Nepal Night, India Night, China Night, Africa Night, and the Festival of Cultures. The responsibility for working with the international student groups and developing and implementing campus-wide events is facilitated by a graduate assistant. OIAO also provides workshops addressing international students' needs such as Optional Practical Training, Curricular Practical Training, and F1/J1 regulations. Staff members advise the International Relations Council, which is recognized by the SA.

During the fall 2012 semester, events were hosted by the OIAO for International Education Week with the intent of encouraging US students to engage the international community both here at SDSU and the world in general. Presentations on various countries occurred both on the Student Union Market Stage and in Larson Commons during meals. The OIAO also facilitated a discussion following the showing of the movie *Crossing Borders* which was sponsored by a grant through Michigan State University and cooperated with the South Dakota World Affairs Council to highlight its program, "Paging through Turkey."

The International Diplomat program was introduced in fall 2012 to encourage current international students to help new international students transition to SDSU. Diplomats, who serve as student mentors, assist with international student orientation and then stay in contact with their new student during the first semester to ensure that there are resource people to help with questions during the transition to US culture. The international student affairs staff continues to help new students transition and do so on a daily basis; however, the Diplomats are, at times, seen as a friend rather than a formal advisor. As a result, there can be a quicker resolution to issues as students may be

more willing to share concerns with a friend rather than a university official. Feedback is sought from current Diplomats about how the program is going and changes that should be made.

For spring 2013 graduation, the OIAO held a “Sash Ceremony” to honor international graduates as they celebrated their accomplishments in the presence of faculty, friends and family. The sash ceremony recognized and honored the commitment of the international students, who study in a second language, far from home and celebrated their success. Presented prior to commencement by the University President, the sashes, sewn in colors corresponding to the colors of each country’s national flag, were worn proudly during the ceremony. The brightly colored sashes, when seen at commencement, emphasized the diversity of the international student population.

As new events are implemented such as International Education Week, there have been informal self-evaluations; these are used to determine what has worked and what hasn’t based on attendance and interest. Orientation evaluations will provide ample feedback from new students on the program and how diplomats are doing.

A comprehensive English as a Second Language (ESL) program is needed to support international students. Currently, SDSU offers three ESL courses: ENGL 3, ENGL 13 and ENGL 23. While these serve a certain group of individuals, many of the international students need a more intensive, comprehensive program in order to be most successful in their studies. There is a national search underway to recruit an ESL director to develop, implement and evaluate a comprehensive ESL program on the SDSU campus.

In sum, these efforts are part of the evolutionary process to enhance the enrollment, retention and graduation rates of underrepresented students. Some initiatives, while relatively new, have seen success in recruitment particularly for international students. Enrollment of African American, Hispanic and students of two or more races has seen slow growth, while enrollment of Native Americans has decreased by 9% since 2012 and by 25% since 2009.

Recruitment and Retention of Underrepresented Faculty

While increasing the diversity of faculty and staff has long been a goal of the University, limited progress has been made over the past decade. Moreover, until the 2012-2013 academic year, no formal programs or initiatives were in place to provide the guidance and financial support to help reach this goal.

As noted in Table 6, over the 2008-2012 period for all categories of faculty (Tenured, Tenure-Track and Term Full-Time), there was a decrease in total faculty from 596 to 591 (approximately 1%). Over this period, the greatest increase was in the number of Asians from 37 to 63 and non-resident aliens from 15 to 20. There was a small increase in the number of American Indian or Alaska Natives from one (1) to three (3); similarly, there was an increase from five (5) to six (6) in Black or African American. There was a slight decrease in the percent of White faculty from 86.7% in 2008 to 83.2% in 2012.

During this same period the number of women faculty increased from 239 (40.1%) to 256 or to 43% of the faculty. Most of the increase for women has been in tenure-track positions where the number increased from 37 (30% of the tenure-track faculty) in Fall 2008 to 56 (43%) in 2012.

Table 6
Tenured, Tenure-Track, and Term Full-Time Faculty: Fall 2008 and Fall 2012

Race/Ethnicity	Fall 2008					Fall 2012				
	Women	Women%	Men	Men%	Total	Women	Women%	Men	Men%	Total
Nonresident Alien	3	0.50%	12	2.01%	15	10	1.69%	10	1.69%	20
Hispanic/Latino	7	1.17%	3	0.50%	10	4	0.68%	3	0.51%	7
American Indian or Alaska Native	1	0.17%	0	0.00%	1	2	0.34%	1	0.17%	3
Asian	0	0.00%	0	0.00%	0	9	1.52%	54	9.14%	63
Asian or Pacific Islander	4	0.67%	33	5.54%	37	0	0.00%	0	0.00%	0
Black or African American	2	0.34%	3	0.50%	5	2	0.34%	4	0.68%	6
Native Hawaiian or Other Pacific Islander	0	0.00%	0	0.00%	0	0	0.00%	0	0.00%	0
White	219	36.74%	298	50.00%	517	229	38.75%	263	44.50%	492
Two or More Races	0	0.00%	0	0.00%	0	0	0.00%	0	0.00%	0
Race and ethnicity unknown	3	0.50%	8	1.34%	11	0	0.00%	0	0.00%	0
Total	239	40.10%	357	59.90%	596	256	43.32%	335	56.68%	591

Data provided by SDSU IR Office (IPEDS data)

In response to the limited growth in the number of faculty from Hispanic/Latino, American Indian/Alaska Native and Black/African American groups, in Fall 2012, three initiatives were developed to support hiring of diverse faculty. These include: Bridge Funding, Diversity Postdoctoral Fellowship Program and Dissertation Fellowships.

The purpose of the *Bridge Fund for Diverse Faculty Hires* is to provide financial support to academic departments that have identified, either through a national search or a target of opportunity procedure, highly desirable candidates of color to fill full-time tenured or tenure track positions. The fund will be used as a resource to complement, not replace, funds regularly available to a unit. The funds can be used to supplement a unit's existing resources for a maximum of three years. There are also plans to develop a bridge funds for spousal/domestic partners.

The *Diversity Postdoctoral Fellowship Program* is designed to attract highly qualified emerging scholars from underrepresented groups to tenure track positions through research and teaching experience. Funding will be available for up to two years, and recipients are paid \$35,000 per year plus benefits.

The *SDSU Underrepresented Scholars Dissertation Fellowship Program* is designed to recruit graduate students from underrepresented groups who are completing dissertation research. Fellows will teach one course each term, while focusing on completing their dissertation. They will work with a faculty mentor, receive academic year faculty appointments, and be eligible for benefits including health insurance.

The first program to be piloted is the dissertation fellowship with two fellows selected for the 2013-2014 academic year. The process of initiating this program is reflective of the communities of practice model. The CDO worked with college deans, department heads, the provost and student affairs staff to initiate the program.

Next steps in further diversifying the faculty are:

1. Identify and commit additional funds to support all three programs.
2. Develop a realistic time-frame for achieving goals. For example, a five-year plan for some disciplines/departments is unrealistic because the pool of candidates is small.
3. Monitor and report on progress.
4. Foster the understanding that retention is as important as recruitment.
5. Provide mentoring by senior faculty.
6. Recruit in clusters.

It is also important to realize that a systemic approach involving programs and initiatives that foster a healthy climate are needed so that faculty (and staff) from underrepresented communities can thrive.

Diversity/Inclusion Initiatives and Educational Programs for faculty, staff and administrators

Since 2009, the ODEC has collaborated with the Teaching Learning Center (TLC) to sponsor faculty development workshops for new faculty. "Talking Circles" were offered to expand understanding of American Indian history and culture during 2009 and 2010. These were fully enrolled and limited to 15 participants to allow for more interchange. In addition, special training was provided through the Anti-Defamation League for student leaders and front-line staff (e.g., advisor, residential life staff) in 2010. With support from the President's Office, an administrator's workshop was conducted in 2009 and 2010. For example, in fall 2010, this featured Dr. Yolanda Moses, Vice Chancellor for Diversity, Equity and Excellence at the University of California, Riverside. Limited formal assessments were conducted of these sessions so no information on impact can be reported.

During 2012, the ODEC offered workshops and mini-conferences to increase awareness of the broader diversity and inclusion framework. These workshops on creating democratic or inclusive classrooms were developed by the ODEC, presented by SDSU faculty, and managed by the TLC. During July and November 2012, two mini-conferences were held with one for Deans, Directors, Department Heads, and central administration and another for faculty. Approximately 50 individuals attended the workshops and evaluations found the program "thought provoking." Comments included the following: "We need more courageous and democratic conversations like these." "It challenged the way we think." "I will think about how we continue our faculty development and curriculum work around inclusive communities, shared classroom governance and personalizing education to the learner." Workshops in 2013-14 will continue on the topic of inclusive classrooms and will also address how to conduct research in partnership with Native communities.

A Native Student Affairs Symposium entitled, *Merging Academic and Moccasined Pathways: Supporting Native Students in Non-Indigenous Institutions of Higher Education* was held on April 8, 2013. One hundred and forty (140) individuals attended and reported that the symposium was relevant to their professional work with Native students. As one respondent noted:

As the administrator of Native Student Services, it was very relevant to my work. I liked the theme of introducing collectivist societies tribal members into individualistic valued institutions and providing perspectives "through the Native lens" so to speak of teaching the student how to survive, thrive and work with their success opportunities and institutional capacity building. The teaching humor introduced was in harmony with Native American (Lakota) teaching, laugh/learning modality and was very effective to lighten the atmosphere and at the same time cause one to think analytically. They were all great presenters and scholarly story tellers of their academic venture accomplishments and their personal cultural life intertwined.

On a scale of 1 to 5, with 5 being excellent, all conference presenters were rated from 3.7 (use of audio/visual equipment) to 4.9 (knowledge of subject matter). Recommendations for improvement focused on technology difficulties and that the symposium was scheduled for too short of time period. Results will be used to inform development of the next symposium tentatively planned for spring 2014.

These are some examples of the continuing education opportunities available for faculty, staff and administrators. Those who organize the events are more intentional in their assessment activities. However, more formal and consistent assessment of events across units/activities needs to be done. Also, there are limited opportunities for individuals classified as civil service staff to participate in diversity/inclusion related education. Customer service training was offered in 2012 for civil service staff which provided a good foundation for future opportunities.

Develop new and enhance existing outreach efforts

Three areas of focus will be addressed in this section on outreach efforts related to diversity and inclusion. The primary focus will be on partnerships with tribal colleges and other American Indian organizations and communities. Also included are SDSU Extension and international consortia and articulation agreements, all of which demonstrate progress toward this goal in the strategic plan.

Linkages with Tribal Colleges and American Indian Communities

Enhancing linkages between SDSU and Tribal Colleges in the state and region is a focus area. One of the primary responsibilities of the Coordinator of American Indian Studies and Director of Tribal Relations (began fall 2012) is to sustain and enhance current linkages and to identify and build new connections.

Currently, SDSU has course by course equivalency guides and/or program to program agreements with the following tribal colleges in South Dakota.

1. Oglala Lakota College, Kyle, SD (Pine Ridge Indian Reservation) Course-by-course guide, updated 2011 and program-to-program agreement in Engineering. Identification of additional collaborative programs is a focus in 2013-14.
2. Sinte Gleska University, Mission, SD (Rosebud Indian Reservation) Course-by-course guide, May 1996; plan to update in 2013 and identify other potential collaborative efforts/programs.
 - a. Lower Brule Community College (LBCC), Lower Brule, SD is affiliated with Sinte Gleska University. SDSU and LBCC have a general memorandum of agreement (dated 2010) to collaborate as opportunities arise.
3. Sisseton-Wahpeton College, Sisseton, SD (Sisseton-Wahpeton Indian Reservation) Course-by-course guide, updated 2011. Identification of additional collaborative programs is a focus in 2013-14.

Partnerships and agreements with tribal colleges in adjacent states have also been in place and include:

4. United Tribes Technical College, Bismarck, ND (Standing Rock Indian Reservation) Course-by-course guide, September 1995. Update of current guide and identification of additional collaborative programs is a focus in 2013-14.
5. Sitting Bull College (SBC), Fort Yates, ND. No formal agreements with SBC currently exist. A visit will take place in 2013-14 with preliminary discussions and a focus on relationship building.

In addition, SDSU and Red Cloud High School (RCHS) officials signed a formal agreement in February 2013. This partnership supports programs and policies to foster Red Cloud students' interest in pursuing post-secondary studies and potentially attending and graduating from SDSU. Goals include: 1) providing a forum for Red Cloud students to engage with an SDSU advocate/mentor, 2) providing a support network for Red Cloud students matriculating to SDSU, and 3) increasing the graduation rates for Red Cloud students who matriculate to SDSU.

The University is building additional partnerships with tribal colleges and research centers. Recent collaborations have involved the Colleges of Agriculture and Biological Science (ABS) and Education and Human Sciences (EHS). During fall 2012, the Department of Sociology and Rural Studies hosted two representatives of the First American Land Grant Consortium (FALCON), a non-profit, professional association, sanctioned by the American Indian Higher Education Consortium (AIHEC) and represents 1994 Land-Grant Institutions (Tribal Colleges and Universities). FALCON fosters partnerships, promotes professional development and serves as a resource center for members. The participants of a national leadership program, Lead 21, were from Sisseton-Wahpeton and Fort Peck Community Colleges and were at SDSU to learn how the 1862 Land Grant institutions function and to discuss strategies for 1862/1994 partnerships. They visited the Agricultural Experiment Station, the AIECC, Vice President for Research, the SD Experimental Program to Simulate Competitive Research (EPSCoR) Director, and the Dean

and leadership team from ABS. The representatives found EPSCoR particularly interesting and plan to include someone from EPSCOR at the 2013 FALCON annual meeting to encourage more 1994 participation.

In Summer 2012, the Center for American Indian Research and Native Studies (CAIRNS) hosted a workshop in Brookings, entitled, "Approaches to Teaching Lakota Culture," featuring Craig Howe, PhD, Executive Director of the Center. The attendees consisted of K-12 teachers, SDSU faculty and Brookings community members. University faculty from the TLL department, Early Childhood Education and the Tiospaye Council assisted in promoting the workshop. This is an example of the ongoing partnership between SDSU and CAIRNS.

Connections are also being strengthened with tribal communities and cultural groups. Within the Native American community, elders are respected for their knowledge and experience, and the role of elders is to pass down their wisdom and learning to the young. Since the opening of the AIECC, programming has deliberately involved elders who share cultural knowledge with Native (and non-Native) students. Elders who have spent time with students at the AIECC include entrepreneur Dave Anderson (Choctaw/Ojibwe), scholar Craig Howe (Oglala Lakota), and indigenous science educator Lisa Lone Fight (Mandan, Hidatsa and Arikara). The Indigenous Arts Society meets periodically at the AIECC and hosts Native individuals for art retreats. Dakota artists, David and Myrna Louis, taught traditional porcupine quillwork in 2011, and Toshina One Road and family continued quillwork in 2012. In April 2012, Carrie Carpenter-Many Goats and her children participated in a beading workshop. Some visiting artists and scholars use the Tiospaye Lodge, a small beginning of an elders-in-residence program.

Many efforts, some formal and others less so, are being pursued to increase and strengthen connections to Native communities. The formal program-to-program agreements create a pathway for students wishing to transfer from Tribal Colleges and pursue degrees that are perhaps not available. Additionally, the informal collaborative efforts build personal relationships that are critical for developing long-term connections with Native people. These interpersonal relationships that emerge over time enhance understanding and strengthen future endeavors.

Partnering with SDSU Extension

Another key partner in reaching diverse communities across South Dakota is SDSU Extension. With a strong presence throughout the state, SDSU Extension is positioned to help facilitate outreach efforts – those already in place and those yet to be designed. Moreover, approximately every five years, SDSU Extension is required to undergo a Civil Rights Compliance Review which is carried out by the United States Department of Agriculture (USDA) to determine compliance with civil rights laws, rules and regulations. An on-site review was conducted in 2010 which specifically evaluated the effectiveness of methods and procedures to involve individuals from historically underrepresented groups in SDSU Extension programs. Records were examined and interviews were conducted. The final USDA report noted that SDSU Extension civil rights plans, manuals and handbooks are clearly developed, and staffs are trained and aware of requirements. Recommendations were made to extend civil rights training to SDSU Extension volunteers. Gender diversity in program participation and advisory boards was evident and properly documented in youth and adult programs. A recommendation was made to increase the racial diversity of advisory board members and within the Master Gardener program. Outreach efforts serving individuals on the Rosebud Indian Reservation were commended and significant participation by American Indians was reported in all Expanded Food and Nutrition Programs (EFNEP) programs. It was also recommended to better document the efforts to serve underserved and underrepresented populations.

International Consortia/Articulation Agreements

As of May 2013, SDSU has 34 active international agreements: the oldest approved in October 1992 with Hiroshima School of Foreign Languages, Hiroshima, Japan and the most recent approved in May 2013. New agreements are with China Medical University, Tiachung, Taiwan; Salford University of Manchester, Manchester, United Kingdom; and Sungkyonkwan University, Seoul, South Korea. In addition, agreements include universities in Egypt, Republic of Korea, France, Sweden, India, Brazil, Russian, Romania, Germany, Malaysia, and Canada.

There are 13 agreements for International Student Exchanges. The oldest is with Manchester Metropolitan University, Manchester, United Kingdom and the most recent agreement was signed in 2007 with University of Nordland, Bodo, Norway. Agreements exits with the Republic of China, France, India, Sweden, Canada and the International Research and Exchanges Board and the International Student Exchange Program in Washington, DC. Since 2008-09, 42 SDSU students have studied abroad as part of an agreement and 42 students from partner schools have studied here. There has been a decline from 20 participants in 2008-09 to four (4) in 2011-12. In 2012-13, four (4) SDSU students participated in the Student Exchange Agreements.

Multiple reciprocal articulation agreements are in place to facilitate student exchanges both to and from SDSU to other countries/universities. However, student participation has decreased over the past four years. This decline, in part, can be attributed to the institutional changes in International Affairs and study abroad that resulted from the consultant's report. It is anticipated that because staff have been hired, promotion of and study with these partner institutions will again increase.

Develop initiatives that will impact campus climate

Of interest to the University are student and faculty perceptions of the campus community as related to diversity and inclusion. SDSU currently uses three national surveys to gauge student and faculty perceptions. The National Survey of Student Engagement (NSSE) has been administered at least once every two years since 2000. The two national surveys used to inform the University of faculty perceptions include the University of California—Los Angeles (UCLA) based Higher Education Research Institute (HERI) Faculty Survey and the Faculty Survey of Student Engagement (FSSE). First, results from the NSSE which is administered to first year and senior students in the spring are outlined.

Student Perceptions: The National Survey of Student Engagement (NSSE)

The NSSE includes several diversity oriented items and is administered on a two year cycle. Since on-line administration began in 2008, the response rate has dropped from above 40% for both first year (FY) and senior (SR) students to 17% for first year students and 26% for senior students in 2012. This drop in response rate is consistent with national trends.

Responses to diversity items are lower than the Carnegie peers (High Research Activity) and reflect some of the highest effect sizes for all items. Additionally, the means for SDSU responses to the item "To what extent does your institution emphasize encouraging contact among students from different economic, social, racial, or ethnic backgrounds" were lower than the peer institutions.

Cohen's D Effect Size
.20 Small
.50 Medium
.80 Large

As seen in Table 7, the effect size is in the small to medium range (Cohen's D) for both the SDSU FY and SR cohorts. However, the means for most items have increased, and while not yet comparable to the means of Carnegie peer institutions, there is progress on these markers. A higher percentage of FY students (51%) than SR (39%) reported being encouraged to have contact with students from diverse backgrounds which may reflect the increasing emphasis on diversity and inclusion at SDSU.

Table 7
NSSE 2010 and 2012: Institutional Emphasis on Diversity

<i>Institutional Emphasis Areas</i>	<i>First-Year</i>					<i>Seniors</i>				
	<i>SDSU 2012</i>	<i>Peer 2012</i>	<i>EFC SIZE</i>	<i>SDSU 2010</i>	<i>Peer 2010</i>	<i>SDSU 2012</i>	<i>Peer 2012</i>	<i>EFC SIZE</i>	<i>SDSU 2010</i>	<i>Peer 2010</i>
Encourage contact among students from different economic, social, racial, or ethnic background	2.57	2.72**	-.15	2.31	2.75***	2.30	2.53***	-.22	2.31	2.52***
Included diverse perspective (races, religions, gender, political beliefs, etc.) in class discussions or writing assignments.	2.54	2.77***	-.26	2.47	2.77***	2.61	2.75***	-.14	2.50	2.76***
Had serious conversations w/ students of another race or ethnicity.	2.12	2.66***	-.52	2.12	2.67***	2.18	2.70***	-.52	2.10	2.73***
Had a serious conversation with students who are very different from you in terms of their religious beliefs, political opinions, or personal values.	2.41	2.70***	.29	2.36	2.72***	2.45	2.69***	-.23	2.44	2.72***

Note: 1 = Very little; 2 = Some; 3 = Quite a bit; 4 = Very much
* p<.05, ** p<.01, and *** p<.0012-tailed
Mean difference divided by comparison group standard deviation

Because of the demographic breakdown and home states of the students (primarily South Dakota, Minnesota, Iowa) who choose to attend SDSU, these data are not surprising, yet clearly indicate the need for on-going attention to diversity and inclusion. Use of community service, volunteer work and service-learning experiences are methods that expose students to people of diverse economic, social and religious perspectives and are already of interest to SDSU students. Providing additional opportunities to travel to sites in the United States and adjacent countries is a realistic goal for increasing student exposure to diverse cultures in addition to study abroad. Funding for travel and scholarships are needed regardless of target location. Foreign language study is encouraged by linking the need to future job opportunities where students will benefit when they apply for jobs in the broader society. The University continues to incorporate diverse perspectives into the curriculum and to encourage international travel, foreign language study and conversations with diverse others.

Faculty Perspectives (HERI and FSSE)

SDSU faculty participates in the Higher Education Research Institute (HERI) survey which is designed to provide institutions with information about faculty workload, teaching practices, job satisfaction, and academic climate. The survey focuses on undergraduate teaching, and there has been at least a 30% response rate for the last three cycles. Seventy percent (132) of respondents self-identify as White. Over the past two cycles the percent of respondents whose ethnicity is other than White has increased from 13% to 29.5%.

As noted in Table 8, several items on the HERI survey relate to the importance of multiculturalism, knowledge of diverse perspectives as personal goals or goals for undergraduate students and the importance of similar items as priorities for the institution. Over the past three survey cycles, there has been an increase of 14% (46% in 2004-2005 to 60% in 2010-11) in faculty who responded that “helping to promote racial understanding” is a very important or an essential personal goal and over 55% indicate that racial and ethnic diversity should be more strongly reflected in the curriculum. Additionally, 93.5% agree that a racially/ethnically diverse student body enhances the educational experiences of all students. Such results reveal a climate ripe for enhanced diversity and inclusion efforts from faculty within the curriculum.

Table 8
HERI 2004-05, 2007-08, 2010-11 Diversity Items

Priority Statements	South Dakota State University			2010-11 Public
	2004-05 <i>N = 214</i>	2007-08 <i>N = 219</i>	2010-11 <i>N = 187</i>	
Helping to promote racial understanding	46.4%	44.2%	59.9%	72.3%
Racial and ethnic diversity should be more strongly reflected in the curriculum.	56.2%	58.1%	56.5%	49.5%
A racially/ethnically diverse student body enhances the educational experience of all students	88.9%	93.1%	93.5%	94.5%
Faculty of color are treated fairly here.	<i>New in 2007</i>	87.4%	92.9%	90.5%
Gay and lesbian faculty are treated fairly here.	<i>New in 2007</i>	77.3%	82.5%	89.5%
There is a lot of campus racial conflict here.	5.2%	5.9%	10.2%	10.2%

Percentages reported include those who marked very important or essential for the first item in the table.

Percentages reported include those who marked strongly agree or agree somewhat for the last 5 items in the table.

Most respondents (92.9%) agree that faculty of color and (82.5%) gay/lesbian faculty members are treated fairly. However, there was an increase in the percentage who indicated that there is a lot of racial conflict (5.2% in 2004-05 to 10.2% in 2010-11). Further conversation and exploration are needed to understand this perception of increased conflict since 2004. Perhaps the increase can be explained in part due to a greater percentage of underrepresented faculty completing the survey and are reporting on their own personal experiences.

As reported in Table 9, there has been an increase in the percent of faculty who perceive an increase in institutional emphasis in the following areas: pursuing extramural funding (88.1%), strengthening links with the for-profit corporate sector (77.7%), and enhancing the institution's national image (73.7%). Data indicate that less than 40% of 2010-11 respondents perceived that the following items are very important or essential or as the highest or high institutional priorities: recruit more minority students (31%); create a diverse multi-cultural campus environment (35%); promote gender equality among faculty (36%); increase representation of minorities in the faculty and administration (26%); and develop an appreciation for multiculturalism (36%). Since the 2004 survey, there has been a steady decrease in the perception of importance for these items.

Table 9
HERI 2004-05, 2007-08, 2010-11 Perceptions of Institutional Priorities

Priority Statements	South Dakota State University			2010-11 Public
	2004-05 <i>N = 214</i>	2007-08 <i>N = 219</i>	2010-11 <i>N = 187</i>	
Recruit more minority students	41.9%	34.7%	31.5%	46.3%
Create a diverse multi-cultural campus environment	46.4%	37.0%	35.3%	50.0%
Promote gender equity among faculty	46.7%	45.6%	36.6%	47.8%
Increase the representation of minorities in the faculty and administration	40.0%	28.7%	26.2%	40.7%
Develop an appreciation for multiculturalism	<i>New in 2007</i>	41.7%	35.9%	49.3%
Pursue extramural funding	64.8%	79.4%	88.1%	81.2%
Strengthen links with the for-profit corporate sector.	<i>New in 2007</i>	68.7%	77.7%	56.9%
Increase or maintain institutional prestige	57.1%	63.1%	69.4%	74.9%
Enhance the institution's national image	58.1%	68.1%	73.7%	81.4%

Priorities noted as very important or essential, or highest or high priority are included in the %.

Based on data from the past three HERI cycles, faculty perceptions of the institution's commitment to recruiting minority students, promoting gender equity and creating a multicultural environment as a priority have diminished. Similar results are apparent in the 2008 and 2010 FSSE data (Table 10) which is another tool used to ascertain faculty perspectives. Like the HERI, the FSSE also has items related to faculty activities that help students understand diverse perspectives. In 2010, approximately 23% of faculty responded "quite a bit" or "very much" to the item "To what extent do you structure your selected course section so that student learn and develop understanding people of other racial and ethnic backgrounds." Also, 34% selected "quite a bit" or "very much" in reply to the following item, "To what extent does your institution emphasize encouraging contact among students from different economic, social and racial or ethnic backgrounds."

Table 10
FSSE 2008 and 2010 Diversity Items

Questions/Response categories	SDSU 2008	SDSU 2010
	N = 198	N = 248
To what extent do you structure your selected course section so that students learn and develop in the following areas: (% are included for those who responded “Quite a Bit” and “Very Much”)		
Understanding people of other racial and ethnic backgrounds	28%	23%
To what extent does your institution emphasize: (% are included for those who responded “Quite a Bit” and “Very Much”)		
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	38%	34%
How important is it to you that undergraduates at your institution do the following? (% are included for those who responded “Important” and “Very Important”)		
Community service or volunteer work	54%	61%
Foreign language coursework	45%	40%
Study abroad	34%	27%

Also identified in Table 10, in 2010, a larger percent of faculty encouraged community service and volunteer work, while a smaller percentage encouraged foreign language study or study abroad. It will be critical to track the 2014 results to identify any changes. There may be increased encouragement for study abroad due to the enhancement of services to support study abroad in particular with the hiring of a study abroad coordinator and accompanying services.

In sum, both student and faculty surveys reflect the need to increase the ethnic, racial and religious composition of the student body, faculty and staff. Because of the limited number of underrepresented students, it is challenging for the majority of students to have serious conversations with individuals different than themselves due to a lack of opportunity or proximity. Additionally, while faculty themselves may include multiple perspectives in the curriculum and may structure opportunities, discussions of difference may be uncomfortable for the one or two students who represent different voices. Also, faculty perceptions of current institutional priorities may contribute to less engagement with other issues.

Perceptions of Professional (NFE) Staff

In spring 2013, a locally developed survey was administered to SDSU Professional Staff (Non-Faculty Exempt). The survey was sent to approximately 500 professional staff members including those in all areas of the University: Academics, Athletics, Business/Administration and Facilities, Extension, Research, and Student Affairs. There was a 36% return rate. Thirty-three items were included on the survey: basic demographics, job support and professional development, policies, shared governance, professional staff advisory council, communication and collaboration, and respect and appreciation. One of the survey questions specifically addressed diversity and was stated, “SDSU places sufficient emphasis on having diverse professional staff.” Those who completed the survey were asked to respond to the statement on a 4 point scale ranging from 1-4 with a 4 being strongly agree. Responses varied by sub-group of representatives with 84% of those in Extension agreeing or strongly agreeing with the statement and with only 42% of those in Student Affairs agreeing or strongly agreeing. The overall percent of individuals agreeing or strongly agreeing was 74%.

Additional questions also addressed the campus climate for individuals in this employee category with items such as “SDSU’s policies ensure fair treatment for professional staff personnel.” Overall, 59% strongly agreed or agree with the statement and 37% disagreed with the statement. Results of this local survey for Professional Staff will be discussed and analyzed over the next several months.

SDSU Campus Climate Survey under development

While the NSSE, HERI, and FSSE results provide some insight into faculty and student perspectives on diversity and inclusion, the need for a more focused survey has been identified. Interest in defining, measuring and fostering a welcoming and inclusive campus climate is a priority and recently has seen increased interest by the Diversity and Inclusion Committee members.

Beginning in fall 2012, a sub-committee of the Diversity and Inclusion Committee began planning for a campus climate survey to be distributed to students, faculty and staff. Contact was made with Rankin and Associates Consulting to use items from a bank of questions about campus climate. Once purchased, the sub-committee began selecting and fine-tuning questions to match the SDSU context as well as securing Institutional Review Board (IRB) approval, ensuring anonymity, and building interest in the survey scheduled for fall 2013. Results of the survey will provide baseline data to inform the work of the Diversity and Inclusion Committee, the ODEC, and the University.

Additional activities/events which provide insight into campus climate

Research and scholarship is also happening as related to the SDSU climate. For example, one study, directed by four (4) faculty/staff in various departments, was designed to examine the experiences of underrepresented students via social networking sites and how they make meaning of postings that can be classified as “micro-aggressions”. The students from underrepresented groups who participated in the study reported heteronormative statements and images not only within social networking sites, but also in the classroom and residence halls. Such reports identify the need for greater attention to the lived experiences of students from underrepresented groups and for on-going educational opportunities for faculty, staff, and students.

At the strategic planning listening sessions conducted in spring 2012, more attention to art/architecture was encouraged. While some buildings communicate awareness, inclusion and commitment to diversity (i.e., Student Union includes a wide array of original art by artists who are from historically underrepresented groups and/or depict diverse groups), other buildings have only majority culture depictions.

In addition to gathering data via surveys, the SDSU community’s response to campus events provides insight into the current climate. Two challenging and difficult incidents provided SDSU with opportunities to consider where the institution is in understanding and supporting diversity in all its complexity.

Addition of Chick-fil-A to SDSU Dining Services

As part of the expansion of the Student Union, a decision was made to add a Chick-fil-A franchise to meet the food service needs of students. In response, students, faculty, administrators and community members shared varying perspectives, with some supporting the decision and others not. Several venues, including a community forum and several meetings with students, administrators and faculty advisors of the GSA were used to provide opportunities for sharing perspectives. Outcomes of these discussions included:

- An increase in awareness of the importance of advocacy for LGBT individuals;
- An increase in awareness of the growing support system for LGBT students;
- A commitment from the food service provider (Aramark) to fund the promotion of diversity events on campus including the Student Inclusion and Diversity Summit (Tim Wise, writer and activist, served as keynote);
- Establishment of a LGBT resource room in the Student Union;
- Increased awareness and consciousness of the concerns and issues of the LGBT community at SDSU; and
- Increased opportunity to discuss a potentially sensitive and complex issue in a productive and constructive manner.

Racist Graffiti Incident (fall 2012)

Members of the campus community also rallied in response to an incident of racist graffiti targeting American Indian students in one residence hall. A letter to the community from the President, Vice President for Student Affairs, Students' Association President and the President of the Faculty Senate was published in the campus newspaper condemning the perpetrators of this act and making clear that such expressions of hate do not reflect who we are as a university community and will not be tolerated (Appendix F). Additionally, members of the administration, Residential Life, the AIECC, and the ODEC implemented a comprehensive plan to investigate this incident and formulate a concerted response. The AIECC staff met with students to ensure their safety and well-being and sponsored a dialog where Native students expressed their concerns to the community. Residential Life worked with student staff, and students were presented the option to move if they so desired. The ODEC also engaged in considerable outreach through the media and responded to phone calls, emails and letters to the University expressing concern about this incident.

Both incidents provided opportunities for increasing awareness, sensitivity and knowledge of inclusion and diversity. Such conversations are not easy, require careful listening and are teachable moments for all.

Initiatives underway to impact campus climate

Numerous events/initiatives are currently underway to increase awareness and knowledge of diversity and inclusion. Student, faculty and staff participation in such events supports a more informed and welcoming environment. Following is a representative sampling of some of the annual events designed to broaden awareness, understanding and build a more inclusive environment. Additional events are described in other sections of the report (i.e., institutionalizing diversity and inclusion through the curriculum).

- *Consider the Century: Native American Perspectives on the Last 100 Years* began in 1989 and provides an opportunity for discussion around indigenous communities. Topics have included: athletic traditions among tribal peoples, philosophies about land use practices, indigenous peacemaking and its relevance to Native and non-Native students and communities, and the evolution of tribal government. Recent presenters have included members of the Sicangu Lakota Oyate Tribe, Flandreau Santee Sioux Tribe, Standing Rock Sioux Tribe, Oglala Sioux Tribe, Cheyenne River Sioux Tribe, Choctaw Nation of Oklahoma, Cherokee Nation of Oklahoma and Navajo Nation and others. This conference is co-sponsored by the SD Humanities Council, SDSU, Native American Club, Departments of English and Journalism, ODEC, and the Brookings Area Reconciliation Council.
- *American Indian Histories and Cultures Conference* invites Native American and non-Native students, faculty and community members to think about tribal cultures. For example, past and current Tribal College Presidents from Haskell Indian Nations University, Sisseton Wahpeton College, Sitting Bull College and Sinte Gleska University presented their perspectives on 20 years of history in 2008. Susan Power, Native author of *The Grass Dancer*, was featured for "Story-telling" in 2009. In 2010, the conference focused on the "Dakota 38 +2: Engaging History".
- *SDSU Wacipi (Pow-Wow)* will be held in September 2013 and is the 23rd annual SDSU Wacipi. The Pow-Wow is organized by the AIECC and the NAC and draws participants and attendees from the state and region.
- *The Oak Lake Tribal Writers' Retreat* will celebrate its 25th Conference in 2013. Many SDSU faculty members and students have participated in the retreat provides the culture-based writing group with time for reflection, writing and interaction with other Native and non-native writers. The Retreat is considered a model by the nationally-known tribal writers who have served as "mentors" at the retreat. The retreat facilitates extensive networking between SDSU and tribal individuals and entities, and several significant American Indian Studies texts have been published as a result and the Oak Lake Writers' Society, which was created as a result of this annual event.
- *Festival of Cultures* marked its 31st year in 2013. The festival focuses on celebrating intercultural connections and educates the Brookings community, State of South Dakota, and surrounding areas about the rich cultures of individuals who live, work and study in the areas. The day-long event shares diverse language-learning classes and features performances, arts, activities and games, international cuisine and poster presentations in a cultural fair setting. The event is organized and sponsored by the OIAO.
- *University Speakers Series* welcomes a diverse series of the world's leading thinkers about important current issues. Speakers during 2012-13 included: Richard Farkas, professor of political science at De Paul

University and Thomas Hanson, former career Foreign Service officer serving in embassies in Moscow and the Republic of Georgia to speak on Russia as a power in the new global order; Dan Lichter, director of the Bronfenbrenner Life Course Center and faculty member in the Department of Policy Analysis and Management at Cornell University to speak on race, immigration and the future of rural America; and Sherman Alexie, author to speak on his book, *The Absolutely True Diary of a Part-Time Indian* (Common Read selection for 2012-13).

Develop channels of communication through which diversity/inclusion is presented as an institutional value and intrinsic to SDSU's standards of excellence

Effective communication is imperative to SDSU's focus on diversity and inclusion and efforts to move forward on strategic goals. Three strategies are highlighted below and include a brief description and assessment of current status and plans for next steps including the ODEC website (both internal and public), strategic plan documents and governance bodies.

It is recognized that both the internal site (InsideState) and public website are critical avenues 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 campus emergencies, share documents/reports, and register for events. One challenge and concern expressed on university campuses including SDSU are that faculty and staff do not know about events and activities. InsideState is one important mechanism to "get the word out" and to encourage participation.

The public website is the perfect venue to publically acknowledge and state SDSU's commitment to diversity and inclusion and to report on how the University is putting this commitment to action. The ODEC website is still a work in progress; however, a plan has been designed for development and work is underway with the Office of Web Development and Management. The site will be launched during summer 2013, and as with any public website, work will continue on content and presentation. The site includes the following elements:

- SDSU's commitment to diversity and inclusion, including focus on:
 - Building excellence at SDSU on a foundation of diversity and inclusion
 - Centrality of diversity and inclusion to the overall mission/goals of the University
 - President's and Chief Diversity Officer's statements of commitment to diversity and inclusion;
- Features highlighting: Bias Response Team, Champions of diversity and community building, examples of how departments/colleges are making diversity/inclusion integral to their mission, upcoming reoccurring (i.e., Martin Luther King Day celebration; Annual Wacipi) and special, one-time events at both SDSU and in the Brookings Community;
- Links to important documents – Diversity and Inclusion Committee reports, ODEC strategic plan and updates, Memo on State of Diversity at State, diversity assets, Climate Survey reports;
- Links to programs, departments, units, resources where diversity is a key component: PMSA, TRiO, Interfaith Council, Disability Services, Veteran's Services, Councils and Committees, workshops, etc.; and
- Link to Brookings Community resources (Brookings Human Rights Committee, Community calendar, K-12 school district, etc.).

The University Strategic Plan 2013-2018 and ODEC Strategic Plan for 2013-2018 are also critical mechanisms used to communicate with SDSU faculty, staff, student and administrators and the greater community. Strategic plans communicate priorities and plans for achieving strategic goals to both internal and external audiences. Both the SDSU and ODEC strategic plans are available on the internal portal and external website.

Shared governance bodies are another venue through which the University's business is conducted and communicated. Earlier in the report, accomplishments and goals of several of the key governance committees/organizations were described. Please refer to pages 16-19 for this review.

In the planning phase is the identification of *Equity Liaisons/Advisors* for each college. Starting in fall 2013, these designated individuals (primarily if not all faculty) will serve as a liaison between the academic units and the ODEC.

Institutionalize diversity/inclusion through the curriculum

Selected programs/initiatives are described in the following section which illustrate creative and effective strategies for increasing undergraduate and graduate students' and faculty knowledge, awareness of and sensitivity to issues related to diversity and inclusion and increasing contact with diverse individuals and groups. These programs also demonstrate collaboration among on and off-campus individuals and groups. Highlighted are the Common Read, Study Abroad, and Service-Learning along with the inclusion of diversity in the general education curriculum, undergraduate and graduate academic programs.

Common Read (CR)

In Fall 2008, a faculty team reviewed and analyzed the NSSE data with the goal of identifying trends and initiating activities to improve results. One initiative launched was a Common Read (CR) with the following broad student learning outcomes:

- 1) Demonstrate increased knowledge of contemporary issues such as global health, gender roles, literacy, and community service and their effects on society;
- 2) Enhance understanding regarding issues of social, economic and racial diversity;
- 3) Write reflectively and discuss issues related to the book chosen;
- 4) Become engaged in campus life and/or participate in a service project; and
- 5) Consider how they might use their talents to serve others.

In 2009, the CR program began as a pilot with faculty incorporating, Tracy Kidder's book, *Mountains beyond Mountains: the Quest of Dr. Paul Farmer, A Man Who Would Cure the World*, into first year courses. Students were encouraged to attend co-curricular activities, such as Dr. Paul Farmer's address, the Hunger Banquet/Community night panel, and community service activities.

Multiple forms of assessment were used to determine the impact of the program. These included student assessments: reflective writing prompts and items added to the course evaluations (IDEA). Collectively, students viewed themselves as making 'quite a bit' of progress toward the outcomes. The writing prompts emphasized the Paul Farmer lecture, service projects and class discussion. Students noted an increase in "diversity awareness," "self-improvement" and "helping others" as benefits. A math major wrote:

The Common Read activity was not only rewarding, but extremely enlightening this fall. I enjoyed Tracy Kidder's book, Mountains Beyond Mountains. The book really opened my eyes to not only the issues presented...but how one person can make a difference in the world. I also enjoyed the Common Read activities. At the time, I thought they were a nuisance and my homework more important, but looking back, I believe they were very beneficial. The entire experience...filled me with a greater understanding of the world I'm living in.

Assessments were conducted with faculty and included an on-line survey, review of course syllabi, and focused conversations. Faculty support was critical and perspectives were gathered to build an understanding of the value, impact, and emerging best practices. Faculty used a variety of approaches: those in nursing and pharmacy had success integrating global health; animal science faculty discussed de-forestation and the impact on water and food production. Students in classes that more fully incorporated activities and integrated the over-arching themes (transition, resiliency, community) indicated greater achievement of outcomes. Faculty also commented that the cross-campus collaboration, variety of activities, author's visit, and exposure to economic diversity were strengths. Limitations included the variety of approaches taken by faculty which may have restricted "commonality, motivating students to read the book, and fitting this book into an already "full" course.

After first year results were shared with the NSSE/CR committee the CR program was expanded. Since 2009, the CR is coordinated through the Honor's College, and funding for the speakers is provided by the Griffith Honors Forum Lecture and community partners, who have purchased books for Brookings school students.

In fall 2010, Greg Mortenson's *Three Cups of Tea* was selected; in fall 2011, Warren St. John's book about Luma Mufleh, *Outcasts United: An American Town, a refugee team, and one woman's quest to make a difference* was read; and during fall, 2012, Sherman Alexie's *The Absolutely True Diary of a Part-Time Indian* was the selection.

Accompanying the books were co-curricular activities: Diversi-Tea, Kicking It, and Talking Circles, Hunger Banquet with related speakers, presentations on Native American health, refugees in South Dakota, education for women, and authors' keynotes. In the case of *Outcasts United*, both the author, Warren St. John and Luma Mufleh, spoke to the campus community. Where possible, courses incorporated service components such as Habitat for Humanity and Colleges Against Cancer and other efforts. Following the fall 2010 CR, one student commented, "The Common Read events encouraged me to get involved in an Engineer's Without Borders project in Bolivia. Helping this community will not only humble myself, but also give me experience in my field of study by making a difference." Samples from the students' writing reflect the variety of activities and their impact.

Three Cups of Tea, 2010

The two most impacting activities were the Afghan Star and Women's Empowerment in Afghanistan. It shocked me to see how women are treated in the country. Having a 1 in 7 chance of dying in childbirth during your lifetime of having children is unacceptable. No women should fear childbirth, in a place where birth control is nonexistent. It made me realize how easy my life is.

I went to many different things or events I wouldn't normally attend. Doing this was uncomfortable at first, but then it became more comfortable as time went on."

Outcasts United: An American Town, a refugee team, and one woman's quest to make a difference, 2011

I realized many people have overcome adversity or have felt like an outcast; we can all relate to one another in that way.

The book really humbled me and made me realize that I too, as a freshman in college, am undergoing changes in my life like the Fugees did, but to a much lesser level.

The Absolutely True Diary of a Part-Time Indian, 2012

Craig Howe was one of my favorite speakers. . . . He told us about the spiritual side of being a Native American belonging to a tribe. I was lucky enough to have taken a trip to Pine Ridge a few summers ago, so I got to learn about this first hand in Manderson, SD. Craig really tied everything I'd learned previously together.

Assessment themes are positive: students feel more informed about the world in general; they met someone and/or attended an event they would not have attended and feel more involved; they are more appreciative of what they have: health care, education, a country free from extreme violence, family support, etc. The CR provides students with the opportunity to expand their knowledge of contemporary issues, broadens their understanding of economic, social and racial diversity, challenges them to be engaged in the University, to reflect, write and discuss issues and use their talents to serve others. The challenges for the CR are to select current and meaningful books, to provide support, materials and encouragement to faculty, and to purposefully program co-curricular activities to support the learning outcomes.

Study Abroad

The number of SDSU students participating in study abroad varies each year. From fall 2009 to summer 2010, 164 students and 9 faculty members participated in study abroad. From fall 2010 to summer 2011, there was an increase to 213 students and 18 faculty, and there was a slight decrease to 189 students and 14 faculty members from fall 2011 to summer 2012. This decline *may* be due to the retirement of a faculty member who led experiences for approximately 30 students to West Africa. Although the numbers are not yet tallied for fall 2012 through summer 2013, the number of students participating in study abroad experiences appears to be increasing.

To date, the impact of a study abroad experience has not been formally assessed. However, there are plans to collect data, especially at students' re-entry seminars. In the past year, the OAIA collected students' impressions and, in general, students provided favorable open-ended comments about their study abroad experiences.

With the reorganization of the OIAO, a study abroad coordinator position was created to facilitate more student participation and to serve as the advisor for Fulbright & Gilman scholarships. The following improvements have been made:

- A graduate and undergraduate student team was created who are trained/ mentored by and report to the study abroad coordinator. This team brings fresh perspectives and energy. Following training, members share study abroad opportunities in classrooms and represent study abroad at SDSU events including Jackrabbit receptions, Majors Fair, Junior Day, Senior Day and others.
- Study abroad advising team members also provide advice about programs, application processes, financial aid and scholarships. Improvements include face-to-face and online pre-departure orientations, health and safety issues, and re-entry seminars. Advising includes respect for diversity and compliance with affirmative action guidelines.
- Program management improvements include developing new policies and procedures (including billing), application processing, and tracking. A new database, *Studio Abroad*, not only provides information, but also enables tracking students, delivery of all application components (signature documents), passport picture/signature page upload functions and students' emergency contact and health information. This database is connected to the student information system, which make it user-friendly and accurate.
- Promotion and marketing efforts were enhanced to provide more visibility for study abroad. Marketing efforts include posters, online information, classroom visits, study abroad fairs, and a photo contest for returning study abroad students. Marketing is also targeted to underrepresented students including American Indian and non-traditional students.
- Support for faculty and staff-led programs include program development, budget planning, promotion, visa applications, international travel, other logistics and overall guidance. Additionally, faculty/staff members are enrolled in the SD-BOR required medical and security evacuation insurance for international travel. Faculty members are able to track and insure students who are participating in placements that are not officially considered "study abroad" such as traveling to international pharmacy practicum sites, music programs, and athletic competitions.
- Connections to the study abroad professional organizations and international partners are critical. Membership to NAFSA: Association for International Educators and The Forum are maintained. The coordinator serves as the contact for three providers of study abroad programming: International Student Exchange Program (ISEP), International Studies Abroad (ISA) and Council on International Educational Exchange (CIEE). Site visits to Sweden, Prague and Rome resulted in new and improved relationships that more accurately represented these sites to students. For fall 2013, six (6) students have applied for placement: three (3) in Sweden; one (1) in Prague, and two (2) in Rome.
- Collaborative relationships were nurtured with Administration, Admissions, Records and Registration, Financial Aid, Accounts Receivable, and Student Affairs. Processes were streamlined to benefit study abroad students and faculty/staff leaders.
- Community visibility for the OIAO continues and includes coordinating international visitors' schedules, attending South Dakota World Affairs Council and international student groups' events, presenting study abroad information at evening community events, and others.

In summary, efforts to improve study abroad opportunities continue. Improved and streamlined processes and advising services enable informed and timely responses and allow students and faculty to consider and implement study abroad experiences with fewer barriers related to travel, visas, financial aid, insurance, etc. The cultivation of a team of students, improved promotion and marketing and continued efforts to enhance visibility should, overtime, raise the number of participants who return with broader perspectives and increased sensitivity of the world's cultures. Assessments need to be developed and implemented to determine the impact of these improvements

Service-learning opportunities with diverse populations

Service-learning is managed and supported by the TLC because it is identified as a teaching pedagogy. For fall 2012, the number of students who participated in service-learning activities is estimated to be 1,800, with 55 courses including a service-learning component. Of these, about 25% include service with ethnically/racially diverse populations. When an inclusive definition of diversity is used, the majority of service-learning activities provide the opportunity to interact with individuals who have life experiences quite different from those of SDSU students.

These service-learning experiences occur in a range of courses and where possible, include interaction with the Native American and other diverse communities. Service-learning is further supported through the provision of mini-grants (\$350 maximum) offered each fall and spring terms. Since the program began in 2010, almost \$20,000 has been awarded; they are typically used for travel to sites, for supplies and for student background checks.

Following are examples of service-learning from two courses:

The EDFN 475 (Educational Foundations), Human Relations, course focuses on helping future teachers develop an understanding of the characteristics, contributions, and strengths of a pluralistic society, explore various cultural perspectives, and understand the dehumanizing impact of biases and negative stereotypes. Students in EDFN 475 used, *Wiconi Waste: Education*, a secure social/academic website to interact with Flandreau Indian School (FIS) students. In one exchange, FIS students shared personal experiences and perspectives of education on reservations. This interaction brought focus to the educational disparity in the United States. SDSU students also visited FIS classrooms, hosted the Success Academy workshops, and facilitated completion of a multiple intelligences assessment which helped Native students identify personal strengths. Both FIS and SDSU students' evaluations of the service-learning experiences reported a gain in new knowledge and self-understanding and contributed to dispelling some of the narrow, stereotypical views of Native Americans today.

The Advanced Population Based Nursing, NURS 480 course provides senior students with the opportunity to apply multi-faceted, evidenced based, interdisciplinary systems thinking to solve public health problems in a variety of arenas. The service-learning component of NURS 480 involves clinical experiences in assessing the Karen culture (both in the native country and in Huron) and prioritizing the needs of Karen refugees. The Karen people are indigenous to the Thailand-Burma border region in Southeast Asia.

These are but two examples of service-learning which provide evidence of positive participant outcomes in terms of increasing awareness, knowledge and understanding of diversity and inclusion. Next steps in supporting service-learning include the continuation of mini-grants, provision of additional faculty development opportunities on service-learning courses, and enhanced record-keeping to track student and faculty participation. A one-day, intensive service-learning workshop took place on May 7, 2013 and involved 20 faculty. A faculty learning community focused on service-learning is planned for fall 2013.

General Education Curriculum

In addition to the programs described earlier in this section in which students may or may not participate, the general education curriculum is required of all undergraduate students. Following is a description from the SDSU Undergraduate Bulletin 2012-2013 of the current general education curriculum with a focus on diversity/inclusion.

The general education curriculum in place at SDSU includes:

System General Education requirements: 30 credits

(These requirements are common across the South Dakota Board of Regents institutions of higher education.)

- Goal 1: Written Communication (6 credits):** Students will write effectively and responsibly and will understand and interpret the written expression of others.
- Goal 2: Oral Communication (3 credits):** Students will communicate effectively and responsibly through listening and speaking.
- Goal 3: Social Sciences/Diversity (6 credits):** Students will understand the organization, potential and diversity of the human community through study of social sciences.
- Goal 4: Humanities and Arts/Diversity (6 credits):** Students will understand the diversity and complexity of the human experience through study of the arts and humanities.
- Goal 5: Mathematics (3 credits):** Students will understand and apply fundamental mathematical processes and reasoning.
- Goal 6: Natural Sciences (6 credits):** Students will understand the fundamental principles of the natural sciences and apply scientific methods of inquiry to investigate the natural world.

Institutional Graduation requirements: 5 credits

(These requirements are unique to SDSU.)

Goal 1: First Year Seminar (2 credits): Students will understand their emerging roles and responsibilities as educated persons through a common intellectual experience.

Goal 2: Cultural Awareness/Social and Environmental Responsibility (3 credits): Students will acquire knowledge about the world's peoples – their cultures, arts, and environments – that prepares them for further study, deepens their understanding of the human condition, and strengthens their commitment to social and environmental responsibility.

Globalization requirement: Each program area/major specifies how to meet the globalization goal and student learning outcomes. Credit hours vary.

The SDSU Faculty Senate approved an updated globalization definition, goal statement and student learning outcomes during the 2012-2013 academic year. The updated information follows:

Definition: Globalization is defined as a process of interaction and integration among different people, organizations, and governments that takes place outside of and above the level of national boundaries. The primary results of this process are the interdependence of capital, technology, information, and people across national borders. This interdependence of economic and cultural activities has implications for a variety of issues around the world, including, but not limited to, political systems, economic systems, the environment, agriculture, public health, health care, information technology, social networking, communications, transportation, education, governance, and prosperity. Through the process of globalization, people and organizations communicate, conduct business, and address challenges, across and irrespective of national borders.

Goal Statement: Students will be able to identify global issues and how they impact their lives and discipline.

Student Learning Outcomes (SLOs):

The primary objective of this requirement is to offer courses that present meaningful global content of contemporary relevance (i.e., content based on trends, events or interactions from the post WWII era to the present). Each course that fulfills this requirement must include ONE of the following two student learning outcomes.

Students will be able to:

1. Demonstrate a basic understanding of modern-day globalization, including outlining the benefits and cost implications of globalization, and interpret consequences of global issues through various forms of analysis.
- OR
2. Express knowledge of the customs and cultures of a particular country or a specific region outside of one's own national borders. (The emphasis in this SLO is the more in-depth study of one particular country or region.)

Credit hours: Students can select a course to meet the globalization requirement which also meets one of the SGR/IGR requirements or a major requirement. Selected courses do not add to the total number of credits required for the major.

All SDSU undergraduate students are required to successfully complete a minimum of 35 credits to meet the general education SLOs. These outcomes are measured not only in the individual courses through a variety of strategies, but also through the Collegiate Assessment of Academic Proficiency (CAAP) exam which is required of all students, as rising juniors, in order to progress to graduation.

A focus on diversity and inclusion exists in system general education goals #3 and #4 and in the globalization and institutional graduation requirements #1 and #2. The goals and SLOs which address diversity focus on differences in the human condition, experiences and communities based on variations in beliefs, values, language, art, social structures, aesthetics, philosophy, ethics and/or religion. Courses that meet the requirements have been identified in: anthropology, art, art history, biology, economics, English, environmental science, modern languages, geography, history, philosophy, political science, religion, global studies, women's studies, sociology, psychology and others.

On a rotating schedule, faculty are required to submit syllabi for peer review to ensure that all courses approved to meet general education requirements adhere to the required syllabi template and address how the general education student learning outcomes are being met and assessed and to include evidence of student work which illustrates attainment of outcomes. The institutional graduation requirements were revised in 2010-2011, and all course syllabi were reviewed. During 2012-2013, the system general education course syllabi were reviewed, along with the courses which also meet the updated globalization requirement.

Academic Programs

Formal academic programs are available which encourage the study of under-represented populations and cultures present in South Dakota as well as outside of the state and the country. Particularly noteworthy is the recent approval (May 2013) of the American Indian Studies major. The AIS minor has been offered since 1994 and averages 8-10 graduate each year. The AIS major is an interdisciplinary program that includes study of the Lakota language and course work regarding North American Indians generally. The program draws from history, anthropology, geography, literature, religion, sociology and political science. Other academic programs include Women's Studies (minor), Gerontology (minor), and Peace and Conflict Studies (minor), Global Studies (major and minor), German, French and Spanish (majors and minors).

At the graduate level, in the mid-2000s, the University facilitated an advanced degree program, Prairie Ph.D., to serve place-bound Native students who were working at one of the reservation's tribal colleges. The program, supported by funds from the Kellogg Foundation, USDA and the National Institute of Food and Agriculture (NIFA), provided graduate courses via face-to-face, on-line and hybrid class formats and held at off-campus sites closer to the students. This program enrolled 18 students in Biological Sciences and all graduated; eight (8) with PhDs and ten (10) with M.S. degrees. Information from the Prairie Ph.D. program has been used to inform the development of a potential new doctoral program in Sustainable Systems.

Continue to develop and improve the American Indian Education and Cultural Center

The AIECC is well-positioned to move forward toward fulfilling its mission and meeting its goals over the next five years. For additional details about the AIECC see pages 11-12, 30-31, and Appendix D on page 77.

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 progress report from 1) individual faculty, staff, administrators and students, 2) committees and units across campus, 3) strategic planning dialog/listening sessions with departments and around themes (including diversity and inclusion) and 4) surveys, assessment tools and other evaluation results.

Observed strengths include the following:

- SDSU is grounded in the *land-grant mission* providing a strong foundation and direction for access to high 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. It provides the starting point for the development and implementation of the 2013-2018 strategic plans.
- Beginning in 2011, plans for updating the current University-level strategic plan began in earnest. A robust and inclusive process involving all university voices and perspectives was implemented in spring 2012. Listening sessions were conducted around themes that were open to all at the University and across the state. Strategic planning dialog sessions focused specifically on diversity and inclusion and resulted in greater attention to inclusive language and commitments in strategic plans. The refreshed SDSU Strategic plan, *Impact 2018*, was officially launched July 1, 2013. Colleges and other units (including the ODEC, OIAO and OMSA) also launched updated strategic plans July 1, 2013.
- The restructuring of the ODEC and OIAO have resulted in renewed identity, focus and commitment to diversity and inclusion in a wide variety of forms.
- The hiring of a full-time CDO in 2011 and the central role that this position/person plays in the University has been one of the most important positive developments since the HLC review in 2009. As a member of the Executive Team, the CDO is instrumental in providing input into many university level decisions which can affect many people. The CDO also participates in many other governing and management groups providing an important perspective on diversity and inclusion. The CDO provides a more centralized focus and coordination of planning, strategies and evaluation.
- The establishment of the American Indian Education and Cultural Center (AIECC) has centralized services, personnel and programming for American Indian students and the university community. The Center is staffed by Native professionals who bring a deep level of understanding and extensive expertise in working with American Indian students.
- The hiring of more staff by the OMSA and Admissions with specific focus on working with students from historically underrepresented groups provides more appropriate and culturally sensitive services (i.e., Director of Veteran's Affairs, Program Advisor for Hispanic/Latino Programs, Minority Student Recruiter).
- An increased focus on shared governance has provided a more open and transparent environment inclusive of more individuals representing units, group and categories of employees and students than ever before. More effective and well-functioning university committees have contributed to moving the diversity and inclusion agenda forward.
- The Diversity and Inclusion Committee, the key governance body, provides leadership and accountability in increasing the visibility and cohesion of diversity efforts at SDSU.
- The International Committee also provides key leadership and oversight in the delivery of comprehensive services and support for international students and scholars. Additionally, it provides opportunities for students to expand their global experiences and cultural competence.
- Growing focus on collaboration is evidenced by partnerships both internal to the university and with external partners. One key partnership is that between SDSU and tribal colleges. The hiring of the Director of Tribal Relations in 2012 will do much to move this forward. Initial work has focused on relationship building with tribal college representatives. A plan for further development of articulation agreements, course-by-course equivalency guides and faculty exchanges to name a few focus areas, is currently under development for roll out in summer 2013.
- An environment and infrastructure which supports student success for all students as demonstrated through the Student Success Model launched in 2010 (see Appendix A for a copy of the Student Success Model). The comprehensive plan includes numerous programs to appeal to a wide variety of students.

- More programs and support services are available for LGBT students. Space has been identified in the Student Union providing a common gathering space. Three dedicated faculty provide guidance to the Gay Straight Alliance whose membership has grown to over 30.
- One program to diversify faculty (dissertation fellows; post-docs) is being implemented. Two dissertation fellows will begin work at SDSU in fall 2013.
- Several events and co-curricular activities (i.e., CR, study abroad, service-learning) provide venues through which to foster student learning of diversity and inclusion. The CR involves approximately 2,000 students each year; quantitative and qualitative data from students and faculty are used to inform program improvements. The comprehensive assessment plan can be used as a model for other programs. While service-learning involves fewer students; the faculty who are engaged collect and use data for improvement. The study abroad coordinator is exploring ways to assess program impact and developing implementation plans.
- During the academic year, the University hosts a variety of speakers focused on diversity and inclusion. For example, during 2012-13, speakers included: Reese Erlich, freelance reporter, to speak on the Arab Spring in Syria, Egypt and Gaza; Marc Lynch, Associate Professor of Political Science and International Affairs, George Washington University and Middle East expert, to speak on understanding Muslim societies; Philip Deloria, Carroll Smith-Rosenberg Collegiate Professor, Department of History, University of Michigan and Elizabeth Cook-Lynn, Professor Emerita of English and Native American Studies, Eastern Washington University to speak on the life and work of Vine Deloria, Lakota author and scholar.
- The South Dakota Legislature approved and funded a modest, needs-based scholarship program during the 2013 legislative session. South Dakota is the last state to establish a scholarship based totally on need. In fall 2013, \$200,000 will be available to fund scholarships ranging from \$500-\$2000 per year (across the 6 regental institutions).

On-going challenges include:

- SDSU continues to have limited diversity in student body, faculty, staff and administration. The goal is to more closely reflect the demographic profile of the state of South Dakota, particularly within the student body. While the number of undergraduate and graduate students of minority status has increased since 2000, continued growth is needed. Many of the programmatic changes since 2009 need time to develop to see evidence of their effectiveness in increasing the number of individuals from historically underrepresented groups.
- The recent decrease in the number of American Indian undergraduate and graduate students at SDSU is of concern. This decrease appears to be due, in part, to the very low retention rates for AI students.
- A limited number of scholarships and the amount of resources that historically have been available for underrepresented students have decreased due to downturn in the market and earnings. (However, as noted, recent legislation has resulted in increased funding for need-based scholarships.)
- While there has been an increase in the commitment of funds to support diversity and inclusion, additional resources are needed to provide on-going support for faculty recruitment, student scholarships and other diversity/inclusion related programs/activities.
- 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 sometime false assumptions based on this location (i.e., lack of any cultural experiences, lack of culturally specific consumer products.)
- Currently the University offers three (3) courses which address English language learning for those whose first language is one other than English. However a more intensive and comprehensive ESL program is currently under development with the hiring of an ESL director who will begin in summer or fall 2013.
- There is a lack of ready access to data related to diversity and inclusion. Currently the University has a decentralized approach to data management and analytics. In Fall 2013, the new Office of Planning, Decision Support and Assessment will be launched which will increase the availability of accurate data and provide assistance in using the data to inform practice.
- While improving, there continues to be sporadic assessment and evaluation of current programs. Initiatives to demonstrate effectiveness and impact on student learning and success, particularly for co-curricular activities, are needed.
- Based on the NSSE, FSSE, and HERI findings, there is a fundamental commitment by SDSU students and faculty to the importance of multicultural experience. There were somewhat mixed results on the relative importance of certain aspects of diversity and inclusion as the University increases its research profile.
- While the number and quality of diversity and inclusion-focused education experiences continue to grow, there is a void in programming for front-line staff who are often the first contact with the University for the Public.

RECOMMENDATIONS

The recommendations are organized around the Office of Diversity, Equity and Community Strategic Plan.

Communities of Practice Conceptual Framework

- Increase understanding of the Communities of Practice conceptual framework across campus and make visible what is already in place. Currently, there appears to be limited awareness and understanding of how the framework is used to inform practice. Take advantage of opportunities to inform others and demonstrate with specific examples how the framework is used and make the connections visible. Consider the delivery of focused workshops/discussion sessions on Communities of Practice.
- Link the conceptual framework to the land-grant mission. The land-grant mission of the University parallels the basic tenants of the Communities of Practice in valuing interdisciplinary, trans-disciplinary, and multidisciplinary perspectives to problem-solving.
- Continue to utilize the conceptual framework to increase the visibility and cohesiveness of diversity and inclusion efforts.

Recruitment and Retention of Underrepresented Students (Domestic and International)

- Continue and where possible, enhance support services for historically underrepresented students.
- Identify strategies for connecting students with support services as early as possible. Connections need to begin developing before students arrive at the university. It is imperative to connect students directly with available support services, to reduce hesitancy and increase the likelihood of use.
- Develop formal and informal networks to build community, connections and provide mentoring.
- Design and implement robust assessment plans to identify which programs work for which students. There is a need to carefully evaluate current programs, initiatives, and support systems for students of color to identify which are most successful. A coordinated effort to increase the use of appropriate assessment techniques is needed in order to equip those responsible for program quality and effectiveness with tools to design and implement assessment plans and to use results for continuous improvement. All academic programs have assessment plans in place. However, there is a gap in consistent and high quality assessment for non-academic units. Two initiatives will help move this forward:
 - The expectation that all units will create strategic plans including metrics for all goals.
 - The development of the Office of Planning, Decision Support and Assessment.
- Leverage the AIECC to benefit American Indian students, faculty and staff.
- Identify additional sources of scholarship support for underrepresented students.
- Monitor the number of veterans and students with disabilities. Increased staffing will be needed to ensure services are provided that meet the multiple needs of students.
- Examine the need for a more comprehensive Multicultural Center as part of the review of the OMSA.
- Complete the hiring of the ESL director and design and deliver a comprehensive ESL institute.

Recruitment and Retention of Underrepresented Faculty and Staff (Domestic and International)

- Fully implement the three programs developed during the 2012-13 academic year which are designed to increase opportunities for underrepresented faculty.
- Provide faculty and staff development, networking and social opportunities for individuals from historically underrepresented groups to support their success at SDSU.

Outreach and Partnerships

- Partner with SDSU Extension to enable outreach to diverse communities throughout South Dakota.
- With the Director of Tribal Relations, make contact with all tribal colleges in South Dakota and develop a comprehensive plan for current and future partnerships including course equivalency guides, program-to-program agreements, and faculty and student exchange programs. This will involve reviewing current MOAs/MOUs.

- Promote current and identify additional communities and population centers with which to form partnerships which are mutually beneficial.

Campus Climate

- Administer the SDSU Campus Climate Survey and use the results to establish baselines and to inform planning, practice and policy development.
- Continue to use events which emerge on campus to move beyond tolerance and to teach acceptance and appreciation of diversity and principles of inclusion.
- Bring diversity and inclusion to the forefront through artwork and architecture. Use imagery to convey multiculturalism and artwork which demonstrates diverse identities. To inform specific goals, it may be fruitful to conduct a baseline assessment of the degree to which current artwork represents diverse cultures.
- Review current policies and procedures to assess whether they have exclusionary tendencies.

Communication channels/importance of communication

- Complete launch of ODEC website.
- Enhance effectiveness of the current governance structure to attend to diversity and inclusion topics/issues in all units and priority areas.
- Fully implement the *Equity Advisors/College Liaisons/Division Liaisons* for each college and other units (Athletics, Student Affairs).

Institutionalization of diversity/inclusion through the curriculum

- Equip faculty with the knowledge-base and skills to address issues of diversity and social justice across the curriculum and build capacity for facilitating difficult dialogs in the classroom.
- Continue to partner with the TLC to design, implement and evaluate professional development opportunities focused on internationalizing the curriculum and developing cultural competence.
- Frame the demographic changes in the state and region as an opportunity to educate ourselves on how to develop and sustain inclusive and pluralistic communities, ones with shared values, goals and common purposes.
- Refresh the review of the current curriculum and identify gaps in course and program offerings in the quest to prepare students to function effectively in a diverse and global world.
- Deliver the Africana Studies and Social Justice courses as planned.

Other

- Plan and implement an external review of the structure and functions of the Office of Multicultural Student Affairs (OMSA) including an examination of staffing and programs. During the spring 2012 strategic planning dialogue sessions, concerns were expressed about the support and visibility of service for underrepresented and minority students. The recent consultant study and report of International Affairs led to administrative and organizational change in units which are now positioned to have a significant impact on recruitment, provision of services and sense of community for international students and scholars. A similar study will be conducted of the OMSA. This effort is part of the institutional strategic plan to improve effectiveness and efficiency.
- ODEC is positioned to provide leadership in the design, implementation and use of appropriate assessment strategies so that results are available to inform practice and on-going improvement.

DIVERSITY AND SDSU'S FUTURE

The 2009 HLC report provided valuable observations and recommendations to guide the implementation and assessment of the strategic plan for the Office of Diversity, Equity and Community. The ODEC 2013-2018 strategic plan provides direction and action steps to make diversity and inclusion more visible, centralized and assessed. While progress has been made, much remains to be done. As the U.S. and South Dakota populations continue to become more racially and ethnically diverse, SDSU must be responsive, nimble, and adaptive to change.

The President of South Dakota State University, David L. Chicoine, has expressed the commitment of SDSU to a diverse community of students, faculty, staff and administration and to fostering an inclusive and welcoming environment as expressed in the following statement on diversity and inclusion at SDSU.

South Dakota State University operates from an understanding that diversity is a strength and a source of inspiration and creativity.

The Morrill Act of 1862 created a framework from which the doors of higher education could be opened to all people through the creation of land-grant institutions across the United States. Today, those ideals of equality to access and inclusion continue to be central to the mission at South Dakota's Morrill Act land-grant university.

South Dakota State University remains firmly committed to the inclusion of students, faculty and staff with diverse experiences, backgrounds, values and perspectives. The University community views diversity and inclusion as integral to excellence in learning, discovery and outreach and recognizes diversity and inclusion as ongoing and ever-changing. The University's continuing and transparent efforts to build and sustain an inclusive community reflect values of diversity and inclusion to the communities it serves. South Dakota State University's commitment to equitable service to all members of the community thus strengthens the social fabric of our state. (DRAFT, June 2013)

Diversity matters. Commitment to diversity and inclusion make SDSU a better university and will help our students to be successful living and working in an increasingly diverse and global society.

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APPENDICES

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A MODEL FOR STUDENT SUCCESS

SOUTH DAKOTA STATE UNIVERSITY (Brookings Campus)

DEFINITION

Student success is defined as supporting student achievement to develop graduates who have a high level of self-confidence, are professionally competent, and are prepared to assume leadership roles in their communities as well as their chosen discipline.

VISION

South Dakota State University is a [student-centered](#) and [accessible](#) land grant university.

CREATING THE PLACE

The following [guiding values](#) drive institutional practices and promote an environment that encourages student success at SDSU.

ACADEMIC ADVISING We support a developmental and intentional advising approach that engages students in the academic process.

ACADEMIC & CAREER PLANNING We facilitate academic and career planning through a collaborative approach utilizing academic advising, faculty mentors, career-oriented courses, career center resources, information links to library resources, and networking opportunities with professionals in one's chosen field.

ACADEMIC EXPECTATIONS We cultivate academic challenge by clearly communicating educational expectations, as well as provide the services necessary to enhance the alignment of our students.

ACCLIMATION We provide developmental programs that contribute to the successful transition of students to our university.

COLLABORATION We foster an environment of student success through advocacy for strong, well-integrated academic and co-curricular programs.

CULTURE We embrace diversity and place an emphasis on student satisfaction and service from recruitment to transition—at SDSU, students are the priority.

EVALUATION We depend upon data driven programs and conduct evaluations in order to invest appropriate resources to effectively promote student success.

INTERACTIVE LEARNING We deliver curriculum through an approach that engages students in the educational process and provides opportunities for practical learning experiences.

MENTORING We value mentoring relationships, between students and their peers and students and faculty/staff.

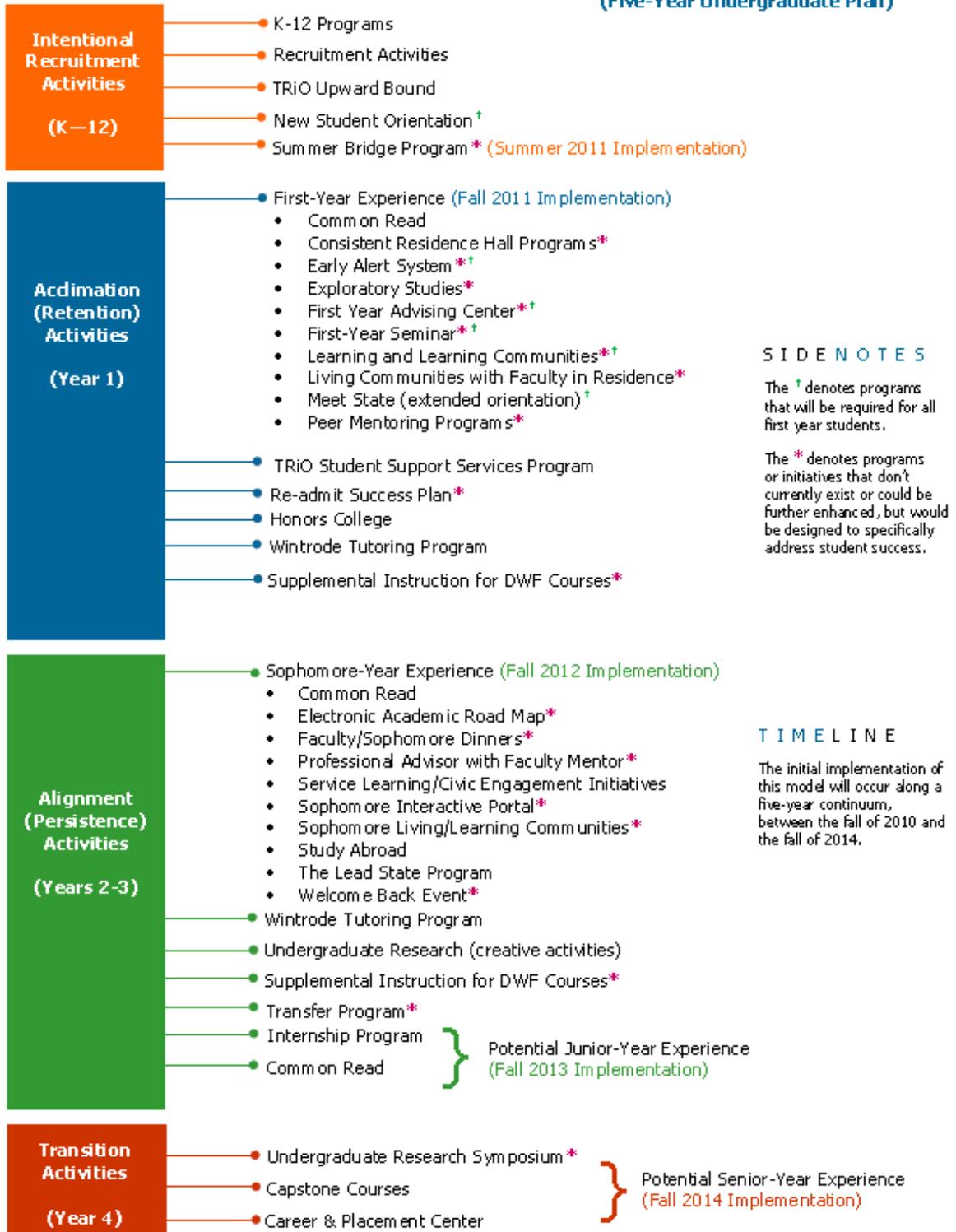
PHYSICAL ENVIRONMENT We create physical spaces that encourage meaningful social and academic interaction.

RECRUITMENT We recruit students that fit the academic, cultural and social environment of the institution.

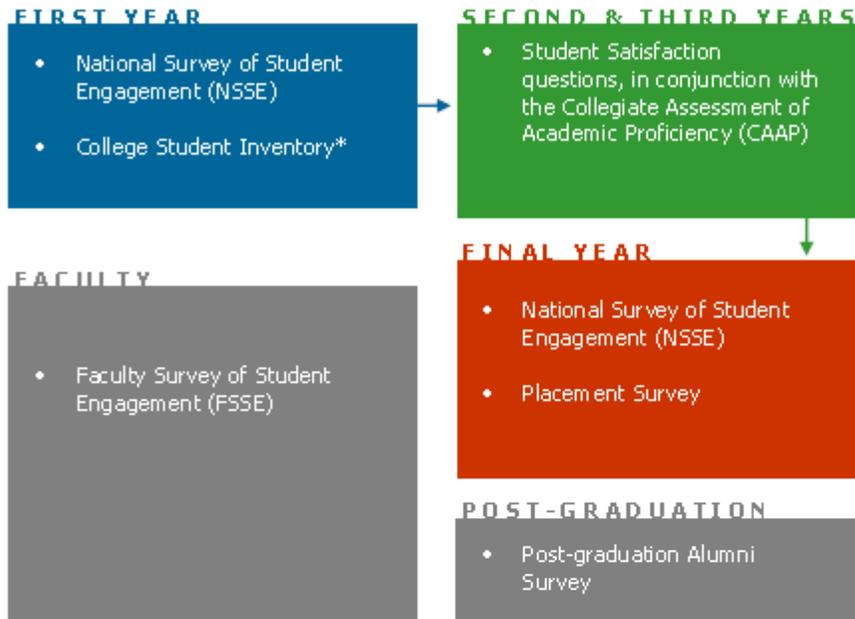
SERVICE We acknowledge service as a powerful learning strategy which develops action-oriented and compassionate leaders.

STUDENT SUCCESS STRATEGY MAP

(Five-Year Undergraduate Plan)



ASSESSMENT PLAN



INTENT

We are committed to assessing our programs at the highest level and determining future direction based on our ability to meet benchmarks and achieve desired objectives.

Our assessment plan involves cultivating student feedback at every level. Multiple surveys will also be employed to gather feedback from faculty.

The * indicates a survey we don't currently use, but will be piloting in Fall 2011.

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CURRENT RATES & BENCHMARKS

1. NSSE ENGAGEMENT DATA

The following data is based on the 2008, 2010 and 2012 National Survey of Student Engagement (NSSE). To interpret NSSE data, effect sizes are used to compare SDSU to other institutions.

A. LEVEL OF ACADEMIC CHALLENGE (LAC)

2011—Implementation of First-Year Experience

Cohort	2008	2010	2012	2014 Goal
First-year Students	-0.29	-0.22	-0.15	.00 or higher
Senior Students	-0.13	-0.12	-0.12	.00 or higher

The negative effect size indicates that SDSU is performing at a lesser level than national peers.

B. ACTIVE & COLLABORATIVE LEARNING (ACL)

Cohort	2008	2010	2012	2014 Goal
First-year Students	-0.17	-0.22	-0.14	.00 or higher
Senior Students	-0.11	-0.14	-0.05	.00 or higher

Cohen's d Effect Size
 20 Small
 50 Medium
 80 Large

C. STUDENT FACULTY INTERACTION (SFI)

Cohort	2008	2010	2012	2014 Goal
First-year Students	.01	-.04	-.11	.00 or higher
Senior Students	.11	.07	.10	>.10 or higher

The 2012 NSSE data will be used to determine whether or not effect size increase goals are met.

D. ENRICHING EDUCATIONAL EXPERIENCES (EEE)

Cohort	2008	2010	2012	2014 Goal
First-year Students	-.37	-.47	-.24	.00 or higher
Senior Students	-.06	-.17	-.06	.00 or higher

E. SUPPORTIVE CAMPUS ENVIRONMENT (SCE)

Cohort	2008	2010	2012	2014 Goal
First-year Students	-.14	-.27	-.07	.00 or higher
Senior Students	.01	-.09	-.14	.00 or higher

2. GRADUATION & RETENTION DATA

The Consortium for Student Retention Data Exchange (CSRDE), established in 1994, provides benchmarks on student retention and graduation rates.

The CSRDE benchmarks are based on data collected from **first-time, full-time** freshmen who are enrolled in a Bachelor's degree program. This distinction is important because the evaluated cohort doesn't include the outcomes of part-time students.

With a two-year residential requirement, the majority of SDSU's cohort lived on-campus during the first four semesters of their college experience.

SIDE NOTES

A. RETENTION

The table below outlines SDSU's **retention rates** over the past seven years, along with the CSRDE benchmarks established by comparable institutions.

Academic Year	Cohort Size	SDSU Retention Rate	CSRDE Benchmark	% Above Benchmark	Average ACT Score
2005-2006	1729	78.0%	75.7%	+2.3%	23.0
2006-2007	1787	77.4%	76.4%	+1.0%	23.1
2007-2008	1856	77.1%	76.5%	+0.6%	23.2
2008-2009	1930	77.6%	76.3%	+1.3%	23.3
2009-2010	1989	76.6%	76.3%	+ .3%	23.2
2010-2011	2111	73.5%	76.3%	-2.8%	23.0
2011-2012*	2089	75.0%			

The retention rate reflects the percentage of first-time full-time freshmen that entered the SDSU during the fall academic term and resumed the following fall term.

Source: CSRDE Annual Reports (2005-2011)
*pending 2012 data

B. GRADUATION

The table below outlines SDSU's **graduation rates** over a seven year span, along with the CSRDE benchmarks established by comparable institutions.

Academic Year (Enter)	Cohort Size	SDSU Graduation Rate	CSRDE Benchmark	% Above Benchmark	Average ACT Score
1999-2000		55.0%	45.0%	+10.0%	21.8
2000-2001		54.6%	46.0%	+8.6%	22.1
2001-2002		54.7%	46.2%	+8.5%	22.3
2002-2003		56.7%	46.2%	+10.5%	22.3
2003-2004		55.5%	45.9%	+9.6%	22.5
2004-2005		54.0%	53.2%	+ .8%	22.6
2005-2006		59.5%	54.7%	+4.8%	23

CSRDE establishes benchmarks for graduation by assessing those graduating within six years of entering a university.

Example: 55% of students entering SDSU in fall 1999 graduated by spring 2005.

SDSU is in the mid-sized category, with an enrollment between 5,000 and 17,999.

Source: BOK Redbooks (2004-2011)

C. GOALS

According to SDSU's Strategic Plan, Impact 2018, we aim to move the retention rate to **80%** and the graduation rate to **60%** by 2018

3. COLLEGE STUDENT INVENTORY (CSI)

Fall 2011 Cohort

Students who scored an 80 or higher on a risk scale and a 65 or higher on a receptivity scale were invited by their advisor to meet face-to-face. A total of 117 students had one-on-one meetings with their academic advisor to discuss CSI results. Results are reported below.

Fall to spring retention rate for students who participated in a CSI interpretation meeting with their advisor.	90.6%
Fall to fall retention rate for students who participated in a CSI interpretation meeting with their advisor.	82.3%

Fall 2012 Cohort

In addition to conducting one-on-one interpretations following the format used with the Fall 2011 cohort, advisors conducted group interpretations in first-year seminars. A total of 193 students had one-on-one meetings with their academic advisor to discuss CSI results and 779 students participated in the group interpretations. Results are reported below.

Fall to spring retention rate for students who participated in a CSI interpretation meeting with their advisor	91.7%
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4. CAAP ENGAGEMENT DATA

The following results are based on 2011 data from the Collegiate Assessment of Academic Proficiency (CAAP) asking students if they plan to return to SDSU the following year.

First Year Students	Responses	Percentage
Returning to SDSU next academic year	1,804	94%
Transferring to another academic institution	70	4%
Other	36	2%

5. PLACEMENT SURVEY

For students graduating Spring 2012.

90% of respondents indicated they found employment related to their career goals.

89% of respondents indicated they found employment related to their major.

Plans upon Graduation	Responses	Percentage
Employed (full or part-time)	271	64%
Entering graduate/professional school	70	17%
Seeking employment	55	13%
Other (service work, seeking additional licensure/degree, etc.)	20	5%
Considering an offer	4	<1%
Full-time military	2	<1%
Not pursuing paid employment at this time	1	<1%

Salary Range	Responses	Percentage
Less than \$15,000-29,999 per year	56	23%
\$30,000-49,999 per year	102	43%
\$50,000-79,999 per year	52	22%
\$80,000-100,000 or more per year	30	12%

State of Employment	Responses	Percentage
South Dakota	160	66%
Minnesota	35	14%
Iowa	15	6%
North Dakota	6	2%
Indiana	3	1%
Missouri	3	1%
Nebraska	3	1%
Other (15 states)		<1%

6. POST-GRADUATION ALUMNI SURVEY DATA

The following results are based on 2012 data from the Post-Graduation Alumni Survey. Participants graduated from SDSU between Summer 2008-Spring 2010. Questions focused on student development and growth during their academic career at SDSU.

While at SDSU, I...	Strongly Agree/ Agree		Disagree/ Strongly Disagree	
	#	%	#	%
Improved my ability to accept and understand people with different values and beliefs	123	87.9%	15	10.7%
Became more aware of social problems and issues	116	82.9%	22	15.7%
Developed a better understanding of becoming a more responsible community member and citizen	111	79.3%	26	18.6%
Accessed service or programs to help me be a more successful student	110	78.6%	24	17.1%
Received assistance to help me identify my major and career goals	98	70%	39	27.9%

7. FACULTY SURVEY OF STUDENT ENGAGEMENT (FSSE)

The following data was gathered using data from the 2008 & 2010 FSSE. Objectives correlate with those noted in the NSSE. **Note: Lower and Upper refer to the course level.**

A. LEVEL OF ACADEMIC CHALLENGE (LAC)

Assignment	SDSU 2008		SDSU 2010		Mental Activity	SDSU 2008		SDSU 2010	
	Lower	Upper	Lower	Upper		Lower	Upper	Lower	Upper
Number of written papers or reports of 20 pages or more					Memorizing	12%	7%	12%	11%
None	92%	74%	93%	81%	Analyzing	31%	41%	28%	42%
1	7%	20%	6%	13%	Synthesizing	33%	43%	30%	36%
2-3	0%	4%	1%	4%	Making Judgments	27%	29%	14%	27%
4-6	1%	3%	0%	1%	Applying Theory	42%	46%	42%	48%

B. ACTIVE & COLLABORATIVE LEARNING (ACL)

"Very Often" Responses Only	SDSU 2008		SDSU 2010	
	Lower	Upper	Lower	Upper
How often do students in your selected course section engage in the following:				
Work with other students on projects during class	21%	32%	20%	25%
Participate in a community-based project as part of a regular course	4%	10%	0%	7%

C. STUDENT FACULTY INTERACTION (SFI)

"Very Important" Experience for Undergraduate Students at SDSU	SDSU 2008		SDSU 2010	
	Lower	Upper	Lower	Upper
How important is it to you that undergraduates at your institution do the following?				
Work on a research project with a faculty member outside of course or program requirements	12%	12%	9%	15%
Use an electronic medium to discuss or complete an assignment	21%	25%	27%	27%

D. ENRICHING EDUCATIONAL EXPERIENCES (EEE)

"Very Important" Responses Only	SDSU 2008		SDSU 2010	
	Lower	Upper	Lower	Upper
In your selected course section, how important to you is it that your students do the following:				
Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs)	12%	13%	10%	14%
Work on a paper or project that requires integrating ideas or information from various sources	37%	43%	26%	42%
Try to better understand someone else's views by imagining how an issue looks from that person's perspective	29%	26%	33%	29%
Learn something that changes the way they understand an issue or concept	46%	34%	49%	47%

E. SUPPORTIVE CAMPUS ENVIRONMENT (SCE)

Emphasized "Very Much" at SDSU	SDSU 2008		SDSU 2010	
	Lower	Upper	Lower	Upper
To what extent does your institution emphasize:				
Providing students the support they need to help them succeed academically	27%	28%	36%	26%
Encouraging students to participate in co-curricular activities	20%	12%	20%	13%
Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	17%	8%	18%	9%

January 16, 2013

IMPACT 2018

A STRATEGIC VISION FOR
South Dakota State University®

VISION

As a leading land-grant university, South Dakota State University will champion the public good through engaged learning, bold and innovative research and creative activities, and stewardship within a global society.

MISSION

South Dakota State University provides 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.

CORE VALUES

- Excellence in learning, discovery and engagement;
- Passion for the institutional mission;
- Improved quality of life for the people and communities of South Dakota, the nation and the world;
- Appreciation for academic, scientific and humanitarian achievements;
- Curiosity and innovation;
- Acceptance and embracement of diverse cultures and perspectives;
- Civility, integrity and trustworthiness;
- Transparency in decision-making and information sharing;
- Fiscal and programmatic accountability; and
- Economic and environmental sustainability.

IMPACT 2018: A Strategic Vision for South Dakota State University is a five-year strategic plan that, when implemented, will enhance the future of South Dakota citizens while supporting positive change and meeting the challenges of a global, complex and interconnected society.

IMPACT 2018 is the culmination of a 14-month process led by Provost Laurie Nichols and a 23-member leadership council appointed by President David Chicoine. The direction of *IMPACT 2018* comes from an extensive effort that included listening sessions in nine South Dakota locations, discussions with university departments and support units, and campuswide dialogue that included engagement with national leaders in higher education.

IMPACT 2018 will guide South Dakota's land-grant university to fulfill its mission of teaching, research and outreach. The plan is defined by four overarching goals that identify academic excellence, contributions to the public good, extending the reach of the university, and securing human and fiscal resources to ensure a high-performing university.



SDSU LEAD WITH PURPOSE. CHAMPION THE PUBLIC GOOD.

IMPACT 2018

STRATEGIC GOALS AND ACTION STEPS:

GOAL 1

Promote academic excellence through quality programs, engaged learners, and an innovative teaching and learning environment.

- a. Foster academic rigor and student success through a comprehensive approach to engaged learning, resulting in complexity of thought, in-depth mastery and lifelong curiosity.
- b. Ensure accessibility and inclusion by building a community that provides a welcoming, safe and supportive environment.
- c. Involve students with faculty to expand excellence in scholarship and creative works, and build a highly educated workforce that develops tomorrow's leaders.
- d. Empower faculty, staff and students to collaborate through partnerships within and external to the university, including select partnerships with institutions from abroad.
- e. Cultivate aware, engaged and active citizens prepared to work in local, state, national and global communities.
- f. Increase regional and national distinction of the university.

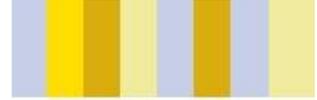
GOAL 2

Generate new knowledge, encourage innovations, and promote artistic and creative works that contribute to the public good and result in social, cultural or economic development for South Dakota, the region, nation and world.

- a. Build upon best available science to strengthen research capabilities and capitalize on emerging and interdisciplinary opportunities.
- b. Provide the support infrastructure, facilities and services that expand the capacity for quality research, scholarship and creative activities.
- c. Expedite innovations and new technologies with commercial viability to realize their full potential.
- d. Transfer research, scholarship and expertise for the public good.
- e. Pursue public/private partnerships that advance innovation, create career opportunities and bolster economic development.
- f. Expand artistic and creative activities to enrich cultural life and lift the human spirit.



IMPACT 2018



GOAL 3

Extend the reach and depth of the university by developing strategic programs and collaborations.

- a. Ensure a responsive, future-oriented and sustainable SDSU Extension.
- b. Enhance offerings at the University Centers to increase opportunities to meet the changing needs of learners.
- c. Use emerging technologies and institutional collaboration to provide undergraduate, graduate, professional and continuing education focused on traditional and adult learners across the state, in the region, nation and globally.
- d. Build strategic, local, state, regional, national and global partnerships that mutually enhance the academic experience of learners and contribute to environmental vitality and community development.
- e. Promote the talents of students through the arts, intercollegiate athletics and other enrichment activities.

GOAL 4

Secure human and fiscal resources to ensure high performance through enhanced financial, management and governance systems.

- a. Recruit and retain talented, diverse and committed faculty and staff and invest in their professional development.
- b. Partner with the SDSU Foundation to maximize the capacities of alumni, friends and sponsors to raise private funds for endowed faculty positions, scholarships and fellowships, modernized facilities and state-of-the-art equipment.
- c. Engage stakeholders to advocate, attract and sustain necessary public investments in higher education.
- d. Structure and size all units to ensure effective, efficient operation and management.
- e. Institutionalize a culture of transparency, responsiveness and effective communication that aligns program and financial accountability.
- f. Utilize and develop campus assets as described in the 2025 Design and Master Plan.



MONITORING PROGRESS AND ASSESSING RESULTS

Each goal in *IMPACT 2018* includes action steps to achieve the goal and performance indicators to monitor progress toward that end. Progress reports will be established and weighed against a variety of nationally standardized surveys, peer benchmarking, program-specific data sources and internal metrics and surveys.

A broad sample of the metrics to measure the success of *IMPACT 2018* include:

- Goal 1: Promote academic excellence through quality programs, engaged learners, and an innovative teaching and learning environment.
 - Accreditation
 - Enrollment
 - Graduation and retention rates
 - Student and faculty engagement
 - Science, engineering and high-impact degrees

- Goal 2: Generate new knowledge, encourage innovations, and promote artistic and creative works that contribute to the public good and result in social, cultural or economic development of South Dakota, the region, nation and world.
 - Research expenditures
 - Ph.D. programs and graduate enrollment
 - Technology transfer and commercialization
 - Partnerships and collaborations
 - Support for the research park

- Goal 3: Extend the reach and depth of the university by developing strategic programs and collaborations.
 - SDSU Extension
 - Performing and visual arts
 - Degrees at attendance centers (Sioux Falls, Pierre, Rapid City)
 - Online degrees
 - Community impact
 - Intercollegiate athletics

- Goal 4: Secure human and fiscal resources to ensure high performance through enhanced financial, management and governance systems.
 - Efficient and effective budgeting system
 - Scholarship and fellowship awards
 - Private support
 - Professional development
 - Public support
 - Revitalization of teaching and research facilities



IMPACT 2018

Strategic Plan Comparison

2008-2012: Strategic Plan Office for Diversity Enhancement	2011-2013: Transitional Plan Office of Diversity, Equity and Community	2013-2018: Strategic Plan (Draft) Office of Diversity, Equity and Community	2013-2018 Metrics (Draft)
	Identify a model through which issues of diversity and inclusion can be addressed systematically	Utilize the <i>Communities of Practice</i> conceptual framework to inform the implementation of the 2013-2018 ODEC strategic plan.	10 Examples/case studies of use of Communities of Practice conceptual framework over 5 year period.
Increase the number of students from underrepresented populations	Increase enrollment and retention of underrepresented students	Increase the enrollment and retention of students from historically underrepresented groups.	<p>Increase from 713 to 800 the number of UG students who meet 3 or more of the following criteria: first-generation, Pell-eligible, below 50% of financial need met, 19 or below ACT, veteran, student with a disability.</p> <p>3% (n=25) increase <u>each year</u> in enrollment of undergraduate students from historically underrepresented groups including American Indian/Alaskan Native, Black or African American, Hispanic, Native Hawaiian Pacific Islander and 2 or more races.</p> <p>3% (n=4-5) increase <u>each year</u> in enrollment of graduate students from historically underrepresented groups</p>

			<p>including American Indian/Alaskan Native, Black or African American, Hispanic, Native Hawaiian Pacific Islander and 2 or more races. (included in Graduate School strategic plan)</p> <p>By fall 2015, international undergraduate enrollment of 300 students and international graduate enrollment of 400 students. Each subsequent fall semester, an increase of approximately 50 students per year through the year 2018. (included in International Affairs and Outreach strategic plan).</p>
Increase the number of faculty and staff from underrepresented groups	Increase faculty diversity	Increase the number of faculty, staff and administrators from historically underrepresented groups.	<p>Implementation of all faculty diversity programs: Minimum of 2 individuals per program each year.</p> <p>Perceptions of program from participants (mid-term and exit interviews) – 90% positive</p> <p><u>Number of faculty, staff and administrators</u> from underrepresented domestic groups increased by 5%.</p>
<p>Expand the faculty exchange program</p> <p>Develop collaborative degree programs with tribal colleges in SD</p> <p>Expansion of Flandreau Indian School-SDSU Success Academy Program to</p>	Develop new and/or enhance existing outreach efforts	<p>Develop new and continue to enhance existing outreach efforts including:</p> <p>a.outreach program with public high schools in Sioux Falls</p>	<p>a. increase in first-year students from underrepresented groups from 713 to 800.</p>

additional tribal high schools, engaging participation of SDBOR universities nearest the school		b. MOUs with Tribal High Schools.	b. increase in the number of MOUs with Tribal High schools from 1 to 4.
Institutionalize and expand diversity training for faculty and staff Expansion of Multicultural Center	Develop initiatives that will impact campus climate	Develop and assess initiatives to positively impact campus climate based in part on results from campus climate survey.	Baselines will be determined with data gathered fall 2013. Survey will be re-administered in fall 2015 and 2017. Targets are yet to be determined.
	Develop channels of communication through which diversity/inclusion is presented as an institutional value and intrinsic to SDSU's standards of excellence	Utilize existing channels of communication (website, both internal and external; University committees; strategic plan) to send a consistent and strong message through which diversity and inclusion is presented as an institutional value and intrinsic to SDSU's standards of excellence	Number of users of website increases by 50% over 5 years. Diversity and Inclusion Committee will complete required self-assessment and report to Faculty Senate. Comparison between yearly work plans and what is actually accomplished. Target of 80% completion rate each year. Increase from 0 to 50 stories on website from units across campus. All college, department and unit level plans will include reference to diversity and/or inclusion in goals, action steps and metrics.
Develop service-learning opportunities with diverse populations Enhance and expand the presence of diversity themes and information in all curricula Develop a major in AIS/Dakota Nation emphasis	Institutionalize diversity/inclusion through the curriculum.	Institutionalize diversity and inclusion through the curriculum.	Development of the following new courses: <ul style="list-style-type: none"> • Africana Studies • Social Justice • One additional course yet to be identified

<p>Native American Cultural and Student Center</p> <p>Develop a Native American Elder-in-Residence Program</p>	<p>Continue to develop the American Indian Education and Cultural Center.</p>	<p>Continue to develop and improve the American Indian Education and Cultural Center.</p>	<p>Number of American Indian students at SDSU who enroll and complete programs increases by 5%.</p> <p>Number of students enrolled in American Indian Studies major: 50 by Fall 2017.</p> <p>Use of AIECC increases by 20%</p>
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American Indian Education and Cultural Center (AIECC)

Mission

The American Indian Education and Cultural Center (AIECC) is committed to creating an empowering university context for American Indian students, by providing a nourishing and welcoming home-place to support those who have courageously chosen to walk the path of higher education. To this end, the AIECC carries a strong understanding of what the implications are for post-secondary educational attainment and success and, therefore, works strategically to devise programming that honors, respects and celebrates the sovereignty of American Indian students.

Goals

The AIECC supports SDSU's vision of creating an inclusive and diverse university climate and culture in the following ways:

- **Adhering to Spiritual Codes of Behavior:** by *cultivating* critically conscious American Indian leadership.
- **Attaining Intellectual Autonomy:** by *empowering* students to recognize and develop their voice as American Indian Peoples.
- **Generating New Knowledge:** by *interweaving* indigenized learning pedagogies into academic, social and cultural programs and curriculum.
- **Critically Examining the Ideas of a Democratic Society:** by *bridging* tribal worldviews, communities, and governments with our work.
- **Playing a Constructive Role in the Dynamics of Social Change:** by *understanding* our function as a vital part of nation-building.
- **Cultivating a Sense of Social and Civic Responsibility:** by *preparing* American Indian scholars to respond to the call to return home.

Resolution 12-04-R

Sponsors:

- | | |
|---|---|
| 1. <u>Mike Rauenhorst - Engineering</u> | 2. <u>Austin VanderWal - Engineering</u> |
| 3. <u>Amanda Chicoine - EHS</u> | 4. <u>Denielle Meyerink – Arts & Sciences</u> |
| 5. <u>Kaytlin Pelton – Ag & Bio</u> | 6. <u>Vanessa Dykhouse – Arts & Sciences</u> |
| 7. <u>Ben Stout – Ag & Bio</u> | 8. <u>Colleen O’Connell - Pharmacy</u> |

Title of Resolution: Students' Association Support for Chick-Fil-A to build on the SDSU campus

WHEREAS bringing Chick-Fil-A to campus has been vetted five times; twice by University Food Service Advisory Council (UFSAC), twice by Student Union Advisory Committee (SUAC) and once by the Students' Association Executive Board, and

WHEREAS two student surveys have been processed, highly ranking poultry and national food brands of high importance in which Chick-Fil-A meets both of these desired results by SDSU and ARAMARK, and

WHEREAS Chick-Fil-A offers more food options than the other national poultry franchise offered by ARAMARK, and

WHEREAS the SDSU campus currently includes business entities which financially support various viewpoints, and

WHEREAS SDSU currently includes a variety of business entities whose owner, president, COO, CEO, board of directors or other influential individuals have personal views that can symbolize their company’s political stances on a variety of issues that can be seen as discriminatory towards a variety of community groups, therefore

BE IT RESOLVED that the Students’ Association supports the decision made by the SDSU Administration to have a Chick-Fil-A on campus, and

BE IT FURTHER RESOLVED that the SDSU Students’ Association strives to increase the inclusiveness for all students of SDSU.

Pass _____ Fail _____ (Date: / /)

Roll Call: Aye _____ Nay _____ (Date: / /)

Chairperson Signature

* If passed attach roll call vote record to this document.

APPENDIX F

The following letter was published October 3, 2012 in The Collegian: South Dakota State University's student-run independent newspaper.

Oct. 2, 2012

Dear Members of the South Dakota State University community,

Notification was made last Friday of graffiti that constitutes racial harassment and intimidation written in a residence hall. The University Police Department is investigating. The message carried in the graffiti is a violation of state law, university policy and our social norms.

We speak for the university, its faculty, its staff and its students: Harassment, intimidation and intolerance have no place within our university or within our society.

We remain firmly committed to the principle that all individuals are equal, to the affirmation and appreciation of all protected classes, including racial, ethnic, religious or sexual identities, and to the belief that all of its members are part of a larger community. We embrace differences of thought, action and culture, and we expect a welcoming environment at South Dakota State.

As part of ongoing efforts, student leaders, in consultation with others, are engaged in developing initiatives to address issues of intolerance. While these initiatives will serve as means to educate and create awareness that hatred and bigotry continue to exist in our society, they also will move us towards becoming the more inclusive community we envision. These efforts will take various forms, and we encourage members of the university community to lend their support.

The University Police Department — with support from the Office of Diversity, Equity and Community, the Division of Student Affairs, the American Indian Education and Cultural Center and other administrative offices — continues to investigate the matter. Anyone with information should contact UPD at (605) 688-5117.

Sincerely,

David L. Chicoine, Ph.D.
President

Marysz Rames, Ed.D.
Vice President, Student Affairs

Michael Keller, Ph.D.
President, Faculty Senate

Jameson Berreth
President, Students' Association