January 3, 2019

Senator Jim Stalzer  
*Sent via email to jim.stalzer@sdlegislature.gov*

Senator Kris Langer  
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Representative Sue Peterson  
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Representative Lee Qualm  
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**RE: SD Board of Regents policies on free speech and intellectual diversity**

Greetings:

I want to first say that I consider it a privilege to have been chosen to be the Executive Director & CEO for the Board of Regents. The nine regents for whom I work have demonstrated to me time and again over the short four months I have held this position that they are incredibly dedicated to making higher education in South Dakota the best it can be. Furthermore, they give serious consideration to the thoughts and concerns of our Legislature. Following last year’s debates on campus free speech, the Board held detailed hearings that included testimony from many groups and individuals about free speech, which recently culminated in a rewritten set of policies that guide and support open and respectful debate and discussion from all viewpoints. We think this has been a good example of collaboration with the legislature, which we welcome.

The second point is that I want to make sure that you understand the context of the answers which you are about to read. The core of your questions are about (1) how the BOR system supports intellectual diversity, (2) how the regental universities respond to accrediting bodies, specifically the Higher Learning Commission (HLC), (3) what purpose and reason campus diversity offices serve and what they cost, (4) whether the faculty viewpoints at the regental universities reflect the viewpoints of the citizenry of South Dakota, (5) what are the regental university hiring practices and how they affect who is hired, and (6) why more history and government should be required and more Western Civilization themed or conservative political thought majors or minors should be available.

Given the nature of your questions and the specificity of the information requested or the specific position of the BOR on certain points, as the BOR Executive Director I can only tell you to the best of my ability what is happening currently and/or how what you are asking is guided by established BOR policies, state statutes, and federal law. The responses are not meant to be “litigious” or do anything but communicate information that you requested in the most straightforward and truthful way possible without “spin” of any kind. I’m sorry you feel some of the many questions asked were not answered. It would be presumptive of the BOR Executive Director and/or the BOR staff to do anything but explain and answer questions in the context of what is currently taking place on our campuses or as defined by policy and board directives or within our independent knowledge. In that regard,
President Schieffer will be sending a separate reply to parts of your letter more appropriate addressed by a Board member.

All this said, the third point I want to make is that I fully recognize that your questions raise many issues that can lead to healthy dialogue and change about how public higher education in South Dakota can reflect the broadest swath of beliefs and perspectives and actively support debate, argument, dissent, and affirmation of many differences of opinion and beliefs. The questions also promote discussions and opportunity regarding how to more permanently create opportunities for growing intellectual diversity.

Finally, I hope that all of us can have some face to face meetings in the near future in which we explore your concerns and hopes for South Dakota higher education. I recognize that your questions raise substantial opportunities for doing many things differently and better at South Dakota regental universities.

I look forward to having in-depth and substantive conversations this legislative session with all of you and I will work hard to be resource and a supporter for South Dakota higher education.

As requested, the letters from individual Legislators dated July 2nd, October 5th and December 10th and the accompanying BOR responses have been posted to our website. A link to the correspondence can be found on our homepage.

The information below addresses your correspondence dated December 10, 2018, regarding the South Dakota Board of Regents’ (BOR) policies on free speech and intellectual diversity. Each of your twenty (20) points are restated below, and under each, the response provided by Board staff, and where appropriate, individual universities.

1. **Thank you for your strong leadership in addressing the campus speech policies at South Dakota universities and for getting this issue on the agenda. We obviously support all efforts to promote free speech. We applaud, in particular, your decision to make the promotion of intellectual diversity the official policy of the BOR. Much of this letter relates to how we take specific steps to implement the policy of promoting intellectual diversity.**

   No response necessary.

2. **In your response to our October letter you have defined “intellectual diversity” in a “comprehensive and multidimensional manner,” i.e., in a manner that is completely different than the meaning of intellectual diversity that is common to a broad discourse about higher education reform that is currently ongoing in policy circles. We assume this must be a mistake on the part of the BOR and not a case of stark bad faith, so we again, for the third time, must revisit this question. For the sake of clarity and in keeping with the very common and well-known discussion about intellectual diversity at the present time, we define intellectual diversity as the presence for a wide variety of ideological and political opinions on campus and not simply the domination of one ideological bloc. This should have been very clear from the definition included in the free speech legislation discussed last legislative session. We again ask: can the BOR provide direct, substantive, and compelling evidence of the existence of intellectual diversity on its campuses? For the sake of simplicity, the BOR can limit its response to humanities and social sciences. If the BOR cannot provide direct, substantive, and compelling evidence of the existence of intellectual diversity on its campuses then the BOR should state that clearly and explain why. When answering this question, keep in mind that invoking existence of faculty “credentials” is not evidence of the existence of intellectual diversity, as the BOR asserted in response to question 4 in our October letter.**

   The quote referenced above from BOR’s prior response was not intended as a definition of intellectual diversity, but rather as part of an explanation as to how the BOR and its institutions understand and apply intellectual diversity. To my understanding of “direct, substantive, and compelling” evidence, I am not sure anyone is in a position to either prove or disprove the existence of intellectual diversity on South
Dakota campuses, and we make no pretense in that regard. President Schieffer has pursued this matter individually, and is addressing it more fully in his letter with what we hope are some ways we can work together on this. To the extent the issue of intellectual diversity is viewed in more narrow political affiliation/opinion terms, as some have suggested, it would be inappropriate to address so narrowly.

As stated in our previous response, it is in violation of South Dakota Law for the BOR to employ or dismiss any person based on their political opinions held. South Dakota Codified Law 13-49-14 states, “The Board of Regents may employ or dismiss all officers, instructors, and employees of such institutions, necessary to the proper management thereof…However, no person may be employed or dismissed by reason of any sectarian or political opinions held.”

3. **With the proper definition of intellectual diversity in mind (see above), please explain in detail how, going forward, the BOR will aggressively pursue the promotion of intellectual diversity on South Dakota campuses. Please give detailed and specific examples.**

As referenced above, if political affiliation is determinative of intellectual diversity, the BOR cannot address the issue without running afoul of SDCL 13-49-14. Additionally, and specific to the University of South Dakota, SDCL 13-57-4 prohibits instruction that is partisan in politics from being offered at any department of the university. The foregoing is not intended to nor does it need to duck the issue, but rather to emphasize the fact that this topic has legal limitations that must be respected and addressed carefully. The Board has made very clear that it wishes to promote intellectual diversity. We have an important job ahead of us in determining how best to achieve that, which I know will be addressed in President Schieffer’s letter in detail. From a staff perspective, we are researching the options and look forward to meeting with you or your designees and many others to get the widest range of possibilities for how to achieve some consensus on how to do that, and then from there, what we all can do to appropriately address the issue(s) for the betterment of South Dakota.

In fairness, the BOR’s intellectual diversity policy is both fairly unique and new. There are ways to promote and encourage diverse thought viewpoints on our campuses, setting aside political affiliation specifically. BOR may have opportunities to explore seminars, lecture series, courses, programs or fellow options that would further advance this effort on our campuses without running afoul of pertinent legal authority. As I’m sure you are aware, there are a number of approaches that have been taken across the country in recent years to address this very topic. The University of Colorado implemented a visiting fellow of conservative thought and policy in 2013, supported entirely by private funds, as a way to promote intellectual diversity.

4. **The BOR claims that South Dakota’s public campuses must maintain large-scale and expensive diversity/equity complex in order to win favor with the Higher Learning Commission (HLC).**

I am not aware of any such claim by the BOR, and I would appreciate any specific information supporting the notion that anyone in this office made it, in which case I would be happy to follow up with a more specific reply. We have stated the widely recognized fact that the Higher Learning Commission (HLC), which is the accrediting body for our institutions, requires universities to demonstrate a commitment to diversity. I would be happy to discuss this with whomever is providing this information to you, but that sentiment above should not be attributed to the BOR.

Accreditation helps to ensure institutional quality and improvement. The HLC works to ensure that institutions of higher education meet broad standards in terms of mission, operations, teaching and learning, research and discovery, as well as outreach and service. To receive Federal Financial Aid funds, BOR institutions must maintain accreditation under the [Criteria and Core Components](#) of the HLC. Unaccredited institutions are not eligible for many types of federal funds. Nothing in the Criteria requires the funding of specific units or offices to ensure “diversity,” nor am I aware of any cost specific requirement. How an institution meets the HLC’s Criteria is up to the institution. Whether that changes as a matter of policy is a subject for the Board to address, as discussed in President Schieffer’s letter.
Obviously, like many things of this nature judgment calls need to be made and reasonable people can disagree about the wisdom of any decision made.

a. Provide the specific requirements in the area of diversity/equity that have been set forth for South Dakota public universities by the HLC. What specifically has the HLC demanded? Has the HLC specifically demanded the creation of the diversity bureaucracy set forth in your answer to question 13.

The HLC does not require, nor has it “demanded,” institutions to have a “diversity bureaucracy,” and to my knowledge, we have not made such a claim. As already noted, it is each institution’s responsibility to provide evidence that it meets the standards. The specific requirements which call out diversity/equity are from the Criteria for Accreditation (Policy Number CRRT.B.10.010). The five criteria include numerous core components. Within two of Criteria, specific references are made to diversity related topics:

Criteria 1: Mission
1.C. The institution understands the relationship between its mission and the diversity of society.
   1. The institution addresses its role in a multicultural society.
   2. The institution’s processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Criteria 3: Teaching and Learning: Quality, Resources, and Support
3.B.4 The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

These standards do not privilege any one political or ideological viewpoint; they require institutions to ensure that the institutional environment (including curricula) is not dominated by a restricted array of views or values. In that context, diversity efforts are designed to promote the expression of many perspectives, including views and values associated with conservative and/or traditional thought. The intent of the standards above is that institutions strive to accommodate and support the “human and cultural diversity” of the present world (i.e., the world in which students live and work).

b. Since HLC recently gave high marks to DSU and DSU has no diversity office how can it be possible that HLC forces South Dakota public universities to maintain a diversity bureaucracy?

As noted above, the HLC does not require the funding of specific units or offices to ensure diversity. In fairness, I cannot honestly speak to any specifics as to why HLC may cite one institution and not the other in this regard, but it is not particularly surprising given the very different profiles of the universities referenced. I do know, however, that if an institution is called out on such an issue it would be irresponsible for them to not respond. How an institution meets the HLC Criteria is up to the institution, and the approach may vary based on a variety of campus specific considerations. But to address specifically the possibility raised in your question, one might simply be that DSU evidently provided the HLC with sufficient evidence that it met the standards listed above.

c. Provide the reports from HLC about USD from 2001 and 2011 and about SDSU from 2009 related to diversity that the BOR cites in question 14.

In both 2001 and 2011, USD was cited by the HLC for unsatisfactory diversity efforts. The 2001 USD Report of a Comprehensive Visit is attached as Attachment I and the 2011 USD Report of a Comprehensive Visit is attached as Attachment II. As a result, USD was required to address diversity through its ongoing Quality Initiative process with HLC. HLC accreditors will be specifically looking at USD’s efforts to address prior shortcomings in that area during their 2020 site visit. Failure to address those shortcomings could result in future sanctions or loss of accreditation, which will ultimately cost South Dakota students, parents and taxpayers far more than the funds being spent to address the issue.
The 2011 report of a comprehensive evaluation visit noted that USD had not made sufficient progress in addressing issues of diversity. The report noted:

“Tomorrow’s leaders must possess the critical skill of understanding and being able to engage with people of diverse cultures, abilities and capacities. This is an essential component of liberal arts education. A liberal arts education should include this form of intercultural awareness as a fundamental skill for the modern world. In order to achieve this goal, students must learn in an inclusive environment that treats diversity as an intellectual goal of a liberal education. There is little evidence of a rigorous, systematic and effective approach to addressing institutional diversity. Although many people at USD are engaged in ad hoc and meaningful efforts to serve and learn from diverse communities; and although these highly localized efforts serve communities’ needs in important ways, USD does not have an overarching plan to increase diversity. Discussions with faculty and staff reveal that USD has the expertise, interest, and passion to engage in powerful and distinctive ways with diverse communities. Yet, leadership’s attention is essential to resolve the ongoing and challenging absence of ethnic and racial diversity in the curriculum, the student body, and employees. Of concern is not only the lack of a plan for recruiting, but also a lack of planning concerning the curriculum, administration, staff, etc.”

While HLC does not require diversity to be addressed in a specific manner, it does require that an “institution’s processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.” As one of the largest universities in the state, it seems reasonable that it may be far more efficient for USD to centralize leadership of diversity efforts to meet HLC requirements rather than decentralizing programming efforts in a way that may be more successful at a smaller institution, which also provides some insight as to why these decisions may be best made at the campus level.

USD is currently on HLC’s Open Pathway, which is available to institutions that have not had extensive monitoring or sanctions. If an institution receives notice or a sanction while on the Open Pathway, that institution is moved to the Standard Pathway.

As supplements for this response, USD has also provided the following attachments for your information and benefit:

- Attachment III, 2004 USD Diversity Report
- Attachment IV, 2006 USD Diversity Progress Report
- Attachment V, 2010 USD Diversity Update
- Attachment VI, 2010 FA USD Diversity Update
- Attachment VII, 2011 USD Diversity Update

SDSU’s 2009 Report of a Comprehensive Evaluation Visit is attached as Attachment VIII. The HLC Peer Review Team provided the “Report of a Comprehensive Evaluation Visit” in response to the SDSU self-study and subsequent site visit which took place November 2-4, 2009. For your convenience we have provided the excerpts from the report related to diversity below:

From the Assurances Section of the report:

- The team, however, has concerns about progress made related to diversity at SDSU. The staff analysis dated June 20, 2003, indicated that the efficacy of efforts related to diversity needed to be tracked. As a consequence of this visit the team concluded that insufficient progress had been made on issues related to diversity and recommends that a progress report be filed within the parameters indicated later in the report (page 4).
- Issues related to diversity were identified as a concern as a consequence of the most recent comprehensive visit, conducted in 2000. Lack of a comprehensive assessment of diversity initiatives, a seemingly decentralized model of programming coupled with episodic
funding limit the potential for creating cohesion and sustaining impact (emphasis added); therefore, this sub-criterion merits further attention by the institution (page 7).

- To date, plans related to diversifying the campus have been crafted but the institution needs to make a much more concerted effort at implementing them and measuring their effectiveness. The institution needs to be diligent in implementing elements of the strategic plan related to diversity (page 11).
- Progress report on implementation and effectiveness of diversity plans should be submitted by July 1, 2013 (page 12).

From the Advancement Section of the report (recommendations from the team):

- Development of an American Indian Education and Cultural Center
- Support for GLBTQ students
- Make sure the person hired to lead diversity initiatives participates in the administrative council

As supplements for this response, SDSU has also provided the following attachments for your information and benefit:

- Attachment IX, SDSU July 2013 Diversity and Inclusion Progress Report
- Attachment X, 2013 HLC letter accepting SDSU’s report on diversity

d. **HLC is a quasi-federal agency and not above scrutiny.** We are happy to work with Senators Thune and Rounds and Congressman Johnson to reform the HLC’s allegedly coercive practices. Please set forth for us specifically how HLC’s policies could be amended to make the HLC less burdensome for South Dakota public universities.

To my knowledge, no one at the BOR is alleging coercive practices by HLC. Accreditation helps to ensure institutional quality and improvement. The challenge with lessening requirements is to avoid undermining the quality of the degree or certificate issued by an accredited institution. I cannot speak to who is alleging “burdensome” and “coercive” practices and hope you can understand why I would not, without direction from the Board, venture to lobby for altering how the federal Department of Education directs or controls HLC.

e. **Concerns have been raised about the BOR hiding behind vague federal bureaucratic rules such as the HLC as a method of avoiding internal reforms and cost saving measures.** Can the BOR assure us that this is not the case? Can the BOR provide evidence of its efforts to push back against HLC’s outside interference with South Dakota public universities?

To the first question, I do not know who is raising those concerns, but I am aware of no circumstance of BOR hiding behind anyone and would welcome the opportunity to address those directly. As to the second question, I do not know who is characterizing HLC action as outside interference. We do not. The campuses respond to the HLC and provide evidence, as appropriate, to demonstrate the meeting of their Criteria.

f. **Has a prominent university in the Midwest ever lost its accreditation for not following the HLC’s suggestions on diversity?** If so, please provide the details of such cases.

We are not aware of any prominent university that has refused to follow HLC suggestions on diversity much less tested the matter to the point of revocation of accreditation, but honestly cannot claim detailed knowledge into other systems’ dealings with HLC. Prior to the point of losing accreditation any institution would have had an opportunity to respond to the suggestions or requirements of HLC (as SDSU and USD did as noted in our response to 4.c above). In most imaginable scenarios, the benefits of addressing the HLC’s concerns in order to maintain access to Federal Financial Aid likely outweigh the burden.
5. Because these questions were not answered in the BOR’s previous response, we again ask: Is the BOR aware of the report entitled "Homogenous" issued by the National Association of Scholars on April 24, 2018? Is the BOR aware of the absence of intellectual diversity on campus described in this report? Does the BOR agree that this report describes a deep and troubling problem (from the previous BOR responses it appears that the BOR does not think this is a problem so clarification is needed)? Given the dramatically one-sided nature of the national faculty pool what is the BOR plan to encourage greater balance in hiring?

These questions were answered previously. The answer specifically cited the “Homogeneous” report. Yes, the BOR is aware of the article entitled “Homogeneous: The Political Affiliations of Elite Liberal Arts College Faculty” authored by Mitchell Langbert, and first published by the National Association of Scholars on April 24, 2018.

I think the Board’s action on including a specific plank on intellectual diversity clearly answers the question of concern, as articulated by the Board. Also, President Schieffer’s earlier letter clearly and unequivocally stated a concern in this regard, and I believe will be addressed again, in more detail, in his letter of this week.

Yes, the BOR is aware of the content contained in the article regarding the absence of intellectual diversity, based on political registration of faculty, at 51 elite liberal arts colleges across the country, none of which are located in South Dakota.

Political registration in and of itself is not indicative of pedagogical practices. If the effect of the foregoing is an extreme bias in the classroom to the teaching or presentation of one particular ideology, then yes, the BOR would agree that is troubling and counter to the educational environment we seek to promote and encourage on our campuses.

As noted in the previous reply, there are legal challenges associated with hiring or firing faculty based on their political affiliation.

6. Because these questions were not answered in the BOR’s previous response, we again ask: Will it continue to be the position of the BOR that the faculty on South Dakota's public university campuses exhibit the same "intellectual, viewpoint, and political diversity" as the "citizen population in South Dakota"? Is the BOR aware that such a claim stands in great contrast to the report entitled "Homogenous" issued by the National Association of Scholars on April 24, 2018? Does the BOR have any evidence to support this claim? Isn’t it a fair statement that the "citizen population in South Dakota" holds views quite distinct from a large majority of faculty on campus?

BOR has never taken the position described above. We have communicated the concern some Board member's share with you regarding the suspected lack of faculty diversity as well as the lack of defendable, objective evidence to establish, monitor, or regulate its existence (see Schieffer letter to Qualm). That lack of evidence was reiterated in the response you cite above, so it is incorrect to suggest that BOR's position is that regental faculty or even campuses as a whole exhibit the same diversity as the population as a whole.

The BOR is committed to the principle that viewpoints may not be suppressed because the ideas put forth are thought by some, or even by most members of the institutions’ community, to be offensive, unwise, immoral, or wrong-headed. Controversial speech and robust debate are expected and valued at the institutions. The diverse viewpoints of our campus communities should embody the basic principles of an open democratic society in which free speech and thought respectful of differing opinions is encouraged among the students, faculty and staff. The education offered by our institutions should recognize and prepare our students for the human and cultural diversity of the world in which they will ultimately live and work.
The BOR addressed its awareness and comments regarding the article entitled “Homogeneous: The Political Affiliations of Elite Liberal Arts College Faculty” in its response to question 5 above.

The BOR cannot provide any evidence related to political affiliation of its employees, as collecting and/or asking for such information would expose the BOR to legal liability.

The BOR is not in a position to opine as to the correlation between the views of the “citizen population in South Dakota” as compared to those of its faculty on campus. As noted previously, the personal views of faculty do not necessarily correlate to their pedagogical teachings.

7. In response to question 7 the BOR restates the existing facts, but does not answer our questions. Because these questions were not answered in the BOR’s previous response, we again ask: Some universities report that they include "diversity offices" in the process of writing campus speech codes. Is this wise given the propensity of diversity offices to advance restrictions on free speech? Can the campuses which include "diversity offices" in the process of writing campus speech codes please explain why these offices are included and what these offices do in the process?

I believed that the question was answered, but in fairness I can see it was not specific. That said, in the interest of fairness both ways, the answer was as specific as one might expect on a policy question based on unnamed campuses and unknown reports. This is not intended to be argumentative, but that question quite literally asks us to opine on the advisability of including a campus office without any basis to judge the specific facts presumed or implied. We are unaware of the ‘reports’ cited or which universities reported them, and we have no information specific enough to either verify or correct. That said, the answer provided makes clear that as a matter of policy it seems reasonable to include a broad array of campus constituencies in soliciting comments on policies, and that we did not see a compelling reason to exclude the diversity office.

As referenced above and indicated in our prior response, when formulating campus policy it is sound practice to obtain input from a broad array of campus constituencies. Campus diversity offices would have the opportunity to provide commentary/input on any proposed campus policy, including ones pertaining to free speech. Any comments provided would be considered, just as would comments from any campus constituency, when university leadership, and ultimately the university president, formulates and approves campus policy.

If there are specific concerns you have with any individual application of that approach or have specific facts that raise a concern, I will be more than willing to address them more specifically. But I honestly don’t know what else to add.

8. The BOR staff response to question 8 indicates that the BOR does not pressure campuses to bring in speakers from a variety of ideological viewpoints. Is that correct?

I would not characterize our actions or the recently enacted freedom of expression policy as pressuring campuses to bring in speakers. That said, the policy I think speaks for itself in encouraging a diversity of viewpoints if and to the extent campuses choose to do so. While the BOR does not “pressure” institutions in this way, the fact that the BOR has acted boldly and specifically in changing its policy to support intellectual diversity certainly indicates heightened support for such activity.
9. The BOR did not respond to the bulk of questions in query 9. Please revisit them and respond properly and thoroughly.

Of the 15 or 16 questions included in question 9, we thought the overview answers were responsive to the cluster of the questions. To avoid any further confusion on responsiveness to this query, we have included the original query 9 segmented by question below and we will respond to each portion thereof immediately following the question asked, with our response underlined for ease of identification.

i. The BOR staff response to question 9 in the Qualm letter is also confusing. Does the phrase "guidance is provided by each of the Human Resources offices at each campus" mean that the hiring process is subject to involvement from diversity officers and/or pressures from affirmative action offices with the intent of aiding particular kinds of candidates? No.

ii. When "Human Resources offices" are involved in "reviewing" campus "demographics" to look for "equal opportunity issues" does this mean that the hiring process is subject to involvement from diversity officers and/or pressures from affirmative action offices with the intent of aiding particular kinds of candidates? No.

iii. What candidates are given a boost in the hiring process by involvement from diversity officers and/or pressures from affirmative action offices? Qualified veterans and their spouses, as required by SDCL chapter 3-3.

iv. Be specific and give concrete examples when responding to the latter question. Are "Human Resources offices" the same as "affirmative action, diversity, and/or equity offices or do they overlap? Human Resources Offices are separate from diversity/inclusion/equity offices.

v. On page 10 the "President's Council on Diversity and Inclusiveness" is discussed-what is this and what does it do? The President’s Council on Diversity and Inclusiveness was created to give advice to the President on diversity issues and promoting diversity on campus. Specifically, the Council is charged with advising the President on 1) Policies and programs that increase diversity and create inclusiveness campus-wide, 2) Existing efforts and initiatives that contribute to diversity and inclusiveness, and 3) Campus climate for diversity and inclusiveness.

vi. On page 14 the "human resources vice-president" is described as analyzing the "demographics" of applicants to DSU, what does this mean? Representative sample language from other response. The Human Resource office reviews voluntarily provided applicant data relating to age, sex, disability status, veteran status and race to ensure that there are not biases in the hiring process.

vii. On page 14 the "institutional affirmative action advisory committee" is discussed-what is this? The reference to “reporting data, progress, and issues to the institutional affirmative action advisory committee through meetings and reports” contained in the duty description of the human resource office at DSU was an out of date reference that was provided in error. The institutional affirmative action committee no longer exists, and hasn’t for quite some time. Unfortunately, the reference was not removed from the office duty description, and consequently, was included in error in the prior response.

viii. In the answer to question 9 it is unclear how much DSU is spending on human resources/affirmative action/diversity/equity etc. - please explain. DSU’s Human Resources Office budget is $360,510. Of that amount, $297,510 is for salary/benefits associated with the 4.5 FTE in the office, and $63,000 is for operating expenses. The Human Resources Office is responsible for the following:
1. The creation, maintenance, compliance and evaluation of the institutional related policies and procedures, and communication of these policies;
2. Analysis of all personnel actions, policies, and procedures to insure compliance with institutional affirmative action goals and obligations;
3. Analysis of all demographics and/or qualifications of applicants and employees to insure nondiscrimination during recruitment, hiring, promotion, transfer and termination;
4. Identifying problems within recruitment, hiring, promotion, transfer and termination, and creating solutions to address these problems;
5. Evaluating the effectiveness of the program on an ongoing basis through internal auditing;
6. Providing hiring authorities, search and screen committees, and supervisors with information, training and instructions to assist them in complying with the institutional affirmative action program while performing recruitment, hiring, promotion, transfer and termination;
7. Insuring that all institutional bulletin boards contain required and up-to-date federally mandated employment information for Americans with Disabilities Act, Fair Labor Standards Act wage information, affirmative action/equal employment opportunity information;
8. Perform as liaison for institution with outside enforcement agencies;
9. Perform as liaison for institution with any organizations for qualified individuals with disabilities and qualified protected veterans.

ix. On page 16 SDSU argues that its $300,000 budget for its "Diversity, Inclusion, Equity, and Access" office is designed to make the university "more representative"-what does this mean precisely? “Representative” is referring to the makeup of the student body as compared to that of South Dakota’s population.

x. Representative of what? South Dakota’s population.

xi. On page 15 the "Multicultural Student Lounge" is discussed-what is this? How does it differ from a regular student lounge? The Multicultural Student Lounge is a designated space for student club meetings, and that serves as a connecting point on campus for minority students specifically. It differs from a regular student lounge in name only.

xii. What is its purpose? The primary purpose of the lounge is to provide a place for minority students to interact, have club meetings, study, and engage in fellowship. An ancillary benefit/purpose is to increase student retention and graduation rates, as research shows that minority students are more successful academically, and therefore more likely to remain enrolled and graduate, when there are support services on campus that welcome minorities specifically.

xiii. On page 17, USD's "Office of Diversity" is discussed – it’s stated mission, according to its website, is "increasing the diversity of students, staff, and faculty" and "embedding diversity and inclusiveness throughout the University." In very concrete and specific terms, what does this mean and how is this mission pursued? The Office for Diversity promotes a variety of viewpoints on campus by seeking to engage all people within the campus community. A hallmark of a rich dialogue is a variety of viewpoints and perspectives to actively contribute. USD uses a broad definition of diversity to include, but not limited to, gender, race/ethnicity, veteran’s status, socio-economic status, religion, disability, first-generation status, nationality, citizenship, age, and other identity dimensions.
xiv. How many taxpayer dollars are being spent on this office and this mission and how many staff are being paid to advance this mission and how much? The Office for Diversity has one full-time staff member and one graduate assistant. The FY19 budget for the Office for Diversity is $168,932, which includes, salary, benefits, operations and programming.

xv. If this kind of "diversity" can be aggressively pursued using established diversity offices with specific missions, why can't intellectual diversity be aggressively pursued in order to promote a variety of viewpoints on campus? If done correctly, the pursuit of intellectual diversity could fall under the purview of the larger diversity efforts underway on our campuses. This is a subject addressed in President Schieffer’s letter in further detail.

10. SDSU asserted that its $300,000 budget for its “Diversity, Inclusion, Equity, and Access” office is designed to make the university “more representative.” Similar comments are sprinkled throughout the BOR correspondence and in the official materials generated by the South Dakota public universities. With such large expenditures involved, the BOR must explain what precisely “representative” means. No context or baseline is given. We do not know what goals are being pursued.

As stated in our response to question 9 above, “Representative” is referring to the makeup of the student body as compared to that of South Dakota’s population. Ideally, our student body would be a representative sample of the state’s population, with the underlying goal being equal access to education for all South Dakotans.

11. Because question 10 on affirmative action was not answered in the BOR’s previous response, we again ask: Who benefits from the use of affirmative action and who is penalized? Be very specific when describing how campuses use affirmative action and describe which offices on campus enforce affirmative action policies.

The above-referenced question was previously answered; however, part of the communication problem here may be definitional – both with respect to “affirmative action” application and venturing to address the subjective vagaries of “benefits” and “penalized.” If you are using “affirmative action” in a quota based hiring context then the answer is it doesn’t exist on our campuses, arguably with no benefits and no penalties. If you are using “affirmative action” in an equal opportunity employer context, then the answer to who benefits is anyone who applies for a position at one of our institutions because they are all given an equal opportunity at employment based on their individual experiences and qualifications. To the inverse question of who is penalized, the answer is no one. There are of course endless arguments to be made for broader benefits and penalties. As noted previously and again below, the one caveat would be veteran’s preferences, so in that context, if everything else is equal between two applicants, the veteran is going to benefit to the detriment of the non-veteran applicant. If there is something more specific you require to be addressed in this regard, we will, but to our knowledge going beyond this is more of a viewpoint discussion than a factual reply.

The BOR and its institutions do not require diversity hires, nor do we penalize applicants based on status, but we do require compliance with equal opportunity and related state and federal law on nondiscriminatory hiring. The one exception to this is for veterans, SDCL Chapter 3-3 requires that preference be given to qualified veterans and their spouses in appointment, employment and promotion.
12. With respect to question 11, the BOR offers a circular response: “The Offices of Diversity/Inclusion/Equity assist the campuses with information about, and activities related to, an equitable and inclusive university.” Please explain to us in detail what “equitable and inclusive” means. What activities take place on under this banner? What are the goals? It is not responsive to say that the goal of equity is to be more equitable. We respectfully ask for a full and specific explanation.

There are both federal and state laws (i.e., Title VII of the Civil Rights Act, Title IX, ADEA, ADA and IRCA) which prevent discrimination against individuals and impact the functions of higher education. In an effort to assist institutions of higher education in complying with these laws and furthering compelling institutional goals of equity and inclusiveness, many universities have established Offices of Diversity, Inclusion, and Equity.

In simplest terms, “equitable and inclusive” means ensuring that all students, faculty and staff have equal access to opportunities and are welcome on campus. These offices promote a variety of viewpoints on campus by seeking to engage all people within the campus community – regardless of affiliation or belief, and in doing so, create an environment where all views are valued equally. It is also important to remember that the term “diversity” is used in an extremely broad context, which includes, but is not limited to, gender, race/ethnicity, socio-economic status, veteran status, religion, first-generation status, sexual orientation, disability, nationality, age, citizenship, etc.

As referenced in our response to question 10 above, the underlying goal is equal access to education for all South Dakotans, a large part of which is ensuring all students have access to the resources necessary to be successful at our institutions and attain degrees. Each of the diverse subsects of our student body face unique challenges and/or barriers to completing their education. A few examples, which aren’t intended to be overly prescriptive, might include a Native American student facing cultural challenges associated with being on campus and away from their family, a first generation college student that lacks a sufficient support system to deal with issues encountered while pursuing their education, or a veteran student struggling with PTSD and/or finding themselves unable to relate to, or integrate with, the civilian population on campus.

The individual activities of these offices should be as diverse as the student base they serve and the challenges they strive to overcome, but the overarching goal of the diversity/inclusion/equity effort is to knock down barriers to education and to provide the resources necessary to overcome the challenges faced by these students, which ultimately serves to increase student retention and graduation rates. Studies have found that students in diverse environments have increased cognitive abilities. Additionally, these offices help to equip students with the 21st century skills demanded by today’s employers and required to be successful in today’s global workforce economy, including skills such as cultural competency, as well as emotional and social intelligence.

13. The cost of the diversity/equity/inclusion offices on South Dakota public campuses set forth in the BOR answer to question 13 seems to approximate $500,000 – is this correct? Is it correct to say that BHSU, NSU, and DSU do not have diversity/equity/inclusion offices and therefore have no diversity/equity/inclusion expenses because no such expenses are listed in the answer to question 13? Do the costs of affirmative action offices at BHSU, SDSU, and USD total $562,000? Since no costs are listed, do DSU, SDSMT, and NSU not have affirmative action offices? With respect to the existing diversity/equity/inclusion and affirmative action offices please set forth how this money is spent (as we requested in our earlier letter, but which was ignored in the BOR response) and who specifically is paid and what these people do.

The amounts set forth in the BOR’s prior response to question 13 total $449,128.25 for diversity/equity/inclusion/multicultural efforts at SDSM&T, USD and SDSU.
It is accurate to say BHSU, NSU, and DSU do not have offices of diversity/equity/inclusion. It is not accurate to say that BHSU, NSU and DSU incur no expenses advancing diversity/equity/inclusion efforts. As noted above in our response to question 4, how an institution meets the HLC Criteria is up to the institution, and the approach may vary based on a variety of campus specific considerations. These campuses have found ways to address diversity short of maintaining a dedicated office, whether that be through campus culture, providing the requisite resources in conjunction with broader student success services, or otherwise.

It is unclear what you are including in the category of “affirmative action offices.” The budget for USD’s Equal Opportunity Office, which covers Title IX, is $95,660; SDSU’s Title IX/EEO expenditures were $227,154; and BHSU’s budgets for Disability Services and Title IX total $240,010. If your categorization of “affirmative action offices” includes all of the foregoing, then yes, the total associated with the same is $562,824.

It is accurate to say DSU, SDSMT, and NSU do not have affirmative action offices.

Given SDSU’s land-grant status, a response specifically addressing that context is warranted. The Morrill Act of 1862 created a framework from which the doors of higher education could be within reach to all people through the creation of land-grant institutions across the United States. SDSU does not have recruitment or hiring quotas for race, gender, political identity, religion or any other criterion. However, SDSU’s office of Diversity, Inclusion, Equity, and Access is a catalyst in promoting its accessibility mandate.

The mission of SDSU’s Office of Diversity, Inclusion, Equity and Access (ODIEA) is to enrich the university community's understanding and appreciation of diversity, practice of inclusion, advancement of equity, and integration of access. ODIEA leads and facilitates the development of institutional policies and protocols intended to create a more representative, equitable, and inclusive university. Its roles on the SDSU campus include the following:

- Promote general awareness and understanding of diversity, inclusion, equity and access across the University and within the community
- Develop and host training and development programs with a focus on diversity, inclusion, equity, and access topics such as Safe Zone/Ally training, Diversity Academy, Difference is Dialogue, and other similar programs.
- Assess accessibility at SDSU and recommend policy, procedure, and infrastructure changes to increase accessibility of the SDSU campus.
- Development of protocols and policies related to diversity, inclusion, equity, and access.
- Advise University administration in areas of diversity, inclusion, equity, and access

The interim Chief Diversity Officer, Ms. Kas Williams, performs the following responsibilities:

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

Nadine Gjerde serves as the ADA Coordinator and performs the following responsibilities:
- Serves as a planning coordinator for University programs, policies, and procedures relating to University compliance and the promotion of University opportunities for persons with disabilities.
- Ensures that appropriate processes are in place to provide for the prompt and equitable resolution of complaints and inquiries from University employees and students, as well as the public regarding compliance with the ADA and other applicable federal and state laws regarding discrimination on the basis of disability.
- Maintains current information regarding state and federal laws and regulations as well as best practices relating to all of the University’s employment policies and procedures; facilities, programs and access protocols; and all issues concerning persons with disabilities and ways of providing reasonable accommodations to persons with disabilities while maintaining program performance standards.
- Provides ADA program and facility interpretation, training, and recommendations on compliance to all sectors of the University community.
- Develops and maintains written materials, presentations, and other informational pieces to broadly disseminate and make readily available information regarding the ADA and the University’s policies, services and procedures relating to individuals with disabilities.
- Coordinates with a variety of other offices to ensure the timely filing of all required compliance reports.
- Develops and implements internal measures and/or reports which inform the university administration of the status of ADA compliance and opportunities for people with disabilities.
- Assists with the overall mission of the Office of Diversity, Inclusion, Equity and Access.

There is budget within this office to hire up to two Diversity Dissertation Fellows. These staff members serve in academic units performing academic functions while working to complete their dissertations.

The following are annualized amounts paid to staff (this is not the entire office budget):

- Interim Chief Diversity Officer - $66,000 (annualized salary w/o benefits)
- ADA Coordinator - $60,000 (annualized salary w/o benefit)
- Dissertation Fellows (2 budgeted at $53,744)
- Graduate Assistant (1 budgeted at $12,830)
- Workstudy/Student Labor (budget of $27,000)

SDSU has an office of Title IX/Equal Opportunity but not an office specifically titled Affirmative Action Office. The Title IX/Equal Opportunity office has a Title IX/EO Compliance Coordinator and Affirmative Action Officer and two Title IX/EO Investigators and is housed within the Human Resources Office at SDSU. The office responds to reports, concerns, and inquiries about harassment, discrimination, and sexual misconduct, which includes sexual harassment, sexual assault, rape, domestic violence, dating violence, and stalking. They assist students, employees, program participants, and campus visitors, regardless of where the misconduct took place.
The Title IX/EO Compliance Coordinator and Title IX/EO Investigators are knowledgeable about all options for complaint resolution. They work closely with Student Affairs, the Behavioral Intervention Team, and the University Police Department, and play an integral role in carrying out the University's commitment to a positive learning, teaching and working environment for the entire community.

SDSU tracks applicants by protected class and is committed to recruiting a diverse applicant pool for consideration for all positions.

The following are annualized amounts paid to staff (this is not the entire office budget):

- Title IX/EO Investigator (J. Lankford): Annualized salary w/o benefits: $49,000
- Title IX/EO Investigator (C. McCuin): Annualized salary w/o benefits: $50,000
- Title IX/EO Coordinator (M. Johnson): Annualized salary w/o benefits: $77,250

The Office for Diversity at USD has one full-time staff member and one graduate assistant. The FY19 budget for the Office for Diversity is $168,932. Approximately 93 percent of this budget is funded by tuition dollars.

The SD Mines Office of Multicultural Affairs has a staff of three: Director, Assistant Director, and a retention advisor who is funded by the South Dakota Jump Start program. The budget for this operation is $140,878.25. The grant funded portion of this total amount is termed to expire at the end of FY19.

Programs include workshops for cultural and global inclusion programming and facilitating campus dialogs addressing social issues and other relevant topics for students, faculty and staff. The nationally recognized SD Mines student professional chapters of the American Indian Science and Engineering Society (AISES), National Society of Black Engineers (NSBE), Society of Asian Scientists and Engineers (SASE), and the Society of Hispanic Professional Engineers (SHPE), are advised by staff in OMA. The Honoring Ceremony for American Indian graduates is coordinated through this office.

Services include collaborating with the Office of Admissions to recruit students by representing SD Mines at the Lakota Nation Invitational (LNI) and the Black Hills Powwow; conducting on-campus sessions with visitors from reservations; and attending high school visits with Admissions Counselors. Retention activities include orientation of new students, mentoring, tutoring, and book loan programs for students of color, first-generation and low-income students.

Campus resources include the annually compiled Diversity and American Indian summary reports. These reports are utilized in part by researchers and faculty who are applying for external funding through the National Science Foundation and other state and federal agencies. The OMA director is a co-chair of the Campus Inclusion Committee; members of this committee promote intercultural competence and serve as advisors for other diversity-related goals and initiatives.

14. **With respect to the BOR’s frequent invocation of Executive Order 11246, is the BOR following the current Supreme Court case *Students for Fair Admissions v. Harvard*? Will the alleged requirements set forth in the BOR answer to question 13 be nullified if the plaintiffs win this case? If the plaintiffs prevail will BOR be able to save $562,000 in affirmative action expenses?**

The BOR is aware of the pending Supreme Court case captioned *Students for Fair Admissions v. Harvard*. The outcome of the foregoing will have no impact on the BOR’s answer to question 13 above, nor will it result in the BOR being able to save $562,000.
15. Because these questions were not answered in the BOR’s previous response, we again ask: Since some campuses have no diversity/inclusion/equity etc. offices or administrative units it then seems perfectly acceptable, does it not, for all campuses to have no diversity/inclusion/equity etc. offices or administrative units? Why does HLC supposedly demand diversity/inclusion/equity offices for some campuses but not others?

This question was answered previously and again in greater detail in our response to question 4 above.

16. Because these questions were not answered in the BOR’s previous response, we again ask: Is the BOR aware of the 2016 report from the American Council of Trustees and Alumni describing the "crisis in civic education"? The report found that only 18% of colleges require an American history course for graduation and that college graduates are extremely uninformed about basic American history and the basic workings of government. Is the BOR concerned about these findings? What can the BOR do to bolster civic education and awareness among students at South Dakota public universities?

I’m sorry you did not find the prior answer acceptable, but this goes to an academic core curriculum question. If we change the core requirements and keep the 120 credit hour rule for most degrees, then there will be massive changes to core requirements across the system, which will most likely result in students not graduating due to changes in their degree plans. It is certainly possible to revisit that again, and would be happy to discuss it in more detail. But simply adding more required courses is not practical without eliminating some or having profound impacts on South Dakota competitiveness and effectiveness in higher education. In addition to curriculum options, other areas to discuss might include practical engagement opportunities, offering scholarships for students to take the history or political science offerings, student and parental engagement, etc.

The BOR is aware of the contents of the 2016 report from the American Council of Trustees and Alumni describing the “crisis in civics education,” and of course are concerned. This is an important question, but by no means is it limited to history and government literacy. Math and sciences and other basic failures abound. I would urge caution for anyone who may suggest a quick fix is to simply mandate more or different core curriculum in a particular area without careful thought about and airing of the consequences.

17. Because these questions were not answered in the BOR’s previous response, we again ask: Do only 38% of USD graduates take any American history or government courses? What is the percentage for other colleges? DSU did not appear to respond. Does the BOR believe that 62% of USD students taking no American history or government courses and solely relying on an American history course in high school is sufficient to support strong civic engagement throughout a student's life? Would the BOR support increasing college history/government requirements? Texas requires that students at Texas universities take at least 6 hours of American history courses—would the BOR support a similar requirement?

The USD percentage referenced above is accurate, as previously noted.

At SDSU 44% of the 2017-2018 graduates took at least one HIST or POLS course.

At SDSM&T 44.75% of the 2017-2018 graduates took at least one HIST or POLS course.

At DSU 53% of the 2017-2018 graduates took at least one HIST or POLS course.

At BHSU 81% of the 2017-2018 graduates took at least one HIST or POLS course.
At NSU 86% of the 2017-2018 graduates took at least one HIST or POLS course.

I cannot speak directly to the Board’s position on adding 6 hours of American History. Without specific Board Direction, the response set forth in item 16, above, is as responsive as I can be. In short, there are actions that can be taken and we would welcome a dialogue on the issue. But a rational answer whether the Board would support mandating 6 hours of American history to the core needs to include what current core requirements would be eliminated or whether the proposal is to simply add 6 hours to the existing core and/or change degree requirements to 126 hours, thereby increasing time and cost to degree. Any insight you can provide as to what specifically is being proposed in those additional respects would help in providing a more specific answer for the Board’s consideration.

18. Because these questions were not answered in the BOR’s previous response, we again ask: Should the BOR consider advocating that South Dakota public universities offer minors in "American Constitutional Heritage," "Conservative Political Thought," "The Great Books," or "The Heritage of Ancient Greece and Rome"? Why or why not? In general, can the BOR develop/advocate more minors similar to "The Great Books" and fewer similar to "Inclusion and Equity" and wouldn’t such a reprioritization better meet the expectations of parents, taxpayers, and students? Wouldn’t such reprioritization promote intellectual diversity?

While the Board may of course consider advocating for development of new minor programs, in my experience the Board generally serves as a hurdle to the minors, majors and other offerings that come from the campuses. This is in large part due to a strong emphasis to minimize redundancy and manage costs. We do not have the luxury of offering everything the Board agrees would be “good” academically. The process is much more one of prioritization, and that is driven in large part by interest and demand and balance and available resources. So this is one area where the information supplied really does make it impossible to answer the specific questions in the abstract. That is not to suggest these questions should not be probed, which seems a better approach from a Board perspective.

19. The BOR staff response appears to indicate that no effort is being made to promote intellectual diversity, properly defined (see above), on campus within the work of hiring committees. Is this correct?

No; this is not correct, except to the extent that one’s interpretation of “properly defined” violates South Dakota law (which probing political affiliation or opinion -- including preferencing or restricting someone because they are viewed as politically “liberal” or “conservative” -- clearly violates). This issue is addressed above (e.g., section 2 and 3) and in prior letters, and President Schieffer addressed it in his September letter to Leader Qualm and in detail in his letter accompanying this one.

20. There appears to be confusion about how public dollars are spent at South Dakota public universities. Would line item budgeting be more open and transparent and therefore more beneficial to the general public?

I am not aware of such confusion and have not seen evidence of that, based in part by the kind of informational detail freely available and being discussed in this exchange. I’m not sure what kind of line item budgeting you are asking about. As a general rule, it comes with considerable accounting and administrative or operational costs. If there are specifics to address either as to what confusion exists or other benefits that might outweigh those costs, I would be happy to provide a more specific reply.
Sincerely,

[Signature]

Dr. Paul B. Beran  
Executive Director & CEO  
South Dakota Board of Regents

cc:  Representative Steven Haugaard  
Senator Brock Greenfield  
Senator Jim Bolin  
HB 1073 Sponsors  
SB 198 Sponsors  
Kevin Schieffer  
Nathan Lukkes
REPORT OF A COMPREHENSIVE VISIT

TO THE

UNIVERSITY OF SOUTH DAKOTA

VERMILLION, SOUTH DAKOTA

April 22-25, 2001

for the

Commission on Institutions of Higher Education

of the

North Central Association of Colleges and Schools

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SECTION I: INTRODUCTION

STRUCTURE AND SCOPE OF THE EVALUATION VISIT

This report summarizes the results of the comprehensive evaluation visit to the University of South Dakota for the purpose of continued accreditation at the doctoral degree-granting level. The visit was conducted for the Commission on Institutions of Higher Education for the North Central Association of Colleges and Schools on April 22 – 25, 2001.

During the three day campus visit, the team met with the Chief Executive Officer, members of his senior staff including Vice Presidents, Deans and the leadership of various governance groups, Foundation board members, and various campus groups, including students, faculty, staff and department chairs and directors of various campus units. In addition, telephone conference calls were conducted with members of the Board of Regents (BOR) as well as the Executive Director of the Regents.

The report is organized into several sections with Section I, the Introduction, describing the nature and scope of the visit, the organization of the report, the accreditation history of the institution, and comments on the self-study report prepared by the institution. Section II discusses the institution’s responses to previously identified concerns, while Sections III-VII report the general institutional requirements, criteria for accreditation, and a summary of institutional strengths and concerns. Section VIII includes advice and suggestions of the team members to the university while Section IX contains the formal recommendation of the team, the rationale for the recommendation,
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and Worksheets for the Statement of Affiliation Status and Statement of Institutional Scope and Activities (SISA).

ACCREDITATION HISTORY OF THE INSTITUTION

The University of South Dakota (USD) was established in 1862 by the first Dakota Territorial Legislature. Designated by state statute as the liberal arts university with professional schools, USD is one of six public institutions of higher education in the state of South Dakota.

In 1908 the University of South Dakota (USD) became a member of the North Central Association and has remained accredited since that time. In 1963 USD received accreditation to award doctoral degrees and offers Associate, Baccalaureate, Masters, Doctor of Philosophy, Doctor of Education, Juris Doctor, and Medical Doctor degrees. In 1991 the institution received a 10 year accreditation recommendation with its assessment plan approved in 1995. The 2000-2001 comprehensive visit was consistent with the recommendation of the visiting team in 1991.

EVALUATION OF THE INSTITUTION’S SELF-STUDY PROCESS AND SELF-STUDY REPORT

Preparation for the comprehensive visit was initiated with the self-study process in the spring of 1999. A self-study coordinator was appointed and the Self-Study Steering Committee identified to direct the preparation of the self-study report. Members of the university committee were extensively involved in various task forces which directed the self-study efforts and included reviews of documents, participation in surveys and unit self-study efforts and participation in an NCA led workshop to enhance campus understanding of NCA accreditation. Drafts of the self-study were widely
University of South Dakota

circulated and discussed on the campus, including the provision of copies on reserve in
the library and open forums for campus dialogue and discussion.

The Self-Study contained basic factual narrative organized in nine chapters
including an overview, institutional response to the accreditation criteria, and a summary
and conclusions chapter. The Self-Study was particularly effective in identifying the
evidence sources for meeting the General Institutional Requirements. The resource room
was well organized and the institution very cooperative in arranging meetings and
appointments as well as providing any additional data and reports requested by team
members.
SECTION II: INSTITUTION'S RESPONSE TO PREVIOUSLY IDENTIFIED CONCERNS

1991 COMPREHENSIVE TEAM REPORT

The University of South Dakota responded to each of the concerns raised in the 1991 visit in narrative form in the self-study report. The 1991 site visit team noted the following areas to be addressed during the ten-year accreditation period.

Concern #1: *There is too great a disparity between USD's aspirational mission statement and what the institution is doing presently in professional graduate programs and applied research.*

In March, 1994 USD revised its mission statement to be “less aspirational and more realistic,” focusing its efforts on excellence in teaching and scholarly and creative activities and service to the State of South Dakota and the region. The combining of the offices of research and graduate education provided the philosophical as well as the structural connection between the scholarly expectations of the institution and its graduate programs. The redesigning of several doctoral programs, including cooperative efforts with South Dakota State University, the expansion of the Office of Research and Graduate Education from 2 FTE to 7 FTE, a five-fold increase in research support, and substantial financial increases to graduate assistantships all have sharpened the focus of USD as an institution with an important graduate and professional education role in addition to its undergraduate liberal arts mission.

Increased participation in the NSF EPSCoR programs has brought substantial new research resources to USD and several research-oriented institutes have been developed.
Faculty clearly understand the expectations for research and scholarly activity while continuing to embrace the importance of excellence in teaching.

Financial constraints within the State of South Dakota continue to make it difficult to address the more costly nature of graduate education. The Reinvestment Through Efficiencies Program has resulted in internal dollars being redirected, often away from graduate programs to more innovative/unique areas within the institution. The Regents' 7/10 rule, which defines course offerings by enrollment minimums, has been identified as negatively impacting graduate programs, particularly those which have small student program enrollments in general.

Concern #2: A clear institution commitment is not evident with respect to Affirmative Action. The implementation plans of the units range from specific based on a strong philosophy to vague generalities. There is insufficient distinction between the legal requirements of affirmative action and the more inclusive concept of diversity.

Attempts to address this concern at USD have taken the form of educational awareness programs, curricular revision, and personnel recruitment and retention. Among the general education core curriculum goals is a "sensitivity to cultural diversity" goal. The implementation of curricula which address this goal is yet to be fully completed. Increased attention to study abroad programs, international student cultural events, and international studies major are reflective of the institution's attention to "preparing students to live and work in an international environment."

The number of females employed at USD has increased since 1991 with a substantial increase in female faculty members at the entry-level rank of assistant professor. The employment of ethnic minority members has been much less impressive.
It is reported that a very limited number of ethnic minority members apply for positions at USD and it is difficult to retain minority members even if initial appointments are able to be made. Recruitment efforts appear to focus on traditional advertising and employment processes.

Several efforts have been undertaken to raise diversity awareness on the campus through speakers, curricular offerings, art, music and theatre offerings, and collaborative programs with Tribal Colleges. There appears, however, to be little organized focus to these initiatives and they often appear to be isolated events rather than an institutional commitment.

Concern #3: In general, there are not enough resources to support fully present programmatic commitments. While the new initiatives in graduate programs and research are commendable, it may be difficult to achieve these unless program priorities are changed or additional resources are available. Significant new resource commitments are required for faculty and staff salaries; the number and amount of compensation for graduate assistants; operation and maintenance budgets; and the remodeling and renovation of facilities.

The FY97 decision to fully fund higher education in South Dakota resulted in substantial faculty salary increases and graduate assistantships. Regential decisions to substantially increase out of state tuition and to achieve reallocation dollars through internal reallocation processes resulted in sharp declines in enrollment at USD and reduced state funding for research. While some financial increases have been accomplished in the operation and maintenance budget of USD, these budgets have not kept pace with inflation.
The institution has undertaken aggressive efforts to raise private funding for facilities and equipment as well as scholarship dollars and endowed professorships through a university capital campaign. This initiative, coupled with a change in the Regent policy regarding out of state tuition, is expected to reverse previous downward trends in enrollment and create a more modern and upgraded campus environment. State resources continue to be scarce and the future success of USD will in large measure be determined by the success of its own internal resource raising efforts.

Concern #4: A lack of sensitivity is evident in building design to accommodate the needs of the physically handicapped.

USD has made ADA compliance a priority in the last decade with over $3 million dollars spent to enhance accessibility. Where ADA compliance has not been achieved, plans are in place to address those concerns within the next several years. The consolidation of a number of student service areas into a single facility will address a number of concerns that continue relative to building accessibility.

Concern #5: There has been no increase in resources for student services in spite of the increase in student enrollment and faculty positions.

Enrollment declines in the past four years have negated, to some degree, this concern. Reductions in staff as a result of the efficiencies program mandated by the Regents has resulted in fewer personnel in the areas of admissions and registration. The recent USD Strategic Plan calls for attention to be given to both the delivery and effectiveness of student services on the USD campus.
Concern #6: While faculty personnel files relating to campus history generally are in good order, official transcripts showing the highest earned degree are not available in each faculty member's file and should be obtained.

As a result of the 1991 concern, all units have been directed to obtain and retain official transcripts with the highest earned degree evident for all university employees. Where faculty have been hired with the expectation of completing the terminal degree, faculty have been requested to provide verification of the completion of the degree when appropriate.
SECTION III: GENERAL INSTITUTIONAL REQUIREMENTS

Documents relevant to the General Institutional Requirements were identified in the institutional self study on pages 21-30. The evidence cited was validated through document reviews and interviews with appropriate/selected persons.

MISSION

The University of South Dakota’s formal mission statement was adopted by the Board of Regents in 1996 and the institution has degree granting authority for the associate, baccalaureate, masters, education specialist, and doctoral degrees (GIR # 1,2).

AUTHORIZATION

South Dakota law confirms USD as a public institution of the State of South Dakota with legal authorization to grant degrees and is controlled by the Board of Regents, the governing board for all of South Dakota’s universities. The governing board has legal authority for the basic governance policies of the institution including the designation of an executive officer of the institution, currently President James Abbott. The university has been affiliated with North Central Association since 1913 (GIR # 3-8).

FACULTY

The faculty of the University of South Dakota are responsible for the development, delivery, and evaluation of the institution’s educational programs and more than 95% of the full time faculty (94% of the faculty are employed full time) hold the appropriate terminal degrees (GIR # 9-11).
EDUCATIONAL PROGRAM

USD has students in all program areas in which it is authorized to grant degrees, with over 1500 degrees awarded annually. The academic programs offered at USD are appropriate to its mission and are common to institutions of higher education. General education consists of 30 core hours, as defined by the South Dakota Board of Regents, with 12 institutional specific hours appropriate to USD's mission and program array. Academic support services, including learning resources, are available and accessible to students served in all locations where programs are offered (GIR #12-18).

FINANCES

Financial audits are conducted annually at USD and USD's budget structure reflects NACUBO functional resource allocations. Campus units receive timely account information and fiscal reports. The university budget development process provides for the involvement of constituents across the university community and the institutional practices, records, and reports reflect the fiscal accountability of the institution (GIR # 19-21).

PUBLIC INFORMATION

The university publishes a variety of documents, including catalogs, faculty and student handbooks, budget documents and fiscal reports, admissions and general university information materials, all of which accurately reflect the educational programs, resources - both learning and fiscal, and policies and procedures applicable to faculty, staff and students of the university as well as the general public (GIR # 22-24).
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The team finds the University of South Dakota satisfies all of the General Institutional Requirements of the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools, North Central Association.
SECTION IV: CRITERIA FOR ACCREDITATION

CRITERION ONE: The institution has clear and publicly stated purposes, consistent with its mission and appropriate to a post-secondary institution.

MISSION AND GOALS

The current mission statement, developed in 1993 and formally approved in 1996, in response to the Board of Regents’ desire to create more uniformity among the system campuses, is as follows:

The University of South Dakota is the comprehensive university within the South Dakota System of Higher Education. The University of South Dakota’s mission is to provide graduate and undergraduate programs in the liberal arts and sciences and in professional education, to promote excellence in teaching and learning, to support research, scholarly and creative activities, and to provide service to the State of South Dakota and the region.

The mission statement appears most explicitly in the Faculty Handbook and on the Board of Regents web page and appears in modified and/or less explicit form in the Undergraduate and Graduate Catalogs and the Student Handbook. As noted in the institutional self study, the mission statement is less accessible to current and prospective students and the general public than might be desirable and members of the NCA self study committee have identified a series of actions to be undertaken to enhance the visibility of the University of South Dakota mission.

Recognizing that the institutional mission, as adopted by the Board of Regents, did not provide a vision for the growth and future development of USD, the University Planning Committee recommended the development of an institutional vision statement and corollary goals as part of the process for delineating the University Strategic Plan which was approved by the University Senate in May 2000. The USD vision statement is as follows:
The University of South Dakota, as the first public university established in the Dakota Territory and the comprehensive university with the South Dakota system of higher education, values excellence in teaching and learning, advancement of knowledge, public service, freedom of thought and expression, and personal responsibility and development. USD provides a strong liberal arts education and an array of regionally and nationally recognized professional and graduate programs. Undergraduate programs provide a solid foundation for entry-level careers and for graduate and professional degrees at USD or other leading institutions of higher education. Graduate and professional programs at USD prepare students to contribute to their disciplines and professions as well as to the communities in which they live through leadership, scholarship, and service. The University provides students an intellectually stimulating educational experience, in and out of the classroom, within a supportive and diverse community of active learners. Students' academic and personal growth is supported through an innovative curriculum that integrates excellence in teaching with research and service. At USD, students are inspired to become life-long learners who will make significant contributions through leadership and service as citizens of the state, the nation, and the world. Both to measure its success in attaining its vision and appropriate to refining that vision, USD relies heavily on its planning, program review, and assessment activities.

The campus community expresses a clear understanding of the mission and, in particular, the importance of teaching at USD. University community members also express a commitment to the tripartite mission of teaching, research, and service while raising concern regarding meeting these multiple responsibilities in an environment of resource (both human and fiscal) constraints. Some university members express a concern that the mission and vision statements, embraced by USD itself, may be different than the vision of the South Dakota University System for the institution.

The University of South Dakota is authorized to confer the associate, baccalaureate, masters, education specialist and doctoral level degrees including the Ed.D., Ph.D., J.D., and the M.D. The curricular offerings are consistent with the mission of the institution and faculty members are responsible for the development and delivery of academic programs reflective of the stated institutional mission.
Although research and scholarly activity are integral to the mission of USD, and in particular the graduate programs offered at the institution, the current faculty workloads, the small number of students enrolled in a number of the graduate programs, the current levels of graduate stipend funding, and the level of financial support available for graduate and professional preparation programs leads the team to conclude that USD needs to limit and focus graduate education to those areas of both critical strength and mass as well as relevancy to the regional area USD serves.

Notwithstanding the concern expressed above, the NCA team believes that USD does have clear and publicly stated statements of institutional mission, vision, and goals that are appropriate to a post-secondary educational institution and fulfills Criterion One.

CRITERION TWO: The institution has appropriately organized adequate human, financial, and physical resources into educational and other programs to accomplish its purposes.

GOVERNANCE STRUCTURES

Board of Regents

The Board of Regents (BOR) is granted governance authority for all of the six state universities by the South Dakota Constitution. The Board consists of nine members and has policy, resource, and programmatic responsibility for the state institutions. Board members serve for six-year terms with a student member appointed by the governor. The current student board member is a USD law student.

The System Office and Board of Regents exercises control policies throughout the System, approving programs, setting tuition and fees, mandating proficiency examinations, allocating budgets and determining performance factors to insure accountability.
The BOR selects an Executive Director who serves as the system's chief executive officer. The Executive Director provides information to and advises the BOR on matters of higher education concern. The Executive Director's view is that in a state with a small population (and limited resources), a unified public higher education system must draw on all institutions to deliver services throughout the state. Each institution has a distinctive mission within the state structure. USD's unique mission is to provide graduate and undergraduate programs in the liberal arts and sciences and in professional education.

Telephone conference calls with the Executive Director and members of the BOR included discussion of the state system of higher education and the role of USD in that system. All participants were in agreement with the perspective of unified/coordinated higher education system for the State of South Dakota with specialized missions for individual campuses. USD was identified as a comprehensive institution with a strong emphasis on undergraduate education and professional preparation curricula. Strong support for accountability measures was expressed and their relationship to potential political support was noted. All of those participating expressed the need for the wise investment of limited financial resources and the need for state level oversight to insure appropriate fiscal management and avoidance of duplication.

While BOR members and the Executive Director expressed strong support for the USD, the mission and vision for institution expressed appeared to differ from that espoused by the campus community. The Executive Director indicated the need for USD to sharpen its focus to high quality residential undergraduate programs with limited
graduate and professional preparation while the campus community expressed a broader, more comprehensive vision of itself.

In addition to the Board of Regents and System Office policies, USD also has controls placed on it by State Personnel Administration and State Purchasing among others. Often these agencies, through their rules, limit or hamper USD’s ability to resolve personnel hiring issues and important equipment and computer purchases in a timely manner. If it is not possible to exempt "regular" full time personnel hiring and salaries, perhaps grant funded positions could be exempted. This would permit timely completion of grants and contracts.

In general, the tight control exercised by the Board of Regents and state agencies, prevents USD from deploying resources in the best interest of its students and of maintaining program quality.

Administration

The University of South Dakota’s president, Mr. James Abbott, is delegated the responsibility for the management and operation of the institution. Four vice presidents as well as the Dean of Student Life, University Counsel, Affirmative Action and an Administrative Assistant report directly to the president. The academic structure consists of the Colleges of Arts and Sciences and Fine Arts and Schools of Business, Education, Law, Medicine, and Graduate Education. The Office of Research and Graduate Education serves to connect the research and graduate education missions of the institution.
Campus Involvement

A wide array of councils and committees reflect a long tradition of shared governance at USD. Faculty report satisfaction with their involvement in university governance which occurs through the graduate council, the president's advisory council; university senate and the university planning committee, as well as numerous task specific committees (e.g. nominating, honors, safety, student affairs, etc.).

The collective bargaining unit for the faculty of the regential system is the Council of Higher Education although few members of the USD faculty actually belong to the bargaining unit.

Students are represented through the Student Association and an array of clubs and organizations as well as having representation on a number of the university governance councils and committees.

It is clear that faculty, staff, and students have strong commitments to USD, participate in appropriate governance structures, and that the governance structures provide for full community participation in university affairs.

HUMAN RESOURCES

The point factor job evaluation system and salary structure implemented for non-faculty exempt employees (i.e., administrative staff) in FY’96 appears to have led to a much greater sense of equity among this constituent group and facilitated more sound management practices. In participating in the Salary Competitiveness Plan, non-faculty exempt employees have enjoyed significantly enhanced salary levels in recent years. The methods of establishing the salary pools (merit, institutional priorities, and market) seem to be working well.
Several wage upgrades have been obtained for career service employees (i.e., support staff) based upon salary comparison studies, although these have been gained only after considerable institutional effort in convincing both Regents' and state personnel office staff, as required by state law.

Given the number of Regents' required re-allocations and funding cuts, the team is concerned about the adequacy of staffing levels at USD (both exempt and career service). While numerous persons at USD attest to the willingness of staff to put in long hours and "give 110%," the impression is given that staffing is just barely adequate to allow USD to accomplish its purposes, but not adequate to allow it to take activities to the next level.

FINANCIAL RESOURCES

USD exists within a state demographic, political, and economic environment that poses severe challenges to the adequacy of funding for higher education. The population, both generally and particularly for traditional age college students, is shrinking. South Dakota is a traditionally low tax state and there appears to be no sentiment for revenue increases for state government. USD receives its primary funding from its state share of appropriations and student tuition and fees, with a smaller portion of funding coming from grants and contracts (most of which is restricted in use), gifts, and other sources. The South Dakota Board of Regents control both the amount of revenue received from state funding and also USD's tuition and fee levels.

The team has concluded that USD is severely under-resourced as a result of the Regents' funding framework and the Regents-mandated Reinvestment Through Efficiency program. The Funding Framework provides a static base budget for USD with
no inflationary increases for basic operational costs when student enrollments remain within plus or minus 4% of their Fall 1997 level. Also within this framework, 5% of USD's budget is linked to state policy goals through incentive funding. USD's annual performance relative to targets set by the Regents determines how much of the incentive funding it retains within its base budget. Not only have the targets for incentive funding been challenging, but it is difficult for USD to plan how much funding will be received each year since the funding received varies according to changing targets and the performance of other system institutions relative to their targets. The incentive funding is carried out on an annual basis and there is not a "multiple year rolling average" approach.

The Regents' Reinvestment Through Efficiency program forces USD to reallocate significant portions of its operating budget in ways that must be approved by the Regents. Phase I of this program caused the University to consolidate enrollment services units into a single enrollment services center; this reduced USD's permanent budget by $491,815 and 12.7 FTE staff, most of which was redirected out of the enrollment services area. Phase II involved cancellation of most undergraduate class sections with less than 10 students and most graduate sections with less than 7 students; in FY 97 $1,122,007 and 23.89 FTE were identified to be redirected as a result of this action. In addition, Phase III required a redirection of 5% of state funding; this required reorganization and process changes that led to $2,770,005 and 56.35 FTE being reallocated. While the USD staff point out that "reinvested" resources have led to significant improvements in technology, curriculum and faculty development, centers of excellence, etc., the team concludes that it would be far preferable for enhancements in
these areas not to have been gained by coincident losses in other important areas within what is already an under-resourced institution.

Another state funding issue that has strongly impacted USD is the Regents’ Salary Competitiveness Plan. Recognizing that faculty and exempt staff salaries have seriously lagged behind the market for some time, the Regents’ plan significantly improved salaries, but did so as a result of position reductions, tuition and fee increases, and increased user fees. USD faculty and exempt salaries increased 7.2% in FY99, 6.2% in FY00, and 6.2% in FY01, but this was accomplished at the cost of $529,336 in position reductions at USD.

The team is concerned as well with the proliferation of student fees (in addition to tuition) to support basic elements of USD’s educational mission such as the provision of library and information technology resources and an adequate level of student professional preparation in some areas of the curriculum. While such fees have increased considerably across all public institutions in South Dakota and their existence seems to have become accepted as part of the institutions’ economic facts of life, the team questions whether requiring such fees serves students well.

During the team’s visit a theme emerged, contrary to what might be expected, that even while resources controlled by the Regents have become increasingly constrained, flexibility from the Regents’ concerning how resources may be allocated has diminished. Seemingly allocations made in response to institutional priorities come as a result of reduction of other areas with little net revenue growth. The president, and numerous persons with whom the team interacted, have recognized the need for USD to become more entrepreneurial, but Board of Regents’ policies seem to discourage this. Enrolling
substantial numbers of students from Nebraska and Iowa historically contributed
significantly to USD's revenue base, but a state policy that greatly increased out-of-state
tuition led to a loss of many of these students. A more recent policy change now allows
out-of-state tuition to be lowered somewhat and USD consequently is now engaged in
aggressive recruitment of these students, but this policy does not currently extend to
graduate or professional students; extending the policy to include graduate and
professional students could clearly enhance USD's revenue situation. Another example
can be found in requiring USD and the other state institutions to bear the cost of student
proficiency testing (estimated $50,000 per year in direct costs at USD, not including the
cost of staff time) without the provision of any additional state resources.

The team has also noted that decreases, lack of growth in funding and forced
allocations take place in South Dakota public higher education in the absence of mission
differentiation. While USD's mission statement recognizes it as "the comprehensive
university within the South Dakota System of Higher Education," state funding realities
seem to be preventing the University from fully achieving this mission.

While the team is concerned with the overall financial environment it which USD
operates as well as with lack of flexibility in institutional financial management permitted
by the Regents, it is important to distinguish between this contextual concern and any
concerns related to institutional-level financial management practices. Consultation with
a variety of persons and examination of materials leads the team to find no fault with
institutional financial management practices. USD's resource allocation practices appear
to be sound, responsive to the University's established planning, assessment, and
program review processes; and carried out in a manner that provides for participation from a variety of constituencies.

**PHYSICAL RESOURCES**

The team concludes that USD has adequate physical resources to allow it to accomplish its educational purposes. While many of the buildings are aging, their functionality and appearance are maintained in a timely fashion. State-supplied funding for maintenance and renovation, while not overly generous, is adequate. Academic and administrative units have input into capital improvement projects; recommendations are refined by the university budget committee and then forwarded to the president. Facilities management staff have a customer service focus and work to keep the buildings and grounds clean and in good repair. The University has been shielded from increasing energy costs due to long-term contracts with the federal government for electricity generated from hydropower and due to a contract with a natural gas supplier that will continue for two more years.

Significant physical plant improvements since the last NCA site visit include a major expansion and renovation to the I.D. Weeks Library, renovation of Old Main, networking throughout the campus, and establishment of smart classrooms. The University has placed a priority on physical plant improvements that concern disability accessibility issues and it is clear that progress has been made on this issue. The University is planning several priority major capital projects for the next few years including major renovation of the bio-medical sciences building, construction of a new college of business facility, consolidation of student services in order to provide “one stop shopping” in a renovated Old Armory building, and various pedestrian and vehicular
traffic circulation improvements, signage, and campus beautification projects. Funding sources for these projects have been identified and include state-supplied capital funding, CAMPAIGN SOUTH DAKOTA, and other sources. Funding for ongoing operation and maintenance of these new/renovated buildings will be supplied through state funds that become available as a result of enrollment growth and also through University reallocation of some of the present operation and maintenance funding when other structures are vacated; nevertheless such increased operation and maintenance costs must be planned for very carefully in a climate of already very highly constrained resources.

A new director of the facilities management division has recently been appointed and a new position, Director of Planning and Construction, has recently been created; these changes should provide the leadership needed given the growth planned within this area. The president is clearly a strong supporter of facilities enhancements and this support is evident in the facts that the facilities management division suffered none of the budget reductions that are so common in many areas of the University and has been assured that it will not be cut in the future. Nevertheless, recognition of the need to maintain and improve efficiencies in this division and to prioritize facilities enhancements in a manner that supports the institutional strategic plan is apparent.

STUDENT SERVICES

The Division of Student Life is organized and operated, with few exceptions, as most student affairs units across the country. While the student affairs staff is minimal in numbers, the individuals who work in this area are dedicated to serving students and are very loyal and supportive of the university. There is however a serious deficiency in appropriate resources for the division to accomplish its purpose and achieve its vision.
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Simply stated, the area is understaffed and underfunded with no increase in resources on the horizon.

Overall, students are satisfied with the education they receive and are very complimentary of the student life staff and other selected administrators. There are several student organizations in which students can become actively involved, and many are. The students believe their environment is safe and that appropriate measures are in place to assist them if this situation changed.

In the open student meeting, there was no student of color present. The students present reported there is no racial tension on the campus, and they believed students of color would feel the same as they do.

There does not seem to be a synergy between student affairs and academic affairs to support an environment that promotes student learning and personal development. Although individuals in student affairs believe they have good relationships with their academic colleagues, planned efforts at collaboration are sporadic at best. This lack of synergy is a missed opportunity for faculty, staff and most of all students.

There seems to be some duplication of services between the Office of Student Life/Career Development Center, School of Business/Employment, and School of Education/Placement. Each of these units has a responsibility to provide career services to university students. In an institution of this size, students might be better served if these areas were combined so that there would be a joint delivery system in the Career Development Center with two additional satellite centers. This is not to imply that special attention should not be given to business and education students, but the addition
of two full-time staff members to the Career Development Center would enhance and better organize the services offered to all students.

Another area where duplication should be carefully reviewed is between the Enrollment Services Center and the Admissions and Financial Aid offices on the campus. The Regents instituted this initiative. The goal was to have each institution office freed of the "utility work" so they could be engaged in doing value-added functions. The concept of developing a centralized center to serve the state's admissions and financial aid functions, while paying for a new information system, sounded efficient at the time it was implemented. The actual results, however, prove otherwise. The new system has not begun to fully function. The registration process used by the students is antiquated. Many complained about the cumbersome registration system while others have an easier process depending on the academic area of study (i.e., honor students, athletes). The system has potential to improve the registration process, but to date, the system has not lived up to the promises that were made. From all indications, this process is duplicative, not cost effective, inefficient, and lacks quality and speed.

Students also expressed concerns regarding outsourcing the student health services. Although the college is ready to distribute the RFP, students were very recently informed that this shift was being contemplated. Many see this as a purely political move on behalf of the university as a quid pro quo for the recent $10 million gift to the institution from the Sioux Valley Hospital System, the largest employer in South Dakota headquartered in Sioux Falls. any students and most administrators feel they will not be better served by outsourcing this service. Because individuals were not given an
opportunity to engage in dialogue regarding this major change, resentment and distrust is prevalent.

The enhanced diversity at the university has been limited since the last accreditation visit. There seems to be a lack of understanding of the meaning of diversity for this institution, including the need for the creation of a tolerant, embracing environment for all students on campus. There is a group made up of Native American faculty, staff, and students and a few white administrators who have organized themselves to provide support for Native American issues and improve the quality of life for Native Americans. This group expressed concern that they have no official voice within the university community to share their concerns or to help alleviate the tension that exists between the administration and this unofficial group, and between all students of color and majority students.

It appears as if very little effort is being made to recruit Native Americans and people of color or to retain the individuals who have already chosen to attend and/or work at the institution. Individuals believe that developing an official university recognized group of persons who would have an opportunity to work with high-level administrators in positions of authority and be able to develop and implement policies and procedures would be an important step in the right direction.

One floor in the residence halls is designated for all students to learn about Native American culture. There are a few student organizations, which are made up of minority students, and several campus social/educational programs are offered by these student groups and others groups to promote multiculturalism. If these organizations and their programming efforts were organized, intentional, and associated with a strategic plan
designed by the university, this effort would begin to assist in the diversity effort to educate the individuals on the campus.

Another expressed concern was the recruitment and retention of minority students. Without aggressive scholarship opportunities and the creation of an appropriate environment for this to occur, the institution will have little success in this endeavor.

Many believe that having international students and activities on their campus is another way to address diversity. Whereas these students and activities are important, they should be seen as integral to and not in place of other diversity activities that should be taking place.

A majority of students are not aware of any racial tensions on the campus, but also report that they do not closely associate with any minority students either in their classes or in student organizations. They acknowledge that student organizations attempt to program for minority groups, but they rarely attend these. They also believe the campus is welcoming to all. This seems to indicate their awareness about the campus environment and the world surrounding them is very narrowly focused.

There is a need to review policies regarding the use of recreation facilities available to the general student population. Because athletic facilities are the same ones used by non-athletes, there is an issue of access. All students are assessed a fee which funds this facility; however, the most convenient hours of operation are given to athletics. A review of this policy should be undertaken.

Overall, students seem to be comfortable with the majority of the services offered by the institution and are pleased with the education they receive. They report wonderful relationships with the administration and also enjoy personal attention from
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administrators and faculty who generally have an open-door policy. The new childcare center service is very impressive and a wonderful asset to the university community. This could be a model facility if they would develop the center into a preschool, which would give students in the School of Education an opportunity for internships and valuable hands-on experience.

FACULTY

The institution demonstrates integrity in its practices and relationships applicable to faculty. There are clear, published standards about faculty responsibilities such as ethics, conflict of interest, integrity in research, and faculty rights including governance and academic freedom. At some considerable expense, USD produces annually an indexed, hardcopy Faculty Handbook of nearly 300 pages which addresses rights and responsibilities and issues of professional development and relationship with the University; this handbook is of great and abiding interest to probationary faculty and to all faculty in times of stress.

There is no extraordinary stress at the present time for faculty, though many seemed tired when the team visited toward the end of the second semester. In the spirit of shared governance, new University leadership has requested much work during the last two or three years in planning, assessment, and in the redesign of General Education. Faculty seem to be enthusiastic partners, though, as more budget cutting becomes inevitable, some few are losing patience. The presence of large numbers of faculty at forums and sessions held during the team’s visit testifies to their commitment to USD and to their overcoming fatigue at the end of the academic year.
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While there is no true collective bargaining for South Dakota faculty, the Council of Higher Education (affiliated with the National Education Association) has established a relationship with the Board of Regents that results in an interesting document describing rights and responsibilities, and they enroll as dues-paying members about 10% of USD faculty. The major forum for faculty participation in governance at USD is a University Senate. The team subscribes to the view of many faculty that the value and centrality of decision-making by the University Senate depends upon faculty participation. When faculty use this forum, it works to incorporate faculty views in process and in product; but when faculty do not participate, it cannot assure shared governance. Faculty leaders say that the University Senate in the last four or five years has provided a clear faculty voice.

Faculty interests converge in the Office of the Vice President for Academic Affairs. Deans are appointed by the Vice President and chairs by the deans, and there are mechanisms to seek the advice of the constituencies of both levels of managers. The Office of the Vice President for Academic Affairs has added positions in budget, productivity analysis, and assessment integration within the last year. Faculty need continued support to participate in the new initiatives underway on campus, and perhaps that support needs to come from central administration by means of at least one new faculty appointment in the Office of Academic Affairs.

INFORMATION TECHNOLOGY

In recent years, computing and networking are becoming much more prevalent and integrated into the academic and administrative functions of USD. Faculty, students and staff find solid support from computing services and there appears to be an adequate
number of student computer labs that have up-to-date equipment. Training for faculty on
the use of technology is offered by the Center for Instructional Design and Delivery
(CIDD) and the computer center, although additional support to assist faculty in
developing their instructional pedagogy is needed.

USD has Internet2 access and there appears to be good access on and off campus.
There is a small wireless network being piloted in the library. Some administrative
computing such as payroll, finance, and student aid resides on a mainframe at the state
level. The Board of Regents has purchased Datatele’s Colleague student system for the
universities, which is not fully implemented.

The university is planning to create and hire a Chief Information Officer position,
which will plan and coordinate various technology units on campus. Generally, staffing
in computing services is spread thin, but they are able to offer good service and support.
A new technology fellows program of students assisting faculty in using technology
appears to be a positive way to leverage computing support to faculty while at the same
time helping to develop student skills.

LIBRARIES

The USD Library is composed of three libraries: I.D. Weeks Library, Lommen
Health Sciences Library and the McKusick Law Library. The primary mission for the
I.D. Weeks Library is to provide information resources, or access to resources, to support
undergraduate teaching and learning, graduate teaching and learning, and support
graduate and faculty research. A new addition has been added to the Weeks Library that
provides a better environment for libraries users. The primary mission of the Lommen
Health Sciences Library is to support the teaching, research, and patient-care programs of
USD's School of Medicine. When the addition was added to the I.D. Weeks Library, the Lommen Library was moved to a newly remodeled first floor of Weeks, which more than doubled its space. The McKusick Law Library's primary mission is to serve Law students and faculty and serves as a major legal resource library for the entire state of South Dakota, northwest Iowa and northeast Nebraska.

The library faculty and staff receive high marks for their service and helpfulness from students and faculty. Students and faculty also complimented the libraries for the ability to access information in electronic format. The USD Libraries, like all academic libraries, are involved in a transition to access more scholarly resources in electronic format while at the same time having to maintain print and microfilm collections. This transition is driven by the unrelenting annual price inflation of library resources, especially journals, and the availability of technology. During the last three decades price inflation for journals have outstripped all other cost categories in higher education generally with exception of health benefits. At the same time libraries face additional costs for technology access. Without additional funds to cover inflation, libraries are forced to transfer book funds to cover the increased cost of journal subscriptions, cancel subscriptions or both. At USD the libraries budgets have remained essentially flat for the last few years and have increased on average only 2.75 percent annually during the last decade. As a result, the percentage of the library materials budget committed for journals is approximately as follows: Lommen Health Library 95%, McKusick Law Library 90%, and I.D. Weeks Library 70%. Consequently, the library has twice cut more that 600 scholarly journals in the last decade and is currently in the process of making another cut of scholarly journals. Students and faculty have expressed concern that the library is not
able to support graduate education and research. The university will need to address this problem of identifying additional base funding for library materials.

The team has serious concerns with the adequacy of the financial base for USD to continue to accomplish its purposes. The human and physical resources of USD coupled with excellent financial management practices within the contextual constraints leads the team to conclude the institution meets Criterion Two.

CRITERION THREE: The institution is accomplishing its educational and other purposes.

General Education

Due to a recent Board of Regents mandate, the General Education program at USD has been restructured. At the time of the team's visit, portions of the program were still in planning stages. The team reviewed the status of the program to date, plans for development, the process of program development, assessment measures to date, and aspirations of the General Education committee. Based on discussions with the committed faculty and leadership (senate, committees) it offers the following report.

A 30-hour system-wide core has been established, which includes composition, speech, social science, natural science, mathematics, and humanities/fine arts. To that end, USD has added a 12-hour instructional component to the General Education program. Its goals are to (1) advance the institution's commitment to liberal arts and (2) develop opportunities for interdisciplinary studies. The General Education Committee views the sizeable (42 hour)-program as a distinctive feature for the institution.

Actually, there are two distinctive features to the structure, which are positively embraced by the faculty. First, taking advantage of an institutional strength, the USD
component requires students to take an art, music or theatre course to comprise an
aesthetic experience. The College of Fine Arts accepts this responsibility with alacrity.
Second, each student will select a nine-hour thematic cluster known as the IdEA
program. Six initial themes have been selected and faculty from a wide range of
disciplines are now invited to propose themes and develop courses. Interdisciplinarity is
anticipated.

The goals of the General Education program meet the Higher Learning
Commission's requirements. The program's preliminary design and intent are coherent.
The program strives to insure a depth of knowledge and a breadth of interconnected
understandings through the thematic approach. Further, the plans propose opportunities
for students to make meaningful applications of general education through civic
involvement. The team commends the institution for careful planning and innovative
thinking. The design is ambitious. The implementation is daunting.

The faculty, however, appear to bring the public will to accomplish the next phase
of development and implementation of the program. They are cognizant of the
significant challenges that attend the coordination of course development, scheduling and
assessment.

USD administers the system-mandated CAAP exam that it views as an
assessment measure. Varying degrees of credibility in the test were noted by the team
among students and faculty. The results, however, have been used to inform the
curriculum in content changes (e.g., addition of a new writing course, math placement
and math courses) and delivery changes (e.g., serious review of how English, math and
science courses are taught). Assessment of the remaining courses, particularly the
courses yet to be developed in the IdEA clusters, needs careful attention.

Since the General Education program holds promise for developing the
institution’s commitment to diversity, the team recommends that planning and
assessment be focused accordingly. The institution has taken creative steps to design a
General Education program for which it can be proud. A sincere effort to establish a
distinctive program is underway and the faculty is encouraged to continue their good
work.

College of Arts & Sciences

Arts & Sciences continues to be the central academic unit with diverse program
requirements and a relatively large, but decreasing, resource base. It has the responsibility
for the General Education curriculum, sixty undergraduate and graduate degrees ranging
from Associate of Arts to Ph.D. and course work for related degree offerings.

Four Divisions (Allied Health, Humanities, Mathematics/Natural Sciences, and
Social Sciences) with eighteen departments and 207 FTE faculty deliver these programs.
Faculty and staff are involved in Centers of Excellence and participation in the EPSCoR
(with Biomedical Services in the School of Medicine) generating research funding and
scholarly activities. College members are active in providing service to departments,
college, community and state.

Graduate programs are offered in eleven majors for the Master of Arts; Master of
Science with emphases in five areas; Master of Public Administration, and Ph.D. in
Biological Sciences, English, and Psychology. In many departments, the demands of
graduate education, undergraduate majors, and general education courses compete for
limited resources in the college. These demands have placed considerable stress on collegiate resources.

Increasing equipment funds have greatly increased opportunities for faculty and graduate student research. And, there have been additional opportunities for undergraduate students to work with faculty on research projects. Grant applications and awards have risen in the past few years. Some departments participate with colleagues in the School of Medicine on research projects. Promotion and tenure does recognize the importance of research and scholarly activities, although instructional quality continues as the key factor in any promotion/tenure decision.

The college is administered by a long time Dean and two half time associate deans who have responsibilities for assessment and planning activities. The dean has announced his retirement and a search is underway to be completed by June 30, 2001.

The social climate is reported to be open, respectful, honest and sensitive to faculty. Communication between the college office and departments is encouraged and occurs on a regular basis. The current dean has fostered a positive open social climate enabling individual and collective discussion on issues affecting the college.

Chairpersons meeting with NCA team members revealed several concerns. The late appointment of the search committee has created concern about faculty participation in the final phases of the search. While the chairpersons are pleased with committee composition and operation, concerns were expressed about the opportunity to participate in on-campus candidate interviews. Other concerns addressed the impact of the BOR 7/10 enrollment criterion coupled with the dramatic non-resident tuition increases which impacted most heavily enrollments of students from Nebraska and Iowa, loss of
Michelson scholarships, increasing demands on chairperson's role, and use of assessment data.

The application of externally generated guidelines and rules has impacted the college's effectiveness to deliver programs. The BOR 7/10 rule had an adverse effect on Modern and Classical Language majors and courses. Majors were dropped and language course offerings were limited. The cumulative effect of canceling the reciprocity agreement with Nebraska and Iowa and 7/10 rule challenged the viability of graduate programs to provide courses enabling students to complete the degrees in a reasonable timeframe. While EPSCoR has supported research and enabled life science graduate students to collaborate with faculty and develop specializations, low enrollments make specialized course work unfeasible.

Since A & S has a large budget, any required budget reductions have significant implications in the diverse degree and program operation. The return of funding, through reinvestment sources, creates long-term delivery issues. Some departments have large numbers of adjunct faculty and unfilled probationary/tenure track positions arising from absent recurring funding. This challenges continuing professional accreditation for programs.

An examination of department annual reports revealed little or no discussion of faculty assessment activities in classes or major fields of study. Alternatively, discussions with faculty members provide some evidence that assessment is occurring without any process or outcome documentation. For many faculty, assessment is seen as an "accountability" activity rather than improving teaching and learning activities in the classroom. Limited professional funding for assessment activities and imposed BOR
general education testing affirms the "accountability" perspective. Faculty ownership of
assessment is questionable.

The Arts & Sciences College mission is challenged by changes arising from a
new dean, the loss of the Associate of Science Nursing and Dental Hygiene programs
(reducing student enrollments, credit hours and degree completions), and continuing
reductions in budget. A significant portion of the faculty are nearing retirement
consideration and the prospect of filling current vacant positions is not promising. Since
this college is central to the overall USD mission, this does warrant careful consideration
in the strategic planning process and future budget allocations.

College of Fine Arts

The College of Fine Arts offers distinctive programs within the State of South
Dakota. Each program has attained discipline-specific accreditation vis-à-vis the national
Association of Schools of Arts and Design, National Association of Schools of Music,
National Association of Schools of Theatre and Accrediting Council on Education in
Journalism and Mass Communications. This is indicative of each unit's quest to attain
excellence and establish USD as a professional school.

The College is staffed with highly dedicated teachers. As a result of the last few
years of reallocation, the units have responsibly tried to accomplish their missions at the
undergraduate and graduate levels through flexible and creative curricula. It is
noteworthy that the faculty remain uncompromising in their efforts for excellence in both
the professional programs and general education. Further, the College leads the
University with a serious implementation of diversity education through its exhibitions,
performances and visiting artist residencies. Facilities range from adequate to excellent
in quality. Space is utilized efficiently; however, growing departments such as Contemporary Media and Journalism will be enhanced considerably in a more professional environment, planned for and outfitted with appropriate media and technology.

The campus views the College of Fine Arts as a valuable resource for cultural programming and aesthetic education. In fact, a vote of confidence was issued when the new General Education program incorporated a requirement for students to take an art, music or theatre course. To these ends, the College mounts productions, performances and exhibitions that enrich the entire university community. The College’s forthcoming role in the design and delivery of IdEA themes is both welcomed and a point of distinction for USD. The Shrine to Music Museum is a jewel in the crown of the institution: a working instruction, research, collection and conservation enterprise.

Fine arts disciplines are equipment intensive and USD’s require more ongoing support for traditional instruments, materials and tools, as well as contemporary technology for programs in new media, graphic design, music composition, among others. The faculty have proven to be resourceful and entrepreneurial in gaining support (partnerships, sponsorships, gifts) to complement underfunded budgets. The units are commended for prudent planning and excellent assessment programs in each area. While all of these activities are conducted within a framework of guarded optimism and realism, it is clear that the quality of each unit now risks deterioration, due to the eroding resources of faculty lines. This is especially serious with the onset of new General Education responsibilities on the horizon.
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Given the formidable responsibilities of professional undergraduate and graduate education, the General Education of all students, and cultural programming for the community, each unit is confronted with serious threats to its programmatic integrity due to loss of teaching positions. It is the team's observation that the vitality and efficacy of the instructional programs are at risk, to the extent faculty are forced to compromise their productivity in research and artistry, endangering USD's position as an attractive center for education in the arts.

The School of Business

The USD School of Business is the only AACSB accredited business school in the state of South Dakota. The School offers the BSBA degree in the areas of Accountancy, Management and Economics, a BS in Health Administration, and an MBA and MPA (Masters in Professional Accounting.) The School also participates in the joint offering of the Masters in Administrative Sciences. They offer regular coursework in Sioux Falls and other regional locations and via the Dakota Digital Network. Business programs serve 990 undergraduate and 255 graduate students with 39 full-time faculty members. The faculty to student ratio is 1/33.6. Enrichment activities and internships are available, including national and international internship opportunities, international experiences, student organizations, and honors courses.

Demand for business and business related degrees is very high. The graduating students are highly recruited by national firms. At the same time, ten faculty members have been lost with one replacement over the last four years. Although three full time instructors have been added, the School has not been allowed to replace most departing faculty members. In the case of two accounting vacancies in which recruiting occurred,
the search process yielded only one hire. As the faculty has downsized, it has become increasingly difficult to offer the required courses in sequence. Faculty members may be responsible for as many as 5 or 6 preparations a year and classes have grown in size. One faculty member reported more than 50 students in a senior level course. Accordingly, the service load has increased, leaving a smaller faculty to participate in committees and university activities. Research remains a component of faculty expectation, with an active Business Research Center contributing to School resources with grants and contracts. A partnership with the SAP (a global enterprise software corporation) requires strong commitments for course change from participating faculty members. USD is one of five institutions chosen as a pilot site for an SAP academy. The dean is involved in development activities and planning for a new building to be provided through donor support, with fundraising underway. A large number of USD School of Business alumni are prospects for future gifts and the School has recently received an $8.5 million dollar gift directed toward the new building and an endowed scholarship fund.

Despite the faculty loyalty and propensity for hard work, there is deep concern over the ability of the shrinking faculty to maintain the quality of the programs. Economics, Marketing, Management, Finance, and Accounting are all significantly understaffed. They have begun to stagger classes, teach fewer electives, and worry that this will result in longer programs for students. Although the undergraduate students are nationally competitive, there is concern that without replacement teaching lines to recruit qualified faculty, the student product will become less attractive. The faculty wants to continue to participate in the delivery of programs in Sioux Falls, but staffing is becoming an increasing problem. The USD faculty salaries are not competitive on the
nationwide business salary market, a fact that worries the School. Research support at $500 per year is also scant compared to competing schools. Even if positions were made available, there is fear that they will not be able to recruit successfully in many areas. The greatest concern to the School of Business faculty is their perception of a lack of appreciation on campus and statewide of the high quality of the school, as evidenced by AASCB accreditation and the competitiveness of the graduates. The School is at a fragile point. If the faculty resource is allowed to deteriorate much further, accreditation could be lost and along with it, USD could decrease its opportunity to attract high quality business oriented students as well as talented faculty members. The state investment in a second business program at Northern State at Aberdeen is particularly troublesome. It is difficult enough for the state to support one high quality business program, let alone build a mediocre quality second one. The presence of an excellent business school must be seen as an investment in the economic future of the state and region.

School of Education

The School of Education is making a strong contribution to the mission of USD. The mission of the School is to prepare professional leaders in education. Embedded in the mission to prepare teacher educators is the commitment to provide for the optimum educational development of individuals and groups. The School is the only School of Education in the state that "met" or "met with strength" all 207 state standards. The School's programs are accredited by the National Council for Accreditation of Teacher Education, the Council for the Accreditation of Counseling and Related Educational Programs, and the National Association of School Psychologists. The School of Education provides leadership in the state through service activities including the
statewide Professional Development Centers and is the only South Dakota institution offering the doctorate in education.

The School of Education faculties are well prepared and exhibit strong commitment to teaching and students. While they carry a heavy workload of teaching, field experience, other academic and service activities, and research, financial resources are very limited for the mission they are trying to fulfill. The School of Education faculties and administration have developed an effective assessment program with assessment methods including assessment for admission into programs, student portfolios, administering the Praxis II PLT exam, follow-up surveys of graduated students and employers, advisory groups, and professional standards prescribed by the various disciplines. Information gathered during assessment is used to inform the curriculum and other program or process changes.

The School of Education does not have a written diversity plan. Efforts to attract minority faculty or students to any great extent have not been successful. Efforts to increase exposure to diversity through the use of video conferencing technology with other institutions, such as Tuskegee University, have had limited success. The school has attempted to place some student teachers or interns in urban settings and has made a good faith effort to incorporate diversity within the curriculum.

The School had a new program, Technology for Training and Development, approved in 1999 and created a new division within the school. The School has had an acting dean during the last two years but the university recently collaborated with South Dakota State University, agreeing to appoint an individual who will serve as Dean of the School of Education at both universities.
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The dean will be located in Sioux Falls, a neutral location, and will work with faculties from both institutions to better serve the needs of students in Sioux Falls. Some concern has been expressed that there was no consultation with the school by the university administration prior to the making the decision, although the administration has invited the faculty to identify issues and concerns that will need to be addressed. This joint appointment and creative approach will need to be monitored carefully.

The Honors Program

The Honors Program provides 280 USD students with an enriched academic experience. The program is helpful in recruiting talented students and is consistent with the goals of the strategic plan. In addition, the program complements the undergraduate research mission. The program appears well conceived and well executed, with a clear expectation of quality coursework. The students appeared enthusiastic about the opportunities provided.

Given the tight resources, there is concern that some departments will be unable to continue to contribute coursework. The changes in general education curriculum may also result in difficulty in securing honors courses. In addition, the large number of honors theses will require a significant investment of faculty time at a time when faculty members are asked to do more and more. Careful planning and flexibility will be necessary to assure that the program continues to flourish within resource constraints.

Law School

Much credit is due USD for its nurture and support of the state’s only law school. Although one of the smallest law schools in this country, a five-year 85% pass rate on the
South Dakota Bar Examination and a 90% nine-month placement rate reflects a very high quality academic curriculum. It is among the top ten law schools for placing graduates in judicial clerkships with an underlying continuing record of 25% and in 1999, 33%.

Under current leadership, and supported in part by its energetic Summer Screening Program (which provides an opportunity for students who would not otherwise qualify for admission to earn a place in the first-year class), the School of Law leads USD’s efforts in diversification; 21% (14 of 68) of matriculants for 2000-2001 are members of underrepresented minorities, bringing the total for the three current student cohorts to 10% overall and perhaps reaching the critical mass necessary to assure future underrepresented students that they will not be alone at the USD School of Law.

Meanwhile, overall enrollment is climbing modestly, with the most consistent growth coming from non-residents, many of whom will complete their degrees at USD, take the South Dakota Bar, and remain in state as productive citizens. An innovative undergraduate course, “Introduction to Law and Legal Studies,” provides students at USD and, by means of simultaneous distance link, students at SDSU, with an opportunity to experience the discipline of legal training. This dedicated teaching faculty interacts in many ways (curriculum, budgeting, development) with USD faculty and administration, and everyone is richer for it.

BOR decisions to increase tuition levels and to discourage non-resident enrollment reduced out-of-state matriculants, against South Dakota’s best long-term interests, and although some of these decisions have been modified, their effects are still felt. The BOR “7/10” mandate prevents the occasional offering of non-bar-preparatory courses, in areas like corporate tax and securities law, from enriching the focused
curriculum which this small faculty can offer and which may keep the most talented students in state or attract other out-of-state students to USD. The faculty of the School of Law has not only created a program which exceeds American Bar Association standards for accreditation and the American Association of Law School's standards for affiliation, but they also have incorporated into the curriculum information developed through assessment of student learning outcomes and student satisfaction surveys to provide a continuous loop, making legal education in South Dakota an envy of many states and other small programs.

School of Medicine

USD's School of Medicine serves the people of South Dakota by providing quality community-based medical education that focuses on primary care specializations and by encouraging physicians to practice in South Dakota by locating student preceptorships in rural areas and in medical centers throughout the state. These centers and rural sites have improved the availability of quality health care in South Dakota and in the surrounding region.

From modest beginnings in 1974, the School of Medicine has developed into a major asset for South Dakota. The program is extremely cost effective with the clinical faculty supported by the Physician Practice. Currently, there are three clinical campuses located in Sioux Falls, Rapid City and Yankton. There are sufficient faculty to teach medical students and preserve a client base, but not sufficient numbers to dedicate time, in addition, to clinical research. Expansion of this faculty will be difficult given the scarcity of resources available from the state and yet this capability is critical to
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complement the basic biomedical research currently underway in the Basic Biomedical Sciences Division.

Medical students in the program come from South Dakota and from 10 other states, especially those in proximity to South Dakota. They complete their first two years on the Vermillion campus in the basic biomedical sciences division. During the summer between the first and second years about 1/3 of the students choose a research experience either in Vermillion or at one of the clinical sites. At the end of the second year, students complete a four-week preceptorship, working with physicians in the rural areas of South Dakota. They then move to rotations beginning in their 3rd year, 25-26 go to Sioux Falls, 12 to Rapid City and 12 to Yankton. In their 4th year they must complete required rotations in family medicine, ER and specific surgical subspecialties. Students can go anywhere for this phase of their education and for their electives.

Through careful selection of its entering students USD has retained a high percentage of its graduates in South Dakota. Since 40% are USD undergraduates and most are either South Dakotans or have some ties to South Dakota, they are more apt to remain and practice after they graduate.

The School of Medicine is led by the Vice President for Health Affairs and Dean of the Medical School who reports directly to the President. He also has responsibility for the Basic Biomedical Sciences and the Health Sciences Division, each headed by a Dean.

The Basic Biomedical Sciences have been reorganized from four departments to an interdisciplinary division. This unit provides the first two years of medical student education, master’s and doctoral training for graduate students and undergraduate and
graduate courses that support programs in the division of Health Sciences and the College of Arts and Sciences. The new divisional structure is fostering interdisciplinary teaching and cutting edge research, invigorating the basic science research program. The divisional structure has provided some additional flexibility in allocating operating and maintenance funds as many duplications have been eliminated and students in medicine, basic sciences and health science take certain courses simultaneously, creating an exciting team approach to learning for medical and support personnel and effecting cost savings which can be reinvested in the program to support graduate stipends and release time for junior faculty to begin to establish research programs. Furthermore, 16% of the indirect costs from grants is reinvested in the division supporting graduate student stipends, faculty travel, small equipment purchases and undergraduate research. The state dollars freed, as faculty salaries are charged to grants, support start up funds for new faculty. These funds, indirect cost dollars and "freed" salary dollars, are critical to the Division because this unit has not had a state increase in operating and maintenance funding for 15 years.

The Division has depended on EPSCOR grants from NSF and IDEA grants from NIH to develop infrastructure and build capacity in four research areas - neuroscience, cell and molecular biology, bioinformatics and physiosystems. The funding has allowed the division to create a Center of Excellence in Neuroscience which links researchers in cell and molecular as well as developmental biology creating collaborative research teams from the Biology, Chemistry and Basic Biomedical sciences units.

Current Health Science programs located in the Medical School are physical therapy, occupational therapy and the physician assistant programs. In July it is
anticipated that Nursing, Dental Hygiene and Drug and Alcohol Abuse Programs will be relocated to the Medical School. The three Health Sciences programs currently in the medical school are integrated into the basic biomedical curriculum for certain courses like anatomy and physiology, while other courses are created especially for those students and for nursing and dental hygiene. For example, physiology neuroscience, pharmacy and pathophysiology are special courses.

The department chairs in Health Sciences believe that the new structure is fostering good learning and causing the blossoming of research opportunities. There is a healthy working relationship between and among health sciences and basic biomedical sciences faculty. The new dean and the division structure has fostered a team learning approach to educating medical teams which permits unique opportunities for the cross fertilization of ideas without the artificial boundaries to thwart integrated progress. USD should be commended for its innovative approach in integrating Health and Biomedical Sciences and insuring excellent program quality.

Adequate funding for the School of Medicine continues to present an ongoing challenge. Physician practice funds and private dollars account for all but 8% of the clinical funds available to support clinical training and most of the basic science margin of excellence funding for equipment release time, graduate stipends and undergraduate research comes from grants as well as faculty research. USD has an opportunity to be a national model in developing and training medical teams and it should be supported appropriately by the state to accomplish this objective.

In addition to funding concerns, the School of Medicine needs to continue to give attention to gender and minority student percentages. The programs mentioned in the last
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comprehensive team report do not appear to have increased the diversity of the students -
two thirds are male and one third female. Continuing attention must be given to
increasing the number of Native American and other minorities, as well as female
students.

The current program is an exciting and appropriate model for all medical
programs but especially in a rural state where well-trained personnel can be in short
supply. Since the School of Medicine has a separate budget, this funding objective could
be accomplished easily. All citizens of South Dakota would benefit. The program must
continue to remain focused and dedicated to collaborative teaching and research to make
best use of resources available.

Office of Research and Graduate Education

A July 1999 consolidation created the Office of Research and Graduate Education
headed by a dean whose portfolio includes responsibilities to increase research
productivity and to stimulate USD's momentum as South Dakota's primary producer of
arts and sciences, business, educational, legal and medical practitioners, and human
resources professionals. Positive results in research and sponsored programs include an
increase in awards to more than $17 million, at the time of the 2001 visit, and an increase
in submitted proposals annually to one for every 1.7 faculty members; a shared
commitment truly remarkable for a state institution with under 8,000 students. Fuller
participation in the research mission by the College of Medicine could increase funded
research dramatically and position USD as a regional Great Plains leader in basic as well
as applied research. The institution re-invests a major portion of indirect cost recovery to
support research growth and should continue to invest at least the same proportion as indirect cost recovery monies increase.

Professional education standards remain within the direct purview of Medicine and Law, with graduate education primarily decentralized to specific programs. Prematriculation, in-course, and post-graduation assessment is similarly decentralized. With one-quarter of its student headcount being graduate and professional, USD should consider the addition of an Associate Dean for Graduate Education to assure quality in learning, consistency in graduate students’ experience throughout USD, and greater access to graduate study for South Dakotans and qualified students from other states and nations.

The team applauds the strong faculty support for the mission of the Office of Research and Graduate Education and, particularly, the dedicated faculty service through such bodies as the Graduate Council, the University Research Council, and the Undergraduate Research Council. USD has been an early national leader in the integration of research into undergraduate education, and efforts like the annual Ideafest poster sessions on campus and the annual statewide student research poster sessions in the rotunda of the capitol augur well to increase support for research both internally and statewide. It is reasonable to imagine USD becoming even more of a national leader in the integration of research within the teaching/learning process. Other efforts to gain state recognition for USD’s leadership in research deserve mention, particularly the formations of the South Dakota Mathematics, Science, and Technology Council and the South Dakota Health Research Foundation.
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Support for the graduate education and research mission of USD requires statewide attention to the issue of tuition levels and differential funding bases for master's, professional, and doctoral education. At USD, efforts must continue to level uneven support for graduate assistants and to achieve competitive graduate assistant stipends. Internal support for the recently established local seed-grant programs should continue; they stimulate further proposals for research, and they help to equalize opportunities for productive faculty and students in areas without significant external funding sources.

Continuing Education and Outreach

The Statewide Educational Services (SWES) is responsible for the delivery of off-campus credit courses and degree programs and reflects the institution's outreach mission. The leadership and staff of this unit are solid, have an excellent reputation on campus for the delivery of quality programs and services, and the department functions efficiently and successfully.

Faculty employed at USD teach courses offered through continuing education. Faculty who teach in the program express satisfaction with the conditions under which they teach and view the SWES as a wonderful opportunity for them.

This unit appears to function with adequate resources (staff and budget) to accomplish its purpose. In fact, the SWES generates income that is shared with other units within the university.

The faculty who teach for the department are primarily from the main campus. Tuition and fees are charged at an appropriate level and the number of students enrolled in the programs appears to be more than adequate.
Assessment of Teaching and Learning

The University of South Dakota received a re-accreditation visit in 1991 and subsequently was requested to submit an assessment plan. In 1994, the assessment plan was reviewed by NCA and found to be unacceptable. The University Assessment Committee (UAC) (created by the University Senate), and General Education Requirements Committee (GERC), were assigned responsibility for campus assessment efforts. Other faculty and administrators were involved in the planning activity and the second plan was approved in 1995. An assistant vice president of academic affairs position was created whose responsibilities included direction and coordination of assessment activities.

A resolution passed by the Board of Regents in 1995 focused USD assessment efforts on the general education curriculum, emphasizing accountability for student outcomes. Subsequently, a pilot project of reviewing and applying standardized exams was implemented which resulted in the adoption of the CAAP exam. Beginning spring 1998, the BOR required all students to pass the exam as a requirement for the baccalaureate degree. Early exam results led to revision of the writing and mathematics curricula to better prepare students for success on the CAAP exam and upper division coursework. Currently, students are required to take the exam after completion of 48 credit hours. If they fail to pass, they are required to develop a skills improvement plan. Two additional opportunities exist for students to re-test. Failure to satisfy the requirement prohibits a student from registering at any South Dakota University.

After the BOR required the CAAP exam, USD members reviewed other standardized exams and questionnaires to obtain placement data and profile students
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(CIRP, Student Satisfaction Inventory, and National Survey of Student Engagement). This created a large database potentially enhancing assessment on campus.

In April 2000, the chief academic officer took steps to reinvigorate assessment activities. UAC functions changed from monitoring department compliance with assessment guidelines to other activities, with academic deans given the responsibility for departmental compliance and effectiveness of assessment programs. The UAC function was focused on support and coordination of university wide assessment activities. Priority UAC activities were to develop guidelines for assessment plans and to monitor compliance with them. General education assessment was shifted from General Education Requirements Committee (GERC) to UAC in February 2001. Paralleling the changes in committee function were the addition of three new positions in Academic Affairs; Coordinators of Academic Evaluation and Program Review and Planning, and Senior Secretary.

Perhaps the most recent significant and commendable UAC activity occurred in December 2000. The committee agreed to evaluate and report on USD assessment activities using the NCA Levels of Implementation (Second edition). This was the first benchmark activity since the 1995 Assessment Plan was accepted by NCA. A review of the USD document and observations gathered during the visit results in the conclusion that assessment activities are primarily at level two and emerging, although, this composite appraisal masks the uneven implementation of assessment and use to stimulate course improvements. While documentation of course improvements was lacking, there is suggestive evidence indicating changes have occurred. Some departments have implemented assessment as professional accreditation (licensure) and program elements
(student papers, thesis/dissertations and skill performance in music) have provided a base to develop assessment activities.

The recent faculty and administration assessment planning, implementation and activities are promising and notable. Their significant efforts should foster more mature assessment activities and integration into academic programs. Their statements seem to reveal a commitment to this outcome. In terms of collective/shared values associated with assessment, there is an emerging sense of the purposes, advantages, and limitations of assessment. Academic units do value learning; however, uncertainty exists about the benefits of assessment compared to the investments. Professionally accredited programs have been very amenable to assessment activities. Students have serious concerns about the usefulness of the CAAP exam and many lack the motivation to achieve at the highest levels. While the standardized assessment activities correspond to the university and college mission, there appears to be more emphasis placed on accountability rather than the improvement of teaching and learning.

The patterns associated with institutional culture collective/shared values and shared responsibility among faculty and students indicate serious difficulties for continued progress in assessing student learning and teaching. Since a "standardized exam" approach has been imposed by the BOR, it has cast assessment as "accountability." The translation of accountability into improvement of teaching and student learning remains unclear, denying consensus on the value of assessment. Widespread faculty ownership of assessment has not occurred. Additionally, students relate to assessment in singular fashion -- as subjects taking an exam.
Alternatively, faculties in professional and graduate programs have discovered approaches to use available testing data (embedded assessment) for assessment of programs. This embedded assessment activity could be shared and a model for other academic programs. The honor’s thesis requirement is another illustration where students exhibit involvement in assessment.

Recognition of the value of assessment by administration is a key to the maturation of assessment activities at USD. Vacant positions, very limited professional development funding, an absence of campus conferences/workshops on assessment, and systematic feedback to academic units regarding assessment activities inhibits affirmation that assessment is an essential component in student learning in classes, programs, general education core, or student life. Feedback loops should be systematic and continuing component of decision making.

The lack of consistent skilled professional staff support for assessment seems to hinder progress at USD. Technical/analytical support for such tasks as research design, sampling, instrument development, database manipulation and statistical analysis, development and utilization of appropriate peer groups for inter-institutional exchange of assessment results, professional presentation of research findings, etc., can greatly aid assessment activities on campus. While the office of institutional research does a good job of providing USD with institutional management information, responding to external surveys and data requests, etc., current staffing and skill sets do not support professional technical/analytical assistance for campus assessment activities. The coordinators of academic evaluation and program review, staff in student affairs and institutional research, and the soon-to-be-hired chief information officer, under direction of the chief
academic officer, should jointly develop a plan for improving campus support in this area.

Faculty and administrators have made considerable advancement in developing and implementing assessment practices at USD. Faculty are committed to quality teaching in classrooms. The BOR initiatives and myriad of placement tests, faculty evaluation, program review, planning, and standardized tests has resulted in confusion over the essence of assessment and connections with student learning and teaching. The most basic issue is how to interpret and develop meaning to the available data.

It was apparent that definite progress has been made in the implementation of assessment at USD, but this progress is uneven across the campus. The team has concerns about the shared values and responsibility for assessment and efficacy of assessment efforts.

The NCA Team has concluded the institution meets Criterion Three.

CRITERION FOUR: *The institution can continue to accomplish its purposes and strengthen its educational effectiveness.*

Institutional Planning

Following the assumption of the presidency by Mr. James Abbott in 1997, a 16 member University Planning Committee (UPC) was appointed to oversee the preparation of a university strategic plan. Five task forces were identified to focus on the areas of institutional goals, students, faculty, technology, facilities and community/university relations. The task forces worked throughout the 1998-99 academic year and in 1999-2000 the planning committee prepared the University Strategic Plan which outlined a vision statement and goals and strategies for the institution.
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The series of recommendations in the plan range from changes in promotion and tenure processes, faculty development, the USD student experience, facility and technology enhancement in support of academic programs, improved distance education offerings, and academic unit planning and program review. An aggressive marketing strategy and the development of a financial base outside of the state assistance provided to the institution were considered very high priorities. It is clear that there occurred wide participation in the development of the planning document. The initiation of CAMPAIGN SOUTH DAKOTA and several new marketing strategies were undertaken immediately. BOR policy changes, including an increase in out-of-state tuition which seriously impacted enrollment and the internal reallocation processes, also delineated by the BOR, have caused implementation of other areas of the planning document to be delayed. The reconciliation of planning with resource allocation decisions has yet to be fully completed with some indication that “across the board” increases and decreases continue. CAMPAIGN SOUTH DAKOTA has been highly successful and promises to be critical to future initiatives needed and/or to be undertaken at USD.

The serious financial constraints under which USD must operate make it imperative that outside resources coupled with a sharpened vision for the institution will be essential if the institution is to continue to accomplish its purposes and strengthen its educational effectiveness.

Foundation

A very ambitious and achievable campaign to advance the University of South Dakota has been orchestrated in CAMPAIGN SOUTH DAKOTA. The campaign has been conceptually developed by University leadership and strategically implemented by
the USD Foundation. The Foundation is an independent organization, having officers and reporting to an independent Board of Trustees.

The USD Foundation is currently structured with a large Board of Trustees (more than 200) and an Administrative Board (28 members who function as an executive committee). Both the University president and the vice president with advancement oversight serve ex-officio on the administrative board. They meet in executive session with the Foundation president weekly.

The priorities for CAMPAIGN SOUTH DAKOTA address the highest institutional needs: capital projects, scholarships and faculty enhancement awards. The quiet phase of the campaign has identified almost two-thirds of the $60 million goal. After a feasibility study, campaign brochures and marketing tools were developed with the help of a fund-raising consulting firm.

A financial committee of the Foundation Board reviews investment strategies for the current $66 million endowment. The Foundation retains 1% of earnings, pays out 5%, and returns any residual to the principal. Financial reports indicate modest but steady earnings in endowment growth, as invested by the committee.

The fourteen-person Foundation staff includes more than five and one-half development officers. The Foundation is completely self-supporting. Its operating revenues are born from a designated Foundation endowment, the 1% management fees, a certain portion of unrestricted funds, and earnings from interest on non-endowed holdings. An attractive facility houses the Foundation enterprise.
The Foundation is led by a capable officer who holds a five-year vision for university advancement. The vision prudently incorporates greater articulation with alumni relations, partnerships and marketing media savvy.

The team commends the USD Foundation for maintaining excellent articulation with University leadership and developing a well-received campaign. Excellence at USD is inextricably and inevitably linked to the success of the Foundation.

With USD’s continued emphasis on linking institutional planning to resource availability and allocation, and with significant attention to external fund raising, the NCA Team believes the institution meets Criterion Four.

CRITERION FIVE: *The institution demonstrates integrity in its practices and relationships.*

The University of South Dakota is committed to adherence to the civil laws and codes of ethics commonly accepted by the academic communities. The BOR has formulated a faculty code of ethics and it, along with an institutional statement of ethics, are published in the USD Faculty Handbook. The faculty handbook also articulates the faculty rights and responsibilities as defined by the South Dakota Constitution and the South Dakota Council of Higher Education. Grievance procedures exist for each class of employees and are clearly identified in the Faculty Handbook and the BOR Policy Manual as are statements regarding academic freedom, conflict of interest, and research integrity.

Student Rights and Responsibilities are delineated in the USD Student Handbook, including policies and guidelines related to academic appeals, communicable diseases, sexual assault and harassment, and the student conduct code. The University of South
Dakota fully complies with FERPA, with the policy printed in both the Faculty and Student Handbooks as well as the schedule of classes.

The Undergraduate and Graduate Catalogs of USD clearly define the University's programs, requirements and regulations, degree requirements, and relevant information regarding tuition and fees, financial aid and articulation and transfer policies.

Within the institution, an array of offices provide assistance and support to individuals requiring disability services, university advocacy, academic advising, child care, and ethnic and gender diversity services. USD conforms to an open meetings policy and on-going review and updating of publications insures current and accurate information appears in university publications.

Responsibility for grants, contracts and other agreements is clearly identified in university documents and a university contracts officer and contracting department monitors contract performance. The grants accounting office is responsible for the fiscal management of all grants and contracts awarded to the University.

The Intercollegiate Athletic department has adopted a mission statement that reflects that of the institution. As a member of the NCAA Division II the athletic program meets all academic eligibility standards and rules compliance specified by NCAA.

The NCA Team finds that the institution demonstrates integrity in its practices and relationships.
SECTION V: FEDERAL COMPLIANCE AND THIRD PARTY COMMENTS

CREDITS, PROGRAM LENGTH AND TUITION

USD offers courses on a three semester basis with academic program credits and program length consistent with standards for higher education institutions and applicable accrediting agencies. Tuition is assessed on a per credit hour tuition rate and is set in accordance with policies set by the Board of Regents. Information regarding programs and fees appears in the University catalog and recruiting publications as well as on the Business Office web page.

INSTITUTIONAL COMPLIANCE WITH THE HIGHER EDUCATION REAUTHORIZATION ACT

The University of South Dakota's most recent cohort default rate of 3.4% (1996) and 2.8% (1997) were well below federal cohort rates and the 1998 rate (1.74%) reflected the continued downward movement of this rate.

INSTITUTION'S ADVERTISING AND RECRUITMENT MATERIALS

USD's advertising and recruitment materials accurately portray the institution and its programs. The self study process indicated that not all relevant publications included the appropriate reference to the North Central Accreditation and all publications are currently being updated to include the correct language of affiliation.
THIRD PARTY COMMENTS

The team received no third party comments. Notice of the NCA site visit was published in various university publications, on appropriate internet sites and throughout the community. There were no public responses to the institution’s invitations for public comment.

STUDENT COMPLAINT LOG

The University maintains a log of formal written student complaints, including information regarding steps to resolve each complaint, disposition of the complaint and referral, if any, to outside agencies. The log is maintained in the Office of the Dean of Students.
SECTION VI: STRENGTHS OF THE INSTITUTION

The University of South Dakota has benefited from strong presidential leadership, which is exhibited both external and internal to the university. Presidential initiatives, as reflected in institutional advancement and development, university planning and assessment, and statewide advocacy have benefited USD substantially in recent years.

Faculty and staff members across the university reflect a deep and abiding commitment to the institution and, in particular, to the students it serves. A strong commitment to excellence in institution and state and regional service pervades the institution.

The institution has displayed a willingness to engage in creative risk-taking and collaborative efforts despite a state environment which often unable to financially support such efforts. The development of the biomedical team approach in the health sciences, the proposed administrative restructuring in education, and the CAMPAIGN SOUTH DAKOTA represent such proactive initiatives.

The university is deeply committed to the delivery of a strong, liberal arts undergraduate education through effective teaching in a student centered teaching-learning environment. The development of institutional-specific requirements designed to complement and extend the core curriculum are evidence of the institution’s attention to its liberal arts mission.

Although comparatively speaking small in size and resources with respect to other state universities, the professional programs offered by the institution (e.g. law, business, health sciences) are strong and well recognized.
University of South Dakota

Recent actions by the leadership of the Office of Research and Graduate Education are recognized as cultivating an emerging culture of research/scholarly activity expectations, opportunities, and support on the campus which has not been present previously.

The University houses a very notable and distinctive museum collection of musical instruments. That reflects the type of unique contributions USD has and can make to the State and the region.
SECTION VII: CONCERNS AND CHALLENGES

The University of South Dakota, despite expressed concerns of a decade ago, has failed to embrace and institutionalize the inherent educational value of diversity within the university community, its people and its programs. Little evidence exists of progress made to diversify the university community membership or of an institutional commitment to change the status quo of the campus.

There appears to be a pattern of evidence which would suggest that the authority of the governing board has been extended into areas which has resulted in extensive constraints and unfunded institutional mandates. These severely restrict the institution’s ability to manage its resources, both human and fiscal, in order to best fulfill its mission.

The financial resource base is judged to be seriously inadequate to support the current comprehensive mission of the University of South Dakota. In the absence of an infusion of new resources, the institution will not be able to sustain the current quality level of its programs.

Institutional ownership and the integration of assessment processes and outcomes information is uneven across the university. This results in a failure to fully link academic planning and delivery to expected student outcomes and subsequent curricular reform.
SECTION VIII: TEAM'S ADVICE AND SUGGESTIONS FOR INSTITUTIONAL IMPROVEMENT

The university is advised to develop a marketing and communication plan which, when executed, will enhance the visibility of USD within the state. It is particularly important to sustain and intensify communication among the civic, political, and economic leadership of South Dakota and the plains region.

A clearly articulated institutional commitment to the enhancement of diversity on the campus by the administrative leadership of the institution is critical to future progress. A mandate to develop a comprehensive diversity action plan needs to be communicated to the faculty and staff of the institution with implementation expectations and timelines clearly identified.

USD is encouraged to identify proactive initiatives, which either can be advanced to the Board of Regents or undertaken internally, which have the potential to attract and retain increased numbers of non-resident students and graduate/professional students in order to enrich the financial base of the institution. An enhanced focus on bringing international students to USD, as well as students from contiguous states, is strongly suggested.

The completion of the University Strategic Plan should serve as a benchmark for the development of a continuous improvement approach to planning, resource allocation, implementation, assessment, and institutional advancement. Efforts designed to continue to sustain the engagement of faculty, staff, alumni, and students in defining and building the university’s future will be crucial to the community regaining a sense of control of their future as a university.
SECTION IX: THE TEAM'S RECOMMENDATION AND RATIONALE

The team's recommendation for action, including its recommendation to continue the accreditation of the University of South Dakota, is shown on the Attached Worksheet for Statement of Affiliation Status. The Team recommends that the University of South Dakota's accreditation be continued, with the next comprehensive visit to occur in 2010-2011.

The institution has demonstrated through its self-study report and supporting materials and the information has been validated through document review, meetings, and discussions with members of the Board of Regents, administration, faculty, students, and community members that the institution meets the Commission's General Institutional Requirements and Criteria for Accreditation.

The University of South Dakota is strongly committed to fulfilling its state mandate to serve the students of South Dakota and contiguous states in strong liberal arts and professional and graduate programs. The institution, under its current presidential leadership, has improved physical facilities, embarked upon an ambitious capital campaign, developed interdisciplinary approaches to enhancing general education offerings, and built a strong health sciences curriculum which potentially may serve as a model for the preparation of health team professionals.

The team recognizes that the strong commitment of the faculty and staff to planning, assessment, and resource allocation which will assist the institution in fulfilling its mission. The university, however, operates under severe financial constraints from limited state appropriations and increasing regulatory policies. The institution will need to continue to pursue external funding sources (e.g., foundation dollars, grants and
contracts, and new tuition paying populations) if the institution is to continue to effectively meet its institutional goals.

The team recommends a progress report on the assessment processes and outcomes undertaken, particularly focused on discipline specific assessment efforts, within the institution and subsequent institutional actions taken based on the assessment information for the period of 2001-2005 be prepared and submitted by June 1, 2006. While the assessment plan has received NCA approval and a number of efforts are underway to implement assessment across the campus, the efforts are very uneven and the linkage to programmatic change and enhanced student learning is unclear in many areas of the campus community. The limited progress demonstrated to date, beyond state mandated general education testing, and where required accreditation assessment, leads the team to recommend preparation of progress report which should respond to the concerns raised in the team report, especially the linkage of assessment results to programmatic change and improved student learning outcomes.

The team also recommends a monitoring report on progress made toward the enhancement of diversity within the membership of the university community and the institution's academic programs be submitted by June 1, 2004. Little progress was evident regarding attention to diversity within USD's population and academic programs over the last decade. While independent activities and efforts were noted across the campus, little evidence existed with regard to a systematic university plan for enhanced diversity on the campus. A strong administrative commitment is needed to address this area of concern. It is anticipated that the report will demonstrate such a commitment, outline a plan of action, and identify specific improvements (e.g., curricular
additions/modifications, numbers of minority/protected class recruitment and hirings,
retention data for students, diversity education efforts) made as a result. If the institution
fails to show progress in this area, the team recommends the Commission require a
focused visit on diversity with six months following the report submission.
ASSURANCE SECTION

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

UNIVERSITY OF SOUTH DAKOTA
Vermillion, South Dakota

April 3-6, 2011

FOR

The Higher Learning Commission
A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM

Dr. Sue Day-Perroots (Chair), Dean of Extended Learning, PO Box 6800, West Virginia University, Morgantown, WV, 26506-6800
Dr. Bradley Bond, Dean Graduate School, Northern Illinois University, 224 Adams Hall, DeKalb, IL 60178
Dr. Donna Brown, Assistant Vice President of Student Affairs for Diversity and Inclusion, Minnesota State University - Moorhead, 1104 Seventh Avenue South, Moorhead, MN 56563
Dr. Thomas J. Haas, President, Grand Valley State University, One Campus Dr., Allendale, MI 49401
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research. The University publishes a student code of conduct that clearly defines the ethical and academic responsibilities of students.

The Provost leads all first time undergraduates in the academic integrity pledge at the convocation that opens the academic year. The University also publishes this code on the website, along with a student code of conduct that clearly defines the ethical and academic responsibilities of students. The Office of Student Rights and Responsibilities assists with educating students on ethical conduct; this office also publishes on their website a statement of integrity, applicable to all members of the University community that includes a common commitment "to honesty, fairness, trust, respect, and taking responsibility for our actions." The University subscribes to TurnItIn as a learning tool on academic integrity for students.

All course syllabi must include a statement on academic honesty. Academic honesty is an integrated component of the onsite and graduate student orientation process. Mandatory ethics training is instituted for all Graduate Research Assistants supported by NSF and NIH.

In addition to the seminars and trainings from the Office of Student Rights and Responsibilities, ethics is integrated into the curriculum, with over 18 courses in nine different disciplines that include "ethics" in either the course title or description. As an example, the Department of Philosophy sought and received NSF-IGERT for a new graduate course on ethics in research in the physical sciences.

Each year's appointment notices to both faculty and non-faculty reference Board of Regents intellectual property policy. The Board and the University advise employees on conflict of interest policies and required disclosures.

The above organizational activities and entities constitute evidence that the institution provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly

2. **Evidence that one or more specified Core Components need organizational attention**

None

3. **Evidence that one or more specified Core Components require Commission follow-up.**

Tomorrow's leaders must possess the critical skill of understanding and being able to engage with people of diverse cultures, abilities and capacities. This is an essential component of liberal arts education. A liberal arts education should include this form of intercultural awareness as a fundamental skill for the modern world. In order to achieve this goal, students must learn in an inclusive environment that treats diversity as an intellectual asset of a liberal education.

There is little evidence of a rigorous, systematic and effective approach to addressing
institutional diversity. Although many people at USD are engaged in *ad hoc* and meaningful efforts to serve and learn from diverse communities; and although these highly localized efforts serve communities’ needs in important ways, USD does not have an overarching plan to increase diversity. Discussions with faculty and staff reveal that USD has the expertise, interest, and passion to engage in powerful and distinctive ways with diverse communities. Yet, leadership’s attention is essential to resolve the ongoing and challenging absence of ethnic and racial diversity in the curriculum, the student body, and employees. Of concern is not only the lack of a plan for recruiting, but also a lack of planning concerning the curriculum, administration, staff, etc.

Even more noticeable was the reality of little evidence that students truly understood the need for and importance of a diversity mission. There seems to be a “silo” mentality that diversity occurs in a specific or designated office, course, or person. The mission is the foundation for assessment; course and student outcomes, goals, and objectives must be assessed for students to see this as one of the primary and substantive goals. To prepare students for the futures they will face living in a diverse global society, the institution must assure that students understand the need for diversity in the world they will someday lead. A true “liberal arts” institution demands of students that they write and think critically and creatively, in order to solve the complex problems of the future and that they do so effectively alongside diverse individuals.

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None

**Recommendation of the Team**
The Criterion is met; Commission follow-up recommended.
Evidence demonstrates that one or more specific Core Components require Commission follow-up. The Team recommends a Progress Report on Diversity May 2014.

**CRITERION FIVE: ENGAGEMENT AND SERVICE.** As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

1. Evidence that Core Components are met

5a. *The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.*

Students are, of course, a major constituency of the University. The NSSE provides longitudinal, nationally normed data on student perceptions of the University experience. The institution supplements this with various specialized surveys. These latter include, for example, the Foundations for Excellence survey on recruiting,
Campus Diversity Enhancement Group Report

Introduction

This report has been prepared for two primary reasons. First, the North Central Association’s Accreditation visit noted that The University of South Dakota has not made sufficient progress in addressing issues of diversity, and therefore required submission of a Progress Report by the summer of 2004. Second, The University of South Dakota itself recognizes that diversity is an area that needs considerably greater attention because of the richness it provides to every aspect of university life and because The University of South Dakota has the responsibility for leadership in the area of diversity.

As this report will demonstrate, the University has undertaken a determined effort to move in the direction of diversity leadership. We are making concerted efforts to enhance diversity in terms of both academic programming and campus environment. The University acknowledges the challenges of attaining a high level of diversity, and this report will document both some of the activities in place as well as a strategic plan to continue progress at an aggressive pace.

This planning effort was undertaken with a five year view in mind. We expect to have made measurable progress on our goals at the end of the five year period.

The report is organized into two sections. Part A serves as the necessary progress report required by the North Central Association, and consists of a section that establishes the University’s current baseline demographics within the administration, staff, faculty, and student body, a section that presents an inventory of the rich array of diversity programming in place, and a section that describes the process undertaken to develop the Diversity Plan itself. Part B presents the Diversity Plan that has been adopted by the University and is organized according to major areas of emphasis, each including specific goals and strategies. In adopting any strategic plan, it is crucial that the University community endorse such a plan, and evidence of that endorsement is also included in Part B.

Part A: Progress Report

I. Profile of The University of South Dakota’s Students, Faculty, Staff, and Administration for the Past Two Years

The following tables provide data for the creation of a baseline on population diversity within The University of South Dakota community. These figures are the starting point for the diversity programs outlined in the Diversity Plan. Future progress will be measured against these baseline figures. All of the University tables are based on Fall 2002 and Fall 2003 figures and are self-reported.

2000 Census Data for the State of South Dakota
The following table contains 2000 Census data for the State of South Dakota. These data were found at http://censtats.census.gov/data/SD/04046.pdf This table is included in the report to
provide comparative data for state and university populations. As can be seen from the table, South Dakota is not a particularly diverse state, as is the case for most states in the north central region of the country. The notable exception is South Dakota’s American Indian population, which comprises an important percentage of the population and certainly provides a distinct and rich cultural influence to the state. In the University statistics to be presented, we note comparisons to state demographics. However, concerning black, Asian/Pacific, and Hispanic, the state’s population is low enough that statistically meaningful comparisons between state demographics and university demographics must be approached with caution.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>% of Population</th>
</tr>
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<tbody>
<tr>
<td>White</td>
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</tr>
<tr>
<td>Native American</td>
<td>8.3</td>
</tr>
<tr>
<td>Black</td>
<td>.6</td>
</tr>
<tr>
<td>Asian/Pacific</td>
<td>.6</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1.4</td>
</tr>
<tr>
<td>Other</td>
<td>.5</td>
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</table>

<table>
<thead>
<tr>
<th>Sex</th>
<th>% of Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>49.6</td>
</tr>
<tr>
<td>Female</td>
<td>50.4</td>
</tr>
</tbody>
</table>

**Administration**

The following table contains the administration profiles for Fiscal Year 2003 and Fiscal Year 2004. Administration has been divided into two groups; Senior Administration (Deans and above) and Non-Faculty Exempt (includes positions such as directors, coordinators, managers, admissions counselors, research associates, and coaches).

Significant progress has been made in diversifying the Senior Administration, although the current composition of Senior Administration still does not reflect the desired diversity goals of the University. As the chart illustrates, 100% of Senior Administrators are white and 19% are female. The female cohort does, however, represent a significant advance over the situation at the time of the North Central site visit. Specifically, women now occupy the senior administrative posts of Vice President for Marketing, Chief Information Officer, Associate Vice President for Academic Affairs, and Dean of the Graduate School. Ethnic diversity still does not exist in Senior Administration. The University recognizes that campus-wide change must begin with Senior Administration.
### Senior Administration

<table>
<thead>
<tr>
<th>Sex</th>
<th>Racial/Ethnic Classification</th>
<th>Total # of Sr Admin</th>
<th>% of Total</th>
<th>Total # of Sr Admin</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total # of Senior Administrators</td>
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<td>100</td>
<td>26</td>
<td>100</td>
</tr>
<tr>
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<td></td>
<td></td>
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</tr>
<tr>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Asian</td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Hispanic or Latino</td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>19</td>
<td>83</td>
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<td>81</td>
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<tr>
<td></td>
<td>Black or African American</td>
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<td>0</td>
<td>0</td>
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</tr>
<tr>
<td></td>
<td>Asian</td>
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<td>0</td>
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<tr>
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<td>Hispanic or Latino</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### Non-Faculty Exempt

This category includes a wide range of individuals, as defined in the preceding paragraph, and would include people filling mid-level administrative positions as well as a variety of positions other than the teaching faculty and support staff. The male-to-female ratio in Non-Faculty Exempt positions is the same as the student ratio (60% female and 40% male). Asian is the only ethnic group in Non-Faculty Exempt positions that is represented in percentages comparable to the State’s Census figures.

<table>
<thead>
<tr>
<th>Sex</th>
<th>Racial/Ethnic Classification</th>
<th>Total # of Admin</th>
<th>% of Total</th>
<th>Total # of Admin</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Total # of Administration</td>
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<td>266</td>
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<td></td>
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<td>1</td>
<td>&lt;1</td>
</tr>
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<td>0</td>
<td>1</td>
<td>&lt;1</td>
</tr>
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<td></td>
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<td></td>
</tr>
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<td>Asian</td>
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<td>1.9</td>
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<td>Hispanic or Latino</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1.9</td>
</tr>
</tbody>
</table>

3
Students
This table contains the student enrollment information from the Fall 2002 and Fall 2003 census reports and includes undergraduate, graduate, professional, full-time, and part-time students. Female students are no longer considered an underrepresented group at the University because they continue to enroll at a higher percentage of the student body than males. American Indian students are significantly underrepresented when enrollment is compared to the Census figure of American Indians as 8.3% of the State’s population. The only reported ethnicity that reaches a percentage comparable to the Census percentages is Asian.

<table>
<thead>
<tr>
<th>Sex</th>
<th>Racial/Ethnic Classification</th>
<th>Total # of Students</th>
<th>% of Total</th>
<th>Total # of Students</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total # of Students</td>
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<td>7,917</td>
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<td>3,188</td>
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<tr>
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<td>251</td>
<td>7.9</td>
<td>254</td>
<td>7.9</td>
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</table>
Faculty
The following table contains the faculty profile for Fiscal Year 2003 and Fiscal Year 2004. The Faculty members included in this table are defined as teaching faculty and include administrative faculty such as department chairs and program coordinators. In the case of faculty, Asians and Hispanics are well represented when compared to the Census data, but American Indians are represented at unacceptably low levels.

<table>
<thead>
<tr>
<th>Sex</th>
<th>Racial/Ethnic Classification</th>
<th>Total # of Faculty</th>
<th>% of Total</th>
<th>Total # of Faculty</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total # of Faculty</td>
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</tr>
<tr>
<td>Female</td>
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<td>41</td>
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</tr>
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<td></td>
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<tr>
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</tr>
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<td>Black or African American</td>
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<td>2</td>
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<td>2.1</td>
<td>6</td>
<td>2.6</td>
</tr>
</tbody>
</table>

Staff
The following table contains the staff profile for Fiscal Year 2003 and Fiscal Year 2004. Staff is defined as Career Service employees, and would include the clerical staff, facilities management, and specialized support staff in a wide variety of areas around campus. Females are overrepresented in comparison to state demographics, reflecting the predominance of females in the clerical positions of the University. Essentially all ethnic groups are underrepresented.

<table>
<thead>
<tr>
<th>Sex</th>
<th>Racial/Ethnic Classification</th>
<th>Total # of Staff</th>
<th>% of Total</th>
<th>Total # of Staff</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Total # of Staff</td>
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<td></td>
<td>American Indian or Alaska Native</td>
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<td>1.2</td>
<td>3</td>
<td>&lt;1</td>
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<tr>
<td></td>
<td>Black or African American</td>
<td>2</td>
<td>&lt;1</td>
<td>1</td>
<td>&lt;1</td>
</tr>
<tr>
<td></td>
<td>Asian</td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Hispanic or Latino</td>
<td>1</td>
<td>&lt;1</td>
<td>1</td>
<td>&lt;1</td>
</tr>
<tr>
<td></td>
<td>Unknown/Refused</td>
<td>0</td>
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<td>1</td>
<td>&lt;1</td>
</tr>
<tr>
<td>Male</td>
<td>White</td>
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<td>32</td>
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<td>34</td>
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<tr>
<td></td>
<td>American Indian or Alaska Native</td>
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<tr>
<td></td>
<td>Black or African American</td>
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<td>Hispanic or Latino</td>
<td>1</td>
<td>&lt;1</td>
<td>1</td>
<td>&lt;1</td>
</tr>
</tbody>
</table>
In Part B, we present strategies that are intended to have a positive influence on the demographics shown in the tables above, but more importantly, on the culture and attitudes of the University community. We are confident that the approach of changing the culture and climate will result in increasingly diverse demographics.

II. Activity Inventory of Diversity Events and Groups

There are a large number of activities and organizations on campus that are based on diversity or that sponsor and participate in diversity-related activities. The Activity Inventory, which is attached as Appendix A, was created by the Campus Diversity Enhancement Group and serves as a progress report on notable diversity program additions in the last four years. The inventory is impressive, and the University does not have the problem of having too few organizations and activities. Those organizations and activities are, admittedly, not coordinated as well as they could be, and that will be addressed in the plan. As we move forward, we can draw on these current activities and organizations as our foundation for the future. This inventory serves as evidence that there is considerable interest in diversity at the campus “grassroots level” and there are ample existing organizations capable of expanding diversity programs and resources once appropriate resources are made available.

Many of the activities in the inventory have been in place for a long time, and would have been part of the University at the time of the North Central campus visit. However, a comprehensive inventory was not available at that time, so it is important to note the breadth of diversity programming that has been solidly in place. In addition, there are many exciting developments that have occurred since the North Central visit that have not only enriched the diversity of our campus, but have also given The University of South Dakota a high degree of visibility in certain niche areas. We highlight some of the notable recent additions here:

- **The 2004-2005 Fiftieth Anniversary Celebration of the Institute of American Indian Studies**

  Plans are currently underway for a year-long celebration of the Fiftieth Anniversary of the Institute of American Indian Studies. Events being planned include a symposium, meetings with tribal colleges, a national art exhibit on 20th Century American Indian art, and a new legislative proclamation.

  The Institute of American Indian Studies has considerable responsibility for the enhancement of diversity on The University of South Dakota campus. Toward the general goal of diversity enhancement the Institute has responsibilities in Native American studies and research, collection and preservation, campus community relations, and external relations with tribes, tribal colleges, and state and federal agencies in Indian affairs. The Institute’s mission is to organize campus programs to promote education and awareness of American Indian culture, issues, and problems; assist USD efforts to recruit and retain American Indian students, faculty, and staff; encourage increased levels of research on American Indian life; and strengthen relations with tribes, tribal colleges, and
other appropriate American Indian organizations and communities in the state and region.

- **Regional American Indian Student Recruitment and Retention Conference**
  A regional conference on recruitment and retention of American Indian students sponsored by the USD Native American Recruitment and Retention Committee will be held on campus in the fall of 2004.

- **Native American Journalism Programs**
  - **Native American Journalists Association**
    The national headquarters for the Native American Journalists Association (NAJA) now resides at The University of South Dakota, with its offices in the newly renovated Al Neuharth Media Center. NAJA serves and empowers Native journalists through programs and actions designed to enrich journalism and promote Native American culture. NAJA recognizes Native Americans as distinct peoples based on tradition and culture. In this spirit, NAJA educates and unifies its membership through a national convention and other journalism programs that promote diversity and defends challenges to free press, speech, and expression. NAJA is committed to increasing the representation of Native journalists in the mainstream media, while at the same time supporting the efforts of journalists working in the tribal media. NAJA encourages both mainstream and tribal media professionals to attain the highest standards of professionalism, ethics, and responsibility in reporting the news. The College of Arts and Sciences has entered into an agreement to share the cost of the position of NAJA Education Director/Contemporary Media and Journalism Instructor.

  - **American Indian Journalism Institute**
    The American Indian Journalism Institute (AIJI) is a sanctioned college course held each year at The University of South Dakota. The program is funded by the Freedom Forum’s Al Neuharth Media Center and trains approximately 25 Native American students each year in the fundamentals of print journalism. This three-week long journalism course for Native Americans is the largest program of its kind in the country. AIJI students attend classes and lectures and receive hands-on experience in reporting, writing, and photojournalism. AIJI is open exclusively to Native American students interested in journalism who have completed at least one year of college and who intend to return to school in the fall. The participants come from around the country and during the session, are exposed not only to USD faculty, but to some of the nation’s leading journalists.

  - **Native American Newspaper Career Conference**
    About 100 Native American high school and college students are introduced to the basic skills and practices of journalism each year at the Crazy Horse Memorial Foundation, located in the Black Hills of South Dakota. This two-day conference is funded by the Freedom Forum and is co-sponsored by the South Dakota Newspaper Association, the Crazy Horse Memorial Foundation, and the
journalism programs at The University of South Dakota and South Dakota State University.

**Democracy in Indian Country Symposium**
The University of South Dakota’s Department of Contemporary Media and Journalism is sponsoring two separate seminars on “Democracy in Indian Country” as part of the “Journey to Democracy” project, which is a project funded by the American Association of Colleges and Universities. USD was one of only six institutions to be awarded a “Journey to Democracy” grant. The first seminar will explore the process of democratic participation by American Indians in an urban setting. This session will be presented in a public forum headed by authorities on American Indian participation in the general political process. The second seminar will focus on democracy in Indian communities where U.S. federal and South Dakota state jurisdictions often overlap tribal government entities practicing tribal sovereignty.

- **The IdEA Program**
The Interdisciplinary Education and Action (IdEA) program was designed as an institutional graduation requirement for all baccalaureate students. Its purpose is to provide students with experience in addressing interdisciplinary questions and problems by collaborating with a broad spectrum of other students to study and propose solutions for important societal issues. Each student selects a theme from approximately eight that are available, and carries out three sets of activities related to the theme: 1) coursework including a foundations course, expertise-building coursework, and a capstone issues course; 2) participation in a range of campus events and functions related to the theme; and 3) execution of an action component related to the theme that could take the form of appropriate community service or research. Several the themes were designed specifically to enhance the presence of diversity in the undergraduate curriculum. Those themes include: Native American World Views, Human Development in a Pluralistic Society, and Cultural Competency.

- **Hiring of a Coordinator of Co-Curricular Programs for Community Service and Multicultural Issues**
In March 2004 the Coyote Student Center hired a Coordinator of Co-Curricular Programs for Community Service and Multicultural Issues. She will provide assistance in developing and delivering co-curricular programs for students in the primary areas of community service and multicultural issues through the advisement of student organizations and departmental initiatives in a manner that promotes student development, student leadership, and retention.

- **Individual Unit Diversity Planning**
Many academic units are presently engaged in specific diversity planning activities in response to their own missions and accrediting agencies. For example, the USD School of Education has adopted its own Strategic Plan for Diversity designed to enhance systematic efforts to develop curriculum, field
experiences, and professional practices that value and promote diversity, while maintaining standards of academic proficiency. The plan addresses the recruitment and retention of faculty and students of diverse backgrounds and encompasses curriculum, field experiences, and professional practices as well as partnerships and professional development.

The above programs are simply a few of the more exciting programs recently put in place at USD. Many of them were made possible through the generosity of alumni and the commitment of faculty and staff of the University.

The complete inventory in Appendix A contains information on the following programs and activities:

- Cultural Centers
- Diversity Committees
- Student Organizations
- Support Services
- Advising/Mentoring
- Academic Programs
- Educational/Cultural Resources
- College Preparation/Summer Programs
- Educational Partnerships
- Clinical Consultations/Partnerships
- Research Consultations/Partnerships
- Annual/Biennial Conferences and Lectures
- Diversity Focused Courses
- Diversity Awards

III. Development and Adoption of a Diversity Plan

Phase 1. The Campus Diversity Enhancement Group was established per recommendations outlined in: “Setting the Standard: The University of South Dakota’s Strategic Plan 2000-2005.” Setting the Standard was the culmination of an intensive and comprehensive strategic planning process undertaken by the University. The Campus Diversity Enhancement Group was charged with planning, implementing, monitoring, and evaluating diversity initiatives across campus. Goal 2 of Setting the Standard provides the specific recommendation and implementation plan, as excerpted here:
**Goal 2.** Strive for a “charged” campus atmosphere in which the expression of ideas and the acceptance of diverse experiences are encouraged.

**Recommendation:** Create a permanent Campus Diversity Enhancement Group.

**Rationale:** Grounded in recognition of similarities and respect for differences, increased diversity on campus has measurable benefits to the campus community and to society at large. Learning can be enhanced by the representation of diverse viewpoints. The ability to live and work effectively with individuals from diverse cultures can be nurtured within a diverse academic and social environment. Diversity can transform scholarship by expanding the questions that are asked and the methods used to study them. Achieving this goal will require commitment and a coordinated, campus-wide effort. To this end, the University should establish a standing committee whose mission is to plan, implement, monitor, and evaluate diversity initiatives across campus.

**Implementation:**
1. The Vice President for Academic Affairs, the Vice-President for Finance and Administration, and the Dean of Student Life will ensure that this recommendation is implemented.
2. Members of the new Diversity Group should represent all University constituencies.
3. The Diversity Group, with input from all units across campus, should be empowered to develop, implement, and evaluate a campus diversity plan and serve as a clearinghouse for diversity initiatives across campus. The Group should give particular attention to increasing knowledge about the American Indian culture and recruiting and retaining American Indian students, faculty, and staff.
4. The University should allocate sufficient resources and staffing to support the activities of this group.

**Phase 2.** Spring 2001: Formation of the Campus Diversity Enhancement Group (CDEG). The membership of the CDEG is shown here:

Royce Engstrom, Vice President, Research and Dean, Graduate Education, CDEG  
Chairperson  
Jolane Engelhart, International Student Advisor  
Wayne Evans, Associate Professor, Educational Administration  
Harvey Fields, Associate Professor, Art  
Bobbe Hakl, Director, Equal Opportunity and Diversity  
Mary Jones, Director of Sioux Falls Programs  
John Korkow, Instructor, Alcohol and Drug Abuse Studies, USDSM  
Dave Lorenz, Dean of Students  
Jack Marsh, Director, Al Neuharth Media Center  
Celestine Oglesby, Student, Law School  
Elaine Pearson, Director, Disability Studies  
Margaret Quintal, Program Assistant II, Institute of American Indian Studies
Phase 3. Fall 2001-Spring 2003: CDEG compilation of current activity and review of model campus diversity plans from universities across the United States. During this phase, focus groups were conducted with students from underrepresented groups.

Phase 4. Fall 2003 – Present: CDEG preparation of Campus Diversity Plan in response to charge provided by the Strategic Plan and as a response to the North Central Accreditation (NCA) Report request for a Diversity Progress Report by the summer of 2004. Included in the Campus Diversity Enhancement Group’s deliberation process were a series of retreats, working groups, discussion sections, data gathering, and draft plans. The group studied diversity plans from a wide range of colleges and universities from across the country and used the excellent series of books on diversity published by the American Association of Colleges and Universities as references and guides on diversity. As a result of that background study, the diversity plan from Pennsylvania State University was used as a guide in the formulation of the USD Diversity Plan. The group hired a consultant who served as a writer for the project and who prepared a series of drafts of the plan. The writer was an integral part of the CDEG and participated in the later series of discussions of the group.

Phase 5. March 2004: Campus Review/Public Comment was facilitated through the following methods:

- The Plan was placed on the University Senate website.
- Faculty and student e-mail systems were used to disseminate notice of the availability of the Plan for review on the website.
- The plan was shared with and feedback was received from various constituent groups (Executive Committee, Academic Affairs Working Group, University Senate, Student Senate, Career Services Advisory Group).
- Open Campus Forums were held March 22-25.

Phase 6: April – Present: The Plan was revised and endorsements received from the individuals or groups shown here. The endorsements are included in Part B.

President
University Senate
Student Association
Career Service Advisory Council
Phase 7: June 2004: The Diversity Plan was submitted to the North Central Association.

Part B: The Diversity Plan

I. Diversity Vision Statement

EVERYONE BELONGS! Diversity enhances our lives and makes them richer. Valuing diversity means recognizing that individuals are different and that these differences are an advantage to everyone if they are accepted, understood, valued, nurtured, and utilized. Valuing diversity also means changing behavior and systems to nurture the richness of these differences.

The University of South Dakota is an institution where EVERYONE BELONGS! All members of the University community are encouraged and empowered to explore and develop their uniqueness while learning to recognize and appreciated our interrelatedness. USD is committed to creating an inclusive and welcoming environment, conducive to the exploration and discovery of diversity, because we recognize that such an environment is an essential part of the teaching and learning process. Furthermore, at USD we recognize our leadership responsibility to the rich and unique heritage of our state and that we have a special responsibility to provide opportunities for American Indian people. We are committed to creating opportunities for students, faculty, staff, and administration to experience a variety of perspectives to prepare them for living and working in a world where EVERYONE BELONGS!

II. University Support

III. Overarching Recommendation: The Office of Diversity

Diversity must become an integral part of The University of South Dakota culture. In order for this to occur, diversity initiatives must have long-term fiscal investments; comprehensive, public, and meaningful systems of accountability; and an efficient and collaborative infrastructure. It is time for the University to move diversity efforts from volunteer programs to a comprehensive program supported by a professional staff. This staff will be able to take advantage of current diversity efforts and coordinate diversity programming for the entire campus.

Central to the implementation of all that follows in this report is the establishment of an Office of Diversity at USD. That important step is being initiated as part of the current budget cycle of the University, and the Office will be established as of July 1, 2004. The key position in the Office will be a new Campus Diversity Officer, who will be a Senior Administrator and who will have adequate support staffing. This new office will ensure the availability of a full spectrum of services appropriate to the unique needs and interests of a diverse campus population. The Office will be responsible for developing, coordinating, and catalyzing diversity programming, seeking guidance from the Campus Diversity Enhancement Group including implementation, annual evaluation, and enhancement of the USD Diversity Plan, developing and conducting
campus community diversity training, and overseeing the establishment and operation of a Campus Diversity Center.

The University of South Dakota Office of Diversity will be housed in the Administration Building, Slagle Hall. The Office of Diversity will be a line item in the University’s budget, will have a programmatic budget, and will be staffed by a Professional Staff Assistant, and a Senior Secretary. The search for the Campus Diversity Officer will begin upon adoption of this plan, with the intent being to have a person in place by October 1, 2004.

Many more specific activities are likely to be undertaken beyond the ones outlined in the following section. All of these will take resources, both human and financial. The Office of Diversity will be responsible for coordinating the following activities, catalyzing and supporting additional activities, and seeking funding for the activities so that in the long term diversity efforts are funded through internal money, grants, and donations.

IV. Specific Goals and Strategies

EMPHASIS A: A WELCOMING CAMPUS ENVIRONMENT

GOAL: Create an inclusive and welcoming climate for students, faculty, and staff.

The University of South Dakota is committed to fostering a campus environment of inclusion, knowledge, and understanding in which faculty, staff, and students learn to value diversity and to respect the individual differences that enrich the University community. We envision a place where the pervasive respect for diversity has created a supportive climate in which students are able to reach their academic potential and the entire campus benefits from participation in a diverse community. We recognize that all members of the community must feel supported, respected, safe, and welcomed. Bias-related behaviors and violence will not be tolerated at USD. We recognize that it is the responsibility of every member of the campus community to prevent bias-related behaviors.

All USD student, faculty, staff, and administration members are valued for their contributions to the University’s success including the attainment of campus diversity goals. Every member demonstrates the commitment to diversity by implementing individual, departmental, and organizational diversity plans in support of the campus-wide plan. Progress is recognized and celebrated as individual goals are met, contributing to the long-term vision of a community where diversity is an integral component of the campus culture.
STRATEGIES

Strategy 1
Proposed Action: Establish an Office of Diversity at USD.
Accountability: President, Campus Diversity Officer
Assessment Measures: Office of Diversity is established and staffed.
Proposed Date: Fall 2004

Strategy 2
Proposed Action: Conduct a survey of USD faculty, staff, students, and administrators that examines the diversity-related experience including perceptions of climate inside and outside the classroom. Share the results of the survey with the campus community.
Accountability: Campus Diversity Enhancement Group, Campus Diversity Officer
Assessment Measures: Survey is conducted and results reported.
Proposed Date: Fall 2004

EMPHASIS B: A SHARED AND INCLUSIVE UNDERSTANDING OF DIVERSITY

GOAL: Develop and communicate a shared and inclusive understanding of USD’s diversity objectives.

One of the first challenges that we face in our efforts to develop a shared and inclusive understanding of USD’s diversity objectives is the communication and acceptance of an inclusive understanding of diversity. Historically, diversity initiatives at USD and other institutions have been created as a reaction to anti-discrimination legal mandates and equal opportunity policies. As a result, many people associate diversity with racial/ethnic minorities and women. While these groups remain central to the foundation of our diversity efforts, our focus has expanded as indicated in the above Diversity Vision Statement.

Another area of misunderstanding relating to diversity is the belief held by employees that people belonging to groups in USD’s nondiscrimination statement are or will be rewarded differently based solely on their demographic characteristics. Misunderstandings of this nature have the potential of causing hostility and non-acceptance in the workplace for employees from nontraditional backgrounds.

The members of the USD community must become committed to creating an environment that cultivates diversity and celebrates difference. The following principles provide a template for understanding the University’s diversity objectives:

- Diversity is a measure of quality and excellence.
- Diversity is essential for all students’ success.
- Diversity is essential for the success of The University of South Dakota.
- Diversity benefits everyone.
- It is the responsibility of every member of the USD community to prevent bias-related behaviors.
STRATEGIES

Strategy 1
Proposed Action: All USD colleges and schools, divisions, and departments will develop a Diversity Plan Addendum that is tied to the goals of the University Diversity Plan.
Accountability: Vice President for Academic Affairs, Campus Diversity Officer
Assessment Measures: All colleges and schools, divisions, and departments will have a diversity plan.
Proposed Date: Fall 2004

Strategy 2
Proposed Action: Develop educational programming to ensure that all members of the USD community understand the University’s diversity values and goals. Diversity training components will be added to existing programs and diversity training programs will be developed for all campus community members. Included in diversity training will be education related to issues of individual rights, reporting discrimination and/or harassment incidents, and building a supportive community.
Accountability: Dean of Students, Career Service President, Vice President for Academic Affairs, President, Campus Diversity Officer, Director – Office of Equal Opportunity and Diversity
Assessment Measures: Diversity values, goals, programming, and training are developed.
Proposed Date: Fall 2004

EMPHASIS C: A DIVERSE STUDENT BODY

GOAL: Reduce inter-group disparities in enrollment, retention, and graduation rates through improvements in recruitment processes and retention initiatives.

As a state-supported university, USD has as one of its missions to provide educational opportunities for the people of South Dakota. Special efforts have focused on the recruitment and retention of American Indian students. As our society has become more global so have our efforts to build a diverse and inclusive student body.

It is our goal that the student demographics reflect the rich diversity of South Dakota so that all members of the community receive the educational benefits derived from a diverse student body.

STRATEGIES

Strategy 1
Proposed Action: Develop a recruitment plan that results in a student body that reflects South Dakota demographics for diversity.
Accountability: Director of Admissions, Vice President for Marketing, Campus Diversity Officer
Assessment Measures: Student Enrollment
Proposed Date: Fall 2006, Strategy in place by 2005

Strategy 2
Proposed Action: Increase graduation rates for underrepresented populations by addressing hindrances to graduation including finances, proficiency exam, community support, and sense of belonging.
Accountability: Vice President for Academic Affairs, Dean of Students, Campus Diversity Officer
Assessment Measures: Graduation Rates
Proposed Date: Fall 2006, Strategy in place by 2005

EMPHASIS D: A DIVERSE WORKFORCE

GOAL: Build and maintain a diverse university community of faculty and staff.

Through a combination of formal and informal processes, the University seeks to recruit and retain a diverse workforce across all spectrums of the employment sector. It is generally known that to attract diverse students you first need diverse faculty and staff. It is our goal to enrich the workforce through tangible progress in diversity so that all groups are represented in the faculty and staff.

While faculty and administrative searches can draw on national pools of candidates, staff searches must focus on candidates from the local area. USD is not located in an area with a comparatively diverse population so we struggle to achieve diversity among staff. Therefore, it is not practical to expect to make a diverse appointment for each open position. It is practical, however, to hire individuals with the capacity for and/or experience with fostering the inclusive and equitable environment USD seeks to achieve.

STRATEGIES

Strategy 1
Proposed Action: Develop annual recruitment plans for increasing diversity within open faculty and staff positions.
Accountability: Director – Office of Equal Opportunity and Diversity, Director of Human Resources, Academic Deans, Campus Diversity Officer
Assessment Measures: Increase in number of applicants from underrepresented groups.
Proposed Date: Immediate and ongoing
Strategy 2

Proposed Action: Reward faculty or staff with diverse skills, languages, or knowledge bases by taking those abilities into account when offering salaries.

Accountability: Executive Committee, Campus Diversity Officer

Assessment Measures: Salaries

Proposed Date: Fall 2006, Strategy in place by 2005

Strategy 3

Proposed Action: Create a task force to review diversity aspects of faculty roles and rewards, emphasizing areas such as evolving definitions of scholarship, the teaching evaluation process, differentiated staffing expectations, and the relationship of departmental expectations to college and university work.

Accountability: Vice President for Academic Affairs, Academic Deans, Department Chairpersons, Director of Assessment, Campus Diversity Officer

Assessment Measures: Incorporate recommendations to task force to address issues of current concern and planning of future development.

Proposed Date: Fall 2005, ongoing

EMPHASIS E: A DIVERSE UNIVERSITY LEADERSHIP AND MANAGEMENT

GOAL: Develop a diverse management team at all levels of the organization.

The values and priorities of The University of South Dakota are reflected clearly by whom we choose as leaders. Administrators are USD’s most public face. Therefore, it is incumbent upon the University to employ a well-managed, diverse leadership team that reflects our diversity goals.

STRATEGIES

Strategy 1

Proposed Action: Identify diverse experience or skills as desired characteristics for new hires in leadership positions.

Accountability: Director – Office of Equal Opportunity and Diversity, Director of Human Resources, Campus Diversity Officer

Assessment Measures:

Proposed Date: Fall 2006, Strategy in place by 2005

Strategy 2

Proposed Action: Require diversity training for administrators and faculty and staff in leadership positions to increase skills and awareness.

Accountability: Director of Human Resources, Campus Diversity Officer

Assessment Measures: Participation numbers

Proposed Date: Fall 2004
EMPHASIS F: A CURRICULUM THAT SUPPORTS DIVERSITY GOALS

GOAL: Examine the curriculum, course content and methods, and classroom climate to enhance the education of all students.

Through a combination of formal and informal learning experiences, the University seeks to provide students with the opportunity to develop the knowledge, skills, and attitudes necessary to be effective participants in the multicultural and global society.

STRATEGIES

Strategy 1
Proposed Action: Identify and prepare an inventory of courses that incorporate diverse perspectives and encourage all students to take at least one course that incorporates diverse perspectives.
Accountability: Curriculum Committees, Campus Diversity Officer
Assessment Measures: Inventory of courses is completed.
Proposed Date: December 2004

Strategy 2
Proposed Action: Incorporate information about living in diverse communities during orientation and in all First Year Experience courses.
Accountability: First Year Experience Coordinator, Dean of Students, Academic Advising, Dean of Graduate Education, Department Chairpersons, Campus Diversity Officer
Assessment Measures: Evidence that orientation and First Year Experience courses include information about appreciating and valuing differences and the negative impact of discrimination and exclusion.
Proposed Date: Fall 2004

GOAL: Facilitate the design, development, and/or implementation of training and incentive programs for faculty to increase their competence in working with diverse individuals and groups and developing curriculums that support diversity.
STRATEGIES

Strategy 1
Proposed Action: Develop and offer intensive seminars for faculty to transform their courses to incorporate diverse perspectives.
Accountability: Vice President for Academic Affairs, Faculty Development Center, Campus Diversity Officer
Assessment Measures: Number of training and study programs, number of faculty and staff who attend and/or number who develop and offer programs that increase diversity competence.
Proposed Date: Fall 2004, ongoing

Strategy 2
Proposed Action: Develop a teaching handbook that includes chapters on diversity issues for instructors; strategies for inclusive teaching; in class and out of class behavior; and classroom issues related to gender, race, sexual orientation, disability, and religion.
Accountability: Completion and distribution of handbook to all faculty and graduate teaching assistants.
Assessment Measures: Vice President for Academic Affairs, Faculty Development Center, Campus Diversity Officer
Proposed Date: Fall 2004, ongoing

GOAL: Develop a university wide research and creative scholarship agenda related to diversity issues and identify incentive, reward, and/or recognition programs and related resources that support the implementation of this agenda.

STRATEGIES

Strategy 1
Proposed Action: Develop a Research Handbook that includes chapters on diversity issues relating to research conceptualization, development, implementation, interpretation, and dissemination of results; research mentoring for diverse students and faculty; and diverse worldviews regarding science and research.
Accountability: Vice President of Research, Campus Diversity Officer
Assessment Measures: Completion and distribution of Research Handbook
Proposed Date: May 2005

Strategy 2
Proposed Action: Establish an interdisciplinary research emphasis based on the activities of the American Indian Research Center housed in the Institute of American Indian Studies.
Accountability: Vice President of Research, Director of Institute of American Indian Studies, Campus Diversity Officer
Assessment Measures: Center is used as a research tool.
Proposed Date: May 2005
EMPHASIS G: ASSESSMENT OF PROGRESS

Accountability must start with campus leadership, but be shared throughout the campus.

GOAL: Campus administration will work with departments and units, as well as national experts, to establish progress indicators and benchmarks for evaluating diversity efforts. Multiple methods (quantitative, qualitative) will provide a broader picture of the process and outcome of these efforts. Effectiveness should be more than simply an increase in “count” (number of diverse students and faculty enrolled, number of diverse courses developed and offered) – it should also involve a fundamental change of perspectives, beliefs, and attitudes about diversity across the campus.

STRATEGIES

Strategy 1

Proposed Action: Update and institutionalize an initial diversity assessment and establish a continuous improvement process, characterized by periodic faculty, staff, and student surveys; diversity program inventories; and other assessments that provide information on areas needing improvement and areas of success.

Accountability: Vice President for Academic Affairs, Director of Assessment, Campus Diversity Officer

Assessment Measures: Publication and dissemination of assessment and inventory results and establishment of committees and task forces to design and recommend improvement strategies and identification of successful approaches that should be sustained.

Proposed Date: Fall 2005, ongoing

Strategy 2

Proposed Action: Annual review and update of the Diversity Plan as a tool to monitor goal achievement in the area of diversity at all levels of the University and as a guide for identifying resources to support and sustain diversity initiatives.

Accountability: Vice President for Academic Affairs, Academic Deans, Department Chairpersons, Director of Assessment, Campus Diversity Officer

Assessment Measures: Publication and dissemination of updated Diversity Plan, with revised and/or new goals or tasks that extend the plan two additional years.

Proposed Date: Fall 2005, ongoing

Strategy 3

Proposed Action: Collect and organize data in order to systematically and effectively assess progress and to align/realign programs intended to enhance diversity.

Accountability: Vice President for Academic Affairs, Director of Institutional Research, Director of Assessment, Campus Diversity Officer

Assessment Measures: Progress is assessed and programming changes made.

Proposed Date: Fall 2005, ongoing
Appendix A
Cultural Diversity at the U.

Contents

Cultural Centers
- Native American Cultural Center
- The Wase Wakpa Community

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- American Indian Recruitment and Retention Committee
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- USDSM Minority Health Affairs Committee

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- International Law Student Association
- Gay, Lesbian, Bisexual Alliance
- Native American Law Student Association (NALSA)
- Non-Traditional Student Association
- Tiospaye Student Council
- Women In Law
- Other Student Organizations (no descriptions available)
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  - International Student Club
  - Chinese Student & Scholar Association
  - Indian Students & Faculty Association
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  - Luther Student Fellowship
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- Students of Color in Psychology (SCIP) Mentoring Program
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- Disaster Mental Health Institute
- Global Health (IdEA Theme)
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- Leadership Education in Neural-developmental Disabilities (LEND)
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- Social Work Program
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- Institute of American Indian Studies
  - Dr. Joseph H. Cash Memorial Library Collection
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- National Music Museum
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- Indians into Medicine (INMED) Satellite Office
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- Native American Higher Education Collaboration Group
- Native American Journalists Association
- Native American Oral History Teaching Materials Project
- Northern Plains Regional Center of Excellence
- Oceti Sakowin Distance Learning Consortium
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- Prairielands Addiction Technology Training Center- South Dakota
- Weaving Multicultural Understanding Project

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- Cheyenne River Developmental Clinic
- Deaf-Blind Program
- Division of Health Sciences (USDSM) and State Division of Alcohol and Drug Abuse Statewide Incentive Grant
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- USD School Psychology Program Interventions Site

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- Hepatitis C Quality Assurance Project (Aberdeen HIS)
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- And many more – Attachment A

Diversity Awards
- John R. Williams Award

CULTURAL CENTERS

Native American Cultural Center
Contact: Charles Swick, TRIO Director  Email: trio@usd.edu
Native Student Services & Programming  Website: www.usd.edu/trio/nac.shtml
PH: 605-677-6875  FAX: 605-677-5756

The Center's purpose is to provide American Indian students a place to practice and participate in cultural and social activities that would enhance their educational experience at USD and foster an appreciation for their culture. USD provides space and maintenance of the Center

THE WASE WAKPA COMMUNITY
Contact: Gene Thin Elk  E-mail: gthinlk@usd.edu
PH: 605-677-5426  FAX: 605-677-6591

The primary context from which all University based and University affiliated programs receive support is the Wase Wakpa (Vermillion Indian Community). Years ago, American Indian tribes came to this area to trade for the wase (red earth) that was found here. Wase Wakpa is the place on the river where wase is located and where the English name, Vermillion, is derived. Currently, the Wase Wakpa community is composed of member for the various regional American Indian tribes who are local residents, students, staff, and University faculty. The community is very active throughout the year in a wide variety of events including birthdays, graduations, and spiritual activities.

DIVERSITY COMMITTEES

American Indian Recruitment and Retention Committee
Chair/Contact Person: Chuck Swick  E-mail: cswick@usd.edu
PH: 605-677-5308
FAX: 605-677-5756

This university committee is composed of faculty, students and staff representing the various colleges and programs across campus that share a commitment to recruitment and retention of Native American students to USD. The committee helps to plan and implement orientation programming for first year Native American undergraduate students. In addition, members assist in recruiting efforts (e.g., assist with Admissions when hosting American Indian middle and high school students interested in visiting the campus) and are exploring various options for increasing the scholarship funds for Native American students attending USD.
Campus Diversity Enhancement Committee (CDEG)
Coordinator: Royce Engstrom

Upon the recommendation of the 2000-2005 USD Strategic Plan, this University committee was established as a standing committee whose mission is to plan, implement, monitor, and evaluate diversity initiatives across campus.

Martin Luther King Committee
Contact: Bobbe Hakl
PH: 677-5651

This University Committee plans/coordinates activities to commemorate the legacy of Rev. Martin Luther King as well as activities during African American Heritage Month.

USDSM Minority Health Affairs Committee
Chair: Gerald J. Yutrzenka, Ph.D.    E-mail: gyutrzen@usd.edu
PH: 605-677-5156
FAX: 605-677-6381

The duties of this committee are to explore, review and recommend health education opportunities for minorities, especially Native Americans, through the USD School of medicine. The committee recommends programs for improving health care of minorities, especially Native Americans, in the State of South Dakota. The committee acts as a references committee providing expertise and input concerning the interaction with the School of Medicine, the Indian health Service, Tribal Councils, as well as other public or private groups and/or foundations.

STUDENT ORGANIZATIONS

Black Law Students Association (BLSA)
Faculty Advisor: Professor Charles Thatcher    Email: cthatche@usd.edu
PH: 605-677-5361    Email: blsa@usd.edu
Website: http://www.usd.edu/blsa

BLSA is active in the educational process at the USD School of Law by sponsoring events that afford opportunities to increase awareness of and appreciation for minorities on campus and in the surrounding community. BLSA members participate in regional moot court competition, which can lead to advancement to the national finals. Members also participate in fund-raising events to help support attendance at conferences and other activities. BLSA Week is a culmination of events during February, Black History Month to promote the interests of African-Americans in the legal profession. The highlight of the week is the Thurgood Marshall Speakers Symposium when a distinguished member of the minority legal community addresses legal issues of particular concern to African-Americans. A February minority recruiting event is also held in conjunction with BLSA Week activities. Undergraduate students are encouraged to attend these activities.

International Law Student Association
Website: www.usd.edu/law/new_web_site/student_resources/organizations/organizations.htm#blsa

The School of Law Chapter of the International Law Student Association provides students with exposure to current issues in international law through participation in seminars, conventions, and competitions that focus on international law, including an international competition in Vienna, Austria.
Gay, Lesbian, Bisexual Alliance
Website:  www.usd.edu/student-life/orgs/glba/

We are a group of students, faculty, staff, and community members who offer support and friendship to those who want it. The GLBA welcomes all people to our meetings, whether you are a member of our community (gay, lesbian, bisexual, transgendered), straight, open minded, wanting to do research for a class, or want to show your support for our group. We meet every week.

Native American Law Student Association (NALSA)
Faculty Advisor: Professor Frank Pommersheim Email: fpommers@usd.edu
PH: 605-677-5361 Email: nalsa@usd.edu
Website:  http://www.usd.edu/law/nalsa

As a member of the National American Indian Law Student Association, the goals of USD's NALSA chapter are to provide a local and national network of mutual support, to focus attention on Indian law issues of interest to the Law School community, and to serve as a minority and cultural resource within the University community. The group actively participates in recruitment of minority students and provides supportive services to those students attending the USD School of Law. The chapter annually sponsors a forum or symposium addressing Indian law issues and helps plan and host the Law School's Biennial Indian Law Symposium.

Non-Traditional Student Association
Contact person: Denice Atkinson Vawser
Website:  www.usd.edu/nontrad/usdnontraditionalstudentassociation.cfm
PH: 605-677-5401

The purpose of this organization is to provide information and support to USD's Non-traditional students. Share knowledge and resources, promote a sense of community through social interaction and encourage individual growth to ensure a rewarding future.

Tiospaye Student Council
PH: 605-677-6875 Website:  www.usd.edu/tiospaye
FAX: 605-677-5073

The purpose of this student organization is to provide a supportive "extended family" activity for American Indians and others interested in supporting American Indian cultural activity on campus.

Women in Law
Website:  www.usd.edu/wil/index.htm

Women in Law is an organization composed of both male and female law students, faculty members and members of the South Dakota State Bar. Our group works to increase the awareness of current issues affecting women in the law.

OTHER STUDENT ORGANIZATIONS (no descriptions available)
Celtic Pride
International Student Club
Chinese Student & Scholar Association
Indian Students & Faculty Association
Spanish Club
Taiwanese Student Association
FAITH BASED STUDENT ORGANIZATIONS

Christian Legal Society
Website:  www.usd.edu/law/new_web_site/student_resources/organizations/organizations.htm#blsa

The Christian Legal Society is a non-denominational organization designed to provide students with fellowship and support in understanding the integration of Christian life and the law. The organization meets on a weekly basis for reading and discussion. Local attorneys are occasionally invited to meetings to present guest lectures.

OTHERS (no description available)
Campus Crusade for Christ
Christian Student Fellowship
Luther Center
Luther Student Fellowship
Newman Center
Taize (Meditative Prayer)
United Ministries

SUPPORT SERVICES

“Branches” Program (International Students Office)
Jolane Engelhart, International Student Advisor
Website:  www.usd.edu/international_advising/
PH:  677-5331.
FAX:  605-677-6679

The Branches program pairs community and campus members up with international students. The community/campus members serve as host families to the students, providing assistance were needed.

Disability Services Office
Director:  Dr. Elaine Pearson
Website:  www.usd.edu/disabrs
PH:  677-6389

The Office of Disability Services program helps students at the U become self-advocates, helps to provide better transition services into or out of college, and helps to provide better instructional and support services. Disability Services is diversity in action, as our student/clients range across the entire spectrum of differences, as well as outward to all of our off-campus outreach sites.

Minority Student Financial Aids Counselor/Admissions Recruiter
Patti Wells Evans
Minority Financial Aid Specialist
E-mail:  admisss@usd.edu
Admissions website:  www.usd.edu/admissions
PH:  605-677-5446
Financial aid website:  www.usd.edu/finaid
FAX:  605-677-5073

The University has identified one person to act in two capacities: first, as an admissions recruiter to American Indian students, traveling to American Indian community high schools and colleges; second, as a financial aid officer assisting American Indian students with identifying aid eligibility and awarding the aid.
Office of Equal Opportunity and Diversity
Contact: Bobbe Hakl     E-mail: equalopp@usd.edu
Director, Office of Equal Opportunity and Diversity     Website: www.usd.edu/equalopp/
PH: 677-5651

The office promotes USD’s commitment to increasing the diversity of its faculty, staff, and students and works to ensure a fair and equitable employment process and provides a venue for resolving discrimination and harassment concerns. The office is committed to creating an equal opportunity environment for all individuals of diverse backgrounds by providing training, as well as investigating and resolving discrimination and harassment complaints. Students, faculty, and staff are encouraged to contact the office with questions and concerns relating to equal opportunity issues on campus, discrimination/harassment prevention information, reporting discrimination, and complaint procedures.

Psychological Services Center
Acting Director: Gemma Skillman, Ph.D.     E-mail: gskillma@usd.edu
PH: 605-677-5353     Website: www.usd.edu/psyc/psc/psc.html
FAX: 605-677-5175

The Psychological Services Center provides a wide range of culturally sensitive mental health assessment, consultation, and intervention services for USD students, faculty, staff and their families and non-USD related members of the surrounding community.

World Cultures Floor (Julian Hall)
University Housing     Website: www.usd.edu/housing
PH: 677-5663

Students who are interested in learning more about diverse cultures around the world should consider participating in this group. Programming strives to educate students about other world cultures, with a specific focus on traditional Native American culture.

Speech and Hearing Center
Department of Communications Disorders     Website: www.usd.edu/dcom/shcenter.cfm
PH: 677-5474
FAX: 677-5767

This clinic, located on the USD campus, serves as a clinical service center for children and adults in need of diagnostic, therapeutic and counseling services for a wide variety of communication disorders, including those that are culturally related.

Student Counseling Center
Director: Matt Stricherz, Ed.D.     E-mail: mstriche@usd.edu
PH: 605-677-5777     Website: www.usd.edu/scc
FAX: 605-677-6226

The Student Counseling Center provides a wide range of culturally sensitive mental health counseling and alcohol and drug abuse prevention and intervention services for the USD students and community.
TRIO PROGRAMS
Director: Charles Swick
PH: 605-677-5308
FAX: 605-677-5756
E-mail: trio@usd.edu
Website: www.usd.edu/trio/home.cfm

- Student Support Services
  Website: www.usd.edu/trio/sss.cfm
This federally funded program offers counseling, academic advising and tutoring to American Indian college
students, students of low income, first generation college students, or students with disabilities. The goal is to retain
and graduate program participants and to foster an institutional climate supportive of their success.

ADVISING/MENTORING

International Student Advising
Jolane Engelhart, International Student Advisor
Website: www.usd.edu/international_advising/
PH: 677-5331.
FAX: 605-677-6679

This office provides valuable information for international students and faculty.

Native American Cultural Advisor
Gene Thin Elk
E-mail: gthinelk@usd.edu
PH: 605-677-5426
FAX: 605-677-6591

Serves as an advisor to Native American Students for academic, spiritual, and social domain of students’
experiences at USD. His office is located in Julian Hall, Room 352.

Students of Color in Psychology (SCIP) Mentor Program
Faculty Mentors: Drs. Mark Daniels and Beth Todd-Bazemore
Website: usd.edu/mentors/mentors.html
PH: 605-677-5353
FAX: 605-677-3195

The Students of Color in Psychology (SCIP) Mentor Program provides opportunities for undergraduate and
graduate students of color in psychology to explore issues of race and ethnicity in their developing professional
identity. The program promotes the full development of the students’ unique personal and professional talents,
abilities, and potential.

“WAWOKIYA”: One Who Helps
PH: 605-677-6875

Administered out of the Office of Student Support Services, this program’s goal is to help American Indian
students successfully completed their first year at USD. Faculty and staff volunteer to help (mentor) new students
during their first year. Peer mentors also provide assistance.
ACADEMIC PROGRAMS

Alcohol and Drug Abuse Studies
Chair: Donna Kennealley, Ed.D.  
E-mail: dkenneal@usd.edu
PH: 605-677-5386  
Website: www.usd.edu/adas
FAX: 605-677-5073

This program began as an American Indian alcohol and drug counselor training program more than 27 years ago and was the first program in the nation to offer a four-year undergraduate degree with a major in alcohol and drug abuse studies. Though it no longer is an American Indian specific training program, it continues to work closely with tribal colleges in the development of their alcohol and drug abuse curriculum and consistently attracts a high proportion of American Indian majors. ADAS has demonstrated through its use of a career development model of advising, with nearly 85% retention and degree completion of its American Indian students.

American Indian Studies Program
Interim Director: Charles E. Trimble
PH: 605-677-5209  
Website: www.usd.edu/iais/indianstudies/index.html
FAX: 605-677-6525

The USD American Indian Studies Program is an interdisciplinary curriculum of course work across a variety of disciplines. The goals of the program are to (1) explore American Indian culture and the history of Indian and non-Indian relationships; (2) prepare students for a wide range of career opportunities; (3) enhance the interdisciplinary academic field of American Indian Studies; and (4) offer analytical and philosophical tools to enable students to interpret American Indian issues. Major, double major and minor degrees are available in American Indian Studies.

American Indian World Views (IdEA Program Theme)
Theme Coordinator: Meg Quintal  
E-mail: mquintal@usd.edu
PH: 605-677-5209  
Website: www.usd.edu/iais/iais/clusters.html
FAX: 605-677-6525

"American Indian World Views" and offers USD undergraduate students a broad range of values and perspectives which can enrich their lives and equip them to become better citizens in today's global community. Participation in this IDEA theme provides students with a unique opportunity to learn about the rich heritage of South Dakota's Dakota/Lakota/Nakota peoples. Explore the Sioux culture through history, language, literature, art, film, contemporary issues, law, and politics.

Arts and Identity: Developing Cultural Competence (IdEA Program Theme)
Theme Coordinator: John Day  
Website: www.usd.edu/idea/themes/artsandidentity/
PH: 677-5481

This theme explores the personal and collective ways in which people define and proclaim who they are, and how we all connect in the diverse world around us. You will address everything from public arts policy and censorship to classic and romantic traditions in civilization. You will do it with an eye towards culture in the most inclusive sense and applied in an interdisciplinary way, with perspectives historical, contemporary, and popular.
Building Health Care Professions in Rural Communities
Project Director: Mary Peterson  E-mail: mmpeters@usd.edu
PH: 605-677-1439  Website: www.usd.edu/cd/alliedhealth/index.htm
FAX: 605-357-1438

This training program assists South Dakota in expanding the number of trained nutritionists and occupational therapists practicing in rural, reservation and medically underserved areas of the state.

Business School International Programs
Contact Person: Gregory M. Huckabee  E-mail: ghuckabe@usd.edu
PH: 605-677-5536  Website: www.usd.edu/business/globalu/
FAX: 605-677-5058

U travel is a Business School program that provides students with the experience of learning and working in locations throughout the world. The mission of the program is to increase international exposure and experiences for students, faculty members, and other interested individuals. This program has three components:

- **U travel** ([www.usd.edu/business/globalu/U_study.cfm](http://www.usd.edu/business/globalu/U_study.cfm)) The Business School's newest international program offers you the opportunity to live and study abroad. Business courses taught in universities in Japan, The Netherlands, Sweden and Germany are offered in English so Business School students around the world can participate in these courses. You gain both academic experiences and a global perspective on universal issues.

- **U intern** ([www.usd.edu/business/globalu/U_intern.cfm](http://www.usd.edu/business/globalu/U_intern.cfm)) This internship program provides you a once-in-a-lifetime chance to work in a European-based corporation. This hands-on productive work experience is enhanced by the cultural exposure possible only by living in a European community.

- **U tour** ([www.usd.edu/business/globalu/tour/](http://www.usd.edu/business/globalu/tour/)) For over 30 years the Business School has provided a three week European Study Tour. While earning three to six units credit, students visit plants and firms, as well as families and cultural events throughout the Netherlands, Belgium, Germany, and France.

Clinical Psychology Training Program
Director: Barbara Yutrzenka, Ph.D.  E-mail: byutrzen@usd.edu
PH: 605-677-5353  Website: www.usd.edu/ctp
FAX: 605-677-5175

One of the primary goals of this doctoral program is to increase the number of Native Americans entering and successfully completing graduate training in clinical psychology. Faculty integrate aspects of Native American mental health issues in their teaching, research, and service activities both on and off campus. To assist with this goal, the program has a Council of Indigenous Advisors who provide guidance and consultation to the program faculty and students. The program coordinates American Psychological Association Minority Fellowships and Indian Health Service Scholarships for Native American clinical psychology graduate students who qualify and receive awards.

Communication Disorders Program
Contact: Dean Lockwood, Ph.D.  E-mail: dcom@usd.edu
PH: 605-677-5474  Website: www.usd.edu/dcom/
FAX: 605-677-5767

The undergraduate and graduate curriculum and clinical practicum programs in audiology and speech-language pathology provide subject matter about and supervised/clinical experience with persons demonstrating
communication deficits that are encountered in a variety of cultural environments and contexts. Some of the populations studied include a variety of internationally based cultures, Native Americans, Individuals who are deaf/hard of hearing, and other groups with special needs.

**Disaster Mental Health Institute**
Director: Gerard Jacobs, Ph. D.  
E-mail: ijacobs@usd.edu  
PH: 605-677-6579  
Website: www.usd.edu/dmhi

Designated as a Regional Center of Excellence, the DMHI has among its goals to provide outreach and training activities to rural and reservation communities. Funding is provided to support recruitment initiatives focusing on Native American and other ethnic minority students interested in studying disaster psychology at USD. Opportunities are available for students to participate in international externships (e.g., Thailand, New Zealand, Denmark) and to serve diverse communities following a disaster. Graduate fellowships are available for clinical psychology graduate students interested in disaster mental health as a specialty.

**English as a Second Language (ESL) Program**
Contact: Dr. Dennis Sjolie  
Coordinator of ESL Program/Writing Center  
Department of English  
PH: 677-5977

ESL helps students learn or improve English skills. Classes are small, so students are assured of having much opportunity to practice their English language skills in listening, speaking, reading, and writing. Many individuals - undergraduate students as well as doctoral candidates - serve as tutors, instructors and mentors in the ESL program.

**Global Health (IdEA Program Theme)**
Coordinator: Dr. Jerry Yutrzenka  
PH: 677-5156  
Email: www.usd.edu/idea/themes/globalhealth/

From worldwide epidemics to local and individual health care issues, the Global Health theme will focus on the many facets of well being in the human species. It will consider various aspects of human health, including personal health, health policy, the history and literature of medicine, health science, and current ethical issues in health and medicine. These aspects will be viewed with an eye towards culture, society, business, and government.

**Honors Program**
Contact: Karen Olmstead, Director  
Email: honors@usd.edu  
PH: 677-5223  
Website: www.usd.edu/honors/

The Honors Program has offered several diversity-related seminars. Examples from the past few years include: The US & the Islamic World; American Slavery; Narratives on Little Big Horn; Gender Discrimination Law; Gender, Frontier & American Culture; and Indian Law.

**Leadership Education in Neural-developmental Disabilities (LEND)**
Project Director: Dennis Stevens, MD  
E-mail: dstevens@usd.edu  
Training Director: Joanne Wounded Head, MA  
E-mail: jwounded@usd.edu  
PH: 1-800-658-3080 (Voice/TTY) or (605) 357-1439  
Website: www.usd.edu/cd/sdlend

FAX: 605-333-1585
To provide interdisciplinary training and leadership skills in rural reservation (community based) settings to medical students and graduate students in nursing, clinical psychology, social work, speech pathology, occupational therapy, physical therapy, nutrition, and administration. Particular emphasis is on early childhood. American Indian students are recruited into these training positions. Graduate stipends are provided.

**National Student Exchange**  
Contact: Dr. Judith Sebesta, Coordinator  
PH: 677-5218

National Student Exchange offers USD undergraduate students the opportunity to exchange to over 160 colleges and universities in the 50 states and the US territories of Puerto Rico, The Virgin Islands, and Guam. Exchanges may be for a single term or for the full year. Most schools offer the option of the student paying the host institution in-state rates for tuition/fees, or paying USD tuition/fees.

**Office of Research**  
Vice President for Research, Royce Engstrom,  
PH: 605-677-5370  
E-mail: resoff@usd.edu  
FAX: 605-677-6387  
Website: www.usd.edu/oorsch

The Office of Research seeks to encourage and assist faculty and undergraduate and graduate students in securing external sponsorship for their work. Funding is available for a variety of internal programs designed to enhance faculty and student research on campus. Examples of programs to support undergraduate research include:

- **EPSCoR Summer programs**: usd.edu/oorsch/news/epscor_summer2003.html Available to all undergraduate students, but women and ethnic minorities, particularly American Indians, are encouraged to apply. Stipends are available.
- **NSF REU Site: Retracing the Lewis and Clark Expedition: Contemporary Aspects of Culture and Environment along the Missouri River**
- **NSF REU Site: Excavation and Reconstruction of a Northern Plains Bison Kill Site**
- **NSF REU: Photodynamics (has stated goal of serving Native American students)**

**Natural and Cultural Heritage of the Missouri River (IdEA Theme)**  
Theme Coordinator: Brian L. Molyneaux, Theme Coordinator  
PH: 677-5401  
Email: moly@usd.edu  
Website: www.usd.edu/idea/themes/missouririver/

The Missouri River has had an enormous impact on our region since the first people settled here more than 11,000 years ago. Missouri River Valley culture provides a rich texture of political, social, historic, and artistic resources. In addition, the river’s path through the northern Great Plains has created a wonderful natural laboratory for all the sciences, including geology, water chemistry, aquatic ecology and terrestrial biology. Today, divergent and often conflicting forces are competing for the use of the River.

**Seeking Wisdom: A Shared Journey Toward Understanding**  
Project Director: June Larson  
PH: 605-677-6227  
E-mail: jclarson@usd.edu  
Website: http://med.usd.edu/nursing/tiiap.htm

The project purposes are to advance the utilization of technology in the nursing curriculum to provide a classroom without walls and enhance cultural understanding. Specific goals include (1) transform traditional nursing lecture content into interactive multimedia modules and (2) design and develop multimedia education materials integrating Lakota world view into the realm of nursing science to increase the cultural competency of nursing students and practicing nurses.
Social Work Program
Contact: Chuck Schwartz, Ed.D. E-mail: socw@usd.edu
PH: 605-677-5401
fax: 605-677-5583

The Social Work Program prepares students with knowledge, values, ethics, and skills to help individuals, families, groups, organizations, and communities. The program starts with a liberal arts and diversity awareness foundation. Students learn how to apply research to practice and advocate for social and economic justice. Cultural diversity is infused across the undergraduate curriculum for students majoring in Social Work. In addition, a number of the fieldwork experiences are in settings that serve diverse communities/populations.

Women's Studies (interdisciplinary minor)
Contact: Department of English
Telephone: 677-6287

The Women's Studies Minor (18 hours) focuses on women and their contributions to society. The minor is designed to increase awareness of, and respect for, the accomplishments of women as well as to develop new skills in working with the emergent women. The minor is available with any major in the College of Arts and Sciences, and it is particularly valuable for men and women who have as their career goals occupations dealing with interpersonal relations: counseling, education, career guidance, psychology, sociology, religion, business, law, and medicine.

IdEA Program
Sponsored/co-sponsored several programs related to diversity or given by minority speakers. The following is a list of examples in 2003-2004:


EDUCATIONAL/CULTURAL RESOURCES

America’s National Music Museum
Contact: Andre Larson
PH: 605-677-5306 Website: www.usd.edu/smm/

America’s National Music Museum & Center for Study of the History of Musical Instruments is one of the great institutions of its kind in the world. Its renowned collections include more than 10,000 American, European, and non-western instruments from virtually all cultures and historical periods. The Museum is fully accredited by the American Association of Museums in Washington, D.C., and is recognized as "A Landmark of American Music" by the National Music Council.
The Institute, established in 1955 and the only one of its Indian Studies kind in South Dakota, serves as the focal point and clearinghouse for all American Indian-related projects, activities and programs on the USD campus. The work of the Institute includes organizing campus programs to promote education and awareness of American Indian culture, issues, and problems; assisting USD efforts to recruit and retain American Indian students, and staff, and strengthening relations with tribes, tribal colleges, and other appropriate American Indian organizations in the state and region. The Institute maintains the following research collections:

- **Dr. Joseph H. Cash Memorial Library Collection** - contains volumes on North American frontier history with special emphases on South Dakota's American Indians, the mining industry, and western literature.

- **South Dakota Oral History Center** ([www.usd.edu/iais/oralhist/index.html](http://www.usd.edu/iais/oralhist/index.html)) is comprised of: (a) American Indian Research Project which contains 1,900 recorded interviews ranging from ancient legends and traditional religious beliefs to recent political and social views reflecting the American Indian way of life; and, (b) South Dakota Oral History Project which contains 3,500 recorded interviews covering a myriad of aspects in South Dakota history.

**Library print and on-line resources**

Contact: Tess Gibson  
E-mail: weeksref@usd.edu  
Website: [www.usd.edu/library/subject/native.html](http://www.usd.edu/library/subject/native.html)

The Library has prepared a page of resource links to assist faculty, students, and staff with research in American Indian Studies. The resources listed are a sample of items available in print format at I.D. Weeks Library or through the World Wide Web. Many additional items are available in the library and on the Web. Consult with a reference librarian for additional assistance.

**National Music Museum**

PH: 677-5306  
Website: [www.usd.edu/smm/](http://www.usd.edu/smm/)

Founded in 1973 on the USD campus, the National Music Museum & Center for Study of the History of Musical Instruments is one of the great institutions of its kind in the world. Its renowned collections that include more than 10,000 American, European, and non-Western instruments from virtually all cultures and historical periods, are the most inclusive anywhere. In 2000, the Museum's own international conference, *The Pre-Classical Piano: Expressive Claviers and Their Repertoire in the 18th Century*, brought together scholars, instrument makers, and performers from around the world who are on the cutting edge of research about the early piano. The Museum presents a series of Friday-noon brown bag lunches. These more informal events provide opportunities to explore and share the Museum's many unique dimensions.

**Oscar Howe Memorial Association**

The Association is dedicated to promoting the artistic legacy of internationally known American Indian artist and former USD faculty member, Dr. Oscar Howe. Projects include an annual Oscar Howe Memorial Lecture, various Research projects and a Scholarship program for American Indian students. The Association cosponsors the Oscar Howe Archives with the I.D. Weeks Library.

**Oscar Howe Art Gallery**

Website: [www.usd.edu/cfa/Art/oscarhowe.html](http://www.usd.edu/cfa/Art/oscarhowe.html)

Located in the recently renovated historic Old Main building at the heart of the University Campus, the Oscar Howe Art Gallery is home to the largest collection of works by this celebrated American Indian artist who taught at USD for over twenty-five years.
Oscar Howe Archives
The Oscar Howe Memorial Association cosponsors the Oscar Howe Archives with the I.D. Weeks Library.

Native American and Northern Plains Historical Resources Guide
Website: www.usd.edu/library/jstor

Developed at the University of South Dakota for combining materials from diverse collections held at USD with a traditional library research database. The project, made possible by a Project JSTOR Campus Development Mini-Grant, provides searchable database access to articles from JSTOR’s journal database and to selected materials from the University of South Dakota’s Archives and Special Collections: the Richardson Manuscript Collection and the Chilson Collection of Western Americana. The strength of the University of South Dakota’s collections lies in its focus on Native American and Northern Plains historical materials. JSTOR’s strength lies in its broad base of archived articles, including complete runs of scholarly journals. By combining these strengths, we offer a unique resource for scholarly research in Native American and Northern Plains History.

W. H. Over Museum
Contact Person: E-mail: whover@usd.edu
PH: 605-677-5277 Website: www.usd.edu/whover/

Preserving and interpreting the heritage of South Dakota and its people is the Museum's mission. Founded in 1883, the Museum began as a study collection in the natural sciences at what is now The University of South Dakota. This is the state's largest collection of natural and cultural history. Named for one of its early directors, William H. Over (1866-1956), the museum continues his work of collecting, researching, and interpreting South Dakota's past.

COLLEGE PREPARATION/ SUMMER PROGRAMS
High School students/ High School Teachers

Oscar Howe Summer Art Institute
Website: www.usd.edu/iais/iais/ohoweinst.html

This Institute is a two-week art camp, offered to a maximum of 15 talented American Indian high school juniors and seniors with demonstrated ability and interest in the visual arts. Taught by American Indian guest artists, the Institute stresses fine arts basics including drawing, design, art history, painting, printmaking, and sculpture. Students are provided scholarships to cover room, board and supplies.

Oscar Howe Summer Art Institute Teacher Workshop
Website: www.usd.edu/iais/iais/teacherworks.html

Up to five high school art teachers may be accepted into a special Arts Education Workshop associated with the 2001 Oscar Howe Summer Art Institute. Participants earn three credits of graduate credit in ARTE 790: Art Education-Teaching Native American Art.

Regional Native American Prelaw Program
Coordinator: Tom Sorensen, Associate Dean Email: tsorensen@usd.edu
PH: 605-677-5393

A grant from the Law School Admission Council (LSAC) has enabled USD School of Law, in a joint project with the law schools at the Universities of North Dakota, Montana and Wyoming, to present a pre-law program designed especially for American Indian late high school and early college students in the region who are interested in a legal
education. The Native American Prelaw Program is scheduled for April 5, 2004, in Rapid City, South Dakota. The featured speaker will be P. Sam Deloria, director of the American Indian Law Center, Inc., Albuquerque, New Mexico. USD Law co-hosted a similar program, the first such workshop, in 1996 with the UND School of Law. Because that program was so successful, the LSAC Board of Trustees voted to sponsor additional workshops. In addition, each February, the USD School of Law hosts a minority recruiting event by inviting minority students in the area to come and learn more about pursuing a legal education. The annual event is also supported in part by the LSAC.

South Dakota Science Education Enhancement Program (SD-SEEP)
Website:  http://med.usd.edu/~bgoodman/SD-SEEP.htm
Director:  Gerald J. Yutrzenka, Ph.D.                                    E-mail:  gyutrzen@usd.edu
PH:     605-677-5156     FAX: 605-677-6381
Barbara A. Goodman, Ph.D.                                    E-mail:  bgoodman@usd.edu
PH:  605-677-5158
Robert Novia, Ph.D.                                    E-mail:  bnoiva@usd.edu
PH:  605-677-5345

SD-SEEP is a multifaceted science education enhancement program designed to provide South Dakota middle school and high school teachers and their students with the tools and experience to enhance and improve both science education and health care professions career education.  (1) Middle school and high school science teachers are introduced to and learn to utilize evidence-based instructional strategies for teaching of science and molecular biology curriculum.  (2) Expansion of the Molecular Biology summer workshops for middle school and high school teachers and their students in order to provide teachers and students with instructional tools and strategies to allow integration of molecular biology into their curricula.  (3) Provide summer programs to enhance the participation of SD Native American students in careers in the health care professions.

TRIO PROGRAMS
Director: Charles Swick     E-mail:   trio@usd.edu
PH:  605-677-5308      Website:  www.usd.edu/trio/home.cfm
FAX:   605-677-5756

•  Educational Talent Search
   Website:  www.usd.edu/trio/ets.cfm
One of the Trio Programs, Educational Talent Search is designed to help individuals (7th grade through 26 years old) on reservations who are interested in college. The program focuses on study skills, career assessment, academic advising admissions and financial aid processes. Seven counselors serve reservation communities at Crow Creek, Lower Brule, Cheyenne River, Rosebud, Sisseton-Wahpeton, Yankton, and Pine Ridge as well as the city of Sioux Falls.

•  Upward Bound
   Website:  www.usd.edu/trio/ub.cfm
This program provides fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in pre-college performance and ultimately in higher education pursuits. Upward Bound serves high school students from low-income families, and high school students from families in which neither parent holds a bachelors degree. The goal of Upward Bound is to increase the rates at which participants enroll in and graduate from institutions of postsecondary education. Students are selected from high schools on or near reservations in South Dakota. Students attend a six-week summer component on campus then participate in program activities in their home communities and schools during the academic year.

•  Math and Science Initiative Program
   Website:  www.usd.edu/trio/msip.cfm
The Upward Bound Math and Science Initiative program seeks to assist eligible South Dakota high school students in preparation for and entry to post secondary education program in the math and/or science fields. The program provides opportunities for participants to succeed in pre-college performance and ultimately in higher education pursuits. The Upward Bound Math and Science Initiative Program serves high school students from low-income
families, and high school students from families in which neither parent holds a bachelor’s degree. The program’s goal is to increase the rates at which participants enroll in and graduate from institutions of postsecondary education. Students are selected from target high schools on or near Indian reservations and participate in a six-week summer residential component on campus. The students continue their Math and Science Initiative program participation during the academic year in their home community.

World Language Day
Department of Languages, linguistics, and Philosophy
PH:

Annual event for K-12 students and teachers.

EDUCATIONAL PARTNERSHIPS

American Indian Journalism Institute
Director: Jack Marsh
PH: 605-677-6315
FAX: 605-677-6388

The American Indian Journalism Institute is a three-week for-credit academic program for Native American journalism students regardless of the college/university at which they are enrolled. The program is free to participants. It is funded by the Freedom Forum Neuharth Center and is co-sponsored by the USD Department of Contemporary Media and Journalism under the leadership of Professor Ramon Chavez, department chairperson. AIJI students are enrolled as special students at USD and take a 4-credit-hour course titled “Journalism: Theory and Practice.”

Biomedical Research Infrastructure (BRIN)
Project Administrator: Barb Goodman, Ph.D.
PH: 605-677-5297 E-mail: brin@usd.edu
FAX: 605-677-6381 Website: www.usd.edu/brin

The mission of the South Dakota Biomedical Research Infrastructure Network (BRIN) is to enhance basic biomedical research capabilities in South Dakota. Our specific target is to expand in the area of cell biology related to the control of cell growth. To achieve this goal, SD BRIN has partnered with three undergraduate schools to begin developing human resource pipelines to the graduate programs at the USD School of Medicine. The undergraduate institutions as partner institutions are: Augustana College of Sioux Falls, Black Hills State University of Spearfish, and Sisseton-Wahpeton College in Agency Village.

Curriculum/Personnel Resource Center for Indian Education
Director: Wayne Evans, Ed.D E-mail: wevans@usd.edu
PH: 605-677-5808 Website: www.usd.edu/ined/sunkmanitu.shtml
FAX: 605-677-5438

The Curriculum/Personnel Resource Center for Indian Education within the USD School of Education represents a comprehensive attempt to address the unique needs/concerns of Native American people in both on and off-campus settings. Located in Room 201 of the School of Education the C/PRC encompasses all direct grants, personnel training, development of curricular materials, and service to Indian and non-Indian communities supported by federal, state and local funds. Graduate and undergraduate courses in Indian Education are available. Current Project: Preparation of School Administrators at M.A. Level. Involves cooperative development between USD, Oglala Lakota College, Sinte Gleska University, Cheyenne River Community College, Sitting Bull College, and Sisseton Wahpeton Tribal College.
Fetal Alcohol Syndrome Consortium
Co-Project Directors: Judy Struck E-mail: jstruck@usd.edu
PH: 605-357-1439 FAX: 605-357-1438

The Four-State Consortium on FAS/FAE is designed to develop an information base for each state as well as to test prevention/intervention strategies in an effort to prevent FAS/FAE. The states involved in this effort are Minnesota, Montana, North Dakota, and South Dakota.

Foreign Language Teaching Assistantships (Fulbright Scholar Program)
Contact: Werner Kitzler, FLTA Coordinator
PH: 677-5357

Foreign Language Teaching Assistants offer language courses in the language of their home countries to USD students. In 2003-2004, FLTAs offered Russian, Turkish, and Arabic. This program is sponsored through the Fulbright Scholar Program of the U.S. Department of State and is coordinated in the Department of Languages, Linguistics and Philosophy.

Higher Education Partnership Meeting Current and Future Early Childhood Personnel Needs on the Rosebud Reservation in South Dakota
Contact Person: Joanne Wounded Head E-Mail: jwounded@usd.edu
PH: 1-800-658-3080 (Voice/TTY) or (605) 677-5311

Joint effort with Sinte Gleska University to increase the number of certified special education personnel who live on the Rosebud Reservation and provide services to children with disabilities (birth through grade 12). Through this program, Joanne Wounded Head of the Center for Disabilities teaches two courses per semester at Sinte Gleska University in the area of early childhood special education.

Indians In Medicine (INMED)- Satellite Office
Director: Gerald J. Yutrzenka, Ph.D. E-mail: gyutrzen@usd.edu
PH: 605-677-5156 Website: http://med.usd.edu/icm/spss/nativeamer.html
FAX: 605-677-6381

The INMED satellite office was established within The University of South Dakota School of Medicine, in 1990, to provide support for the INMED junior medical students who are transferring from the INMED program at The University of North Dakota School of Medicine to The University of South Dakota School of Medicine in compliance with the established INMED transfer agreement.

Leadership Vermillion
Contact: Dr. Betty Smith, Political Science
PH: 677-5710

Since 2000, one of the goals of Leadership Vermillion is to build bridges across cultural divisions within the community.

Native American Higher Education Collaboration Group
Started in the fall of 2003, this group was formed to facilitate discussion between the USD and SDSU Schools of Education regarding issues of the inclusion of diversity in the education curriculum (with a specific emphasis in preparing teachers to work effectively with Native American students and to learn about Native American culture and learning styles.

**Native American Journalists Association**

Contact: Ron Walters  
Email: info@naja.com  
PH: 677.5282  
Website: www.naja.com/about.html

The Native American Journalists Association (NAJA) serves and empowers Native journalists through programs and actions designed to enrich journalism and promote Native American culture. NAJA recognizes Native Americans as distinct peoples based on tradition and culture. In this spirit, NAJA educates and unifies its membership through journalism programs that promote diversity and defends challenges to free press, speech and expression. NAJA is committed to increasing the representation of Native journalists in the mainstream media, while at the same time supporting the efforts of journalists working in the tribal media.

**Native American Oral History Teaching Materials Project**

Contact Person: Charles Trimble  
email: iais@usd.edu  
PH: 605.677.5209  
FAX: 605.677.6525

The College of Arts and Sciences, together with the Institute of American Indian Studies and the South Dakota Oral History Center, is collaborating with the Nebraska Foundation for the Preservation of Oral History (NFPOH) to undertake the Native American Oral History Teaching Materials Project, with a particular focus on Native American Veterans. The results will include a booklet, a videotape and a workshop on campus.

**Northern Plains Regional Center of Excellence**

Project Coordinator: Beth Todd-Bazemore, Ph.D.  
E-mail: btoddbaz@usd.edu  
PH: 605-677-5353  
Website: www.usd.edu/~jsimons/APA-NIGMS/index.html  
FAX: 605-677-3195

The Northern Plains Regional Center of Excellence is one of five multi-institutional Regional Centers of Excellence funded by the American Psychological Association and the National Institute of Graduate Medical Science (NIGMS) for the recruitment, retention, and training of ethnic minority students in biomedical research. The Northern Plains Center is the only one of the five centers that focuses on the recruitment and retention of American Indian students into biomedical sciences/psychology. The center consists of a partnership between The University of South Dakota’s Clinical Psychology Training Program/Department of Psychology and two tribal colleges, Sinte Gleska University (Mission, SD) and Fort Belknap Community College (Harlem, MT).

**Oceti Sakowin Distance Learning Consortium**

USD Contact: Garreth Salud, Chair, Division of Curriculum and Instruction  
PH: 677-5207

The Oceti Sakowin Distance Learning Consortium has engaged in a collaborative project with USD, OLC, and SGU to train mentor teachers to work in tribal schools. The cohort is a small group of students who are working towards a master's degree in education from USD. The objective of the collaboration is twofold: a) to create educators who will serve as instructional leaders in tribal schools, and b) to deliver a quality masters degree using distance technologies.
and face-to-face instruction. The cohort involved in the training has been taking courses from each of the institutions and are actively working towards their degree objective. This process has provided USD faculty the opportunity to teach students that are working to make a difference in the tribal schools. It has also created many opportunities to talk with and work with faculty and administrators at Oglala Lakota College and Sinte Gleska University.

**Partnership with Sitting Bull College**

USD Contact: Clint Waara  
PH: 605-677-5455

The mission of the partnership between USD School of Business and Sitting Bull College of Fort Yates, N.D., is to help Native Americans start and grow businesses through curriculum development and enhancement of the current entrepreneurship education curriculum at Sitting Bull College. The curriculum stimulates a business creation that is compatible with, and supportive of, the Native American culture. (For more information, see: http://www.usd.edu/urelations/news/archives/2002/March/march04.html)

**Prairielands Addiction Technology Training Center-South Dakota (PATTC-SD)**

Coordinator: Duane Mackey, Ed.D.  
E-mail: dmackey@usd.edu  
PH: 605-677-5386  
FAX: 605-677-5886

The Prairielands ATTC in South Dakota is located at The University of South Dakota within the Alcohol and Drug Abuse Studies Department. The Prairielands ATTC in South Dakota also provides information for the Online Resource Center for Native Americans. Included among the goals of PATTC-SD are to (1) develop and implement an alcohol and drug education/training needs assessment for Native American and Non-Native American alcohol and drug, health, allied health and behavioral health professionals in South Dakota, (2) deliver research-based alcohol and drug education/training to Native American and Non-Native American counselors in South Dakota, and (3) facilitate dissemination of knowledge about substance abuse prevention and treatment, including specific knowledge about substance abuse among women, Native Americans and substance abusers with co-morbid mental and physical disabilities in South Dakota.

**Weaving Multicultural Understanding Project**

Contact: Gera Jacobs, Ed.D.  
E-mail: gjacobs@usd.edu  
Website: www.usd.edu/ttd/multicultural/index.htm  
PH: 605-677-5822  
FAX: 605-677-5438

The Weaving Multicultural Understanding Project is a joint project between The University of South Dakota School of Education and Sinte Gleska University. The purpose of the project is to promote cross-cultural understanding. Students at both universities are working on collaborative projects including constructing a website. This website will provide lists of multicultural resources for teachers and students, including an annotated bibliography of multicultural children’s books.

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**CLINICAL CONSULTATIONS/RESOURCES**

**Autism and Related Disorders Program**

Project Director: Brittany Schmidt  
E-mail: bdschmid@usd.edu  
PH: 605-357-1428  
FAX: 605-357-1438

The statewide autism program provides consultations and diagnostic services to both reservation and non-reservation areas of the state.
Cheyenne River Developmental Clinic
Project Director: Judy Struck  E-mail: jstruck@usd.edu
PH: 605-357-1439  Website: www.usd.edu/cd/cheyenneriver
FAX: 605-357-1438

The Cheyenne River Developmental Clinic is a collaborative effort to coordinate existing services as well as to establish the services yet needed to create a comprehensive system of services to infants, toddlers, and preschools, with special needs and their families on the Cheyenne River Indian Reservation. The ultimate goal of this program is to ensure appropriate identification and diagnosis of infants, toddlers, and preschools with special needs and their families on the Cheyenne River Indian Reservation. The ultimate goal of this program is to ensure appropriate identification and diagnosis of infants and young children with special needs as well as to provide a comprehensive service delivery system within or as close as possible to the families’ local community.

Deaf-Blind Program
Project Director: Susan Parr  E-mail: sparr@usd.edu
PH: 605-357-1439  Website: www.usd.edu/cd/deafblind
FAX: 605-357-1438

This statewide program provides technical assistance and training for children aged birth-21 years that have dual sensory impairments both on and off reservation areas of the state.

Division of Health Sciences (USDSM) and State Division of Alcohol and Drug Abuse Statewide Incentive Grant
Contact Person: Kathy Prasek  E-mail: adas@usd.edu
PHONE: 605-677-5386
FAX: 605-677-6591

One of the major components of this collaborative planning grant is to develop a program to provide cultural competency training to service providers, particularly those serving Native peoples in the state.

Rosebud Developmental Clinic
Project Director: Judy Struck  E-mail: jstruck@usd.edu
PH: 605-357-1439  Website: www.usd.edu/cd/rosebud
FAX: 605-357-1438

The Rosebud Clinic is a collaborative effort to coordinate existing services as well as to establish the services yet needed to create a comprehensive system of services to infants, toddlers, and preschoolers with special needs and their families on the Rosebud Indian Reservation. The ultimate goal of this project is to ensure appropriate identification and diagnosis of infants and young children with special needs as well as to provide a comprehensive service delivery system within or as close as possible to the families’ local community.

USD Scottish Rite Children’s Clinic
Department of Communications Disorders  Website: www.usd.edu/dcom/scottish.cfm
PH: (605) 336-7561
Fax: (605) 330-9820

This clinic, located in Sioux Falls and staffed by the Communication Disorders faculty and graduate students, offers speech and language services to children and young adults in the region. Recent immigrants from a variety of countries are often referred for assistance with their developing use of English.
USD School Psychology Program Interventions Site
PH: 677-5250

This website is geared toward providing ideas and strategies to help children appreciate diverse ideas, perspectives and practices found in their own as well as other cultures. These ideas and strategies are organized according to grade level.

RESEARCH CONSULTATIONS

Sisseton-Wahpeton Oyate of the Lake Traverse Reservation injury prevention
Lead Organization: Sisseton Wahpeton Oyate (Sioux Tribe)
Project Administrator: Sara L. DeCoteau, Sisseton-Wahpeton Health Coordinator and
USDSM Contact: Dr. Sarah L. Patrick, Director of the Center for Rural Health Improvement, USDSM, Department of Family Medicine
PH: 357-1500

The goal of the study is to establish a comprehensive review and analysis of motor vehicle crash injuries and fatalities involving young adults ages 15 to 25 on the Lake Traverse Reservation through a collaborative partnership of the Sisseton-Wahpeton Oyate, Indian Health Service, University of South Dakota, South Dakota Department of Health, and assorted, multi-jurisdictional law enforcement agencies, which will serve as a foundation for future, comprehensive and systematic interventions that will employ the four-faceted approaches of Education, Engineering, Policy Development and Enforcement.

Hepatitis C quality assurance project (Aberdeen Area Indian Health Service)
Contact/PI: Dr. Sarah L. Patrick, Director, Center for Rural Health Improvement
PH: 357-1500

The Aberdeen Area IHS is participating in a quality assurance review concerning Hepatitis C in the Native American populations that we serve. Because of the survey, it is hoped that we will all benefit from learning more about the prevalence of this disease in our area with the goal of establishing or improving protocols for testing, counseling, and treatment as well as prevention.

South Dakota Criminal Justice Research
Contact: Dr. Rich Braunstein
PH: 677-5244

This project, funded by the SD Governor’s Office, includes a comprehensive empirical analysis of all SD felony cases from 1994-2000 comparing arrest, prosecution, and sentencing of all races, with current focus on treatment of American Indians and Whites.

Reservation Gun Violence
Contacts: Drs. Michael Card and Steve Feimer
PH: 677-5748

Funded by the US Department of Justice, in association with Project Safe Neighborhoods, this project is examining the level of juvenile gun crime on SD Native American Reservations.
CONFERENCES AND LECTURES

.....And the Americas
Contact: Sandra Carlson, Office of the Dean
Website: www.usd.edu/cfa/symposia.cfm
College of Fine Arts
PH: 677-5481
FAX: 605-677-5988

The College of Fine Arts offers biennial specialized symposia (a year's worth of related events around a theme), conferences and workshops. Past themes have included symposia on Africa, Ireland, the Arab World, and Israel. The 2003-2004 symposium is "Scandinavia and the Americas," a bi-cultural symposium. Central to the symposium is the review and study of those elements of Scandinavian culture which the immigrants brought with them to America and which either aided most of their successes with promises fulfilled or caused a few alienation and despair in their newly-adopted land. Between April 2003 and May 2004, 'Scandinavia and the Americas' will present a series of events including art exhibitions, theatre productions, lectures, panels, and cultural festivals.

Annual Building Bridges Conference
Email: bbridges@usd.edu
Website: www.usd.edu/mentors/bridges/index.html
PH: 605-677-5353
FAX: 605-677-3195

This annual conference (since 1997) addresses issues relevant to Native American students’ cultural, social and academic needs in higher education. Building Bridges aims to provide support and guidance for students and faculty who struggle with how to make higher education a positive experience for ethnic minority students, particularly Native American students.

Annual Diversity Night
Contact: International Student Advising
Website: www.usd.edu/international_advising/activities.cfm
PH: 677-6679

This is the highlight of the International Student Club. Usually organized during the Fall Semester, this cultural event brings the world onto one single stage on a single night. International students dress traditionally and enact performances that are a part of their respective cultures. It is a well-attended campus favorite.

Annual Diversity Week
Contact: International Student Advising
PH: 677-6679
Website: www.usd.edu/international_advising/activities.cfm

Diversity Week is organized during the Spring Semester by ISA and the Program Council. This event allows International Students to show the different faces of diversity. Events include Speeches, Fashion Shows, and Children around the World Day. What most people look forward to is the Food/Entertainment Fair, which is always the climax of the week. During the week we get to appreciate the fact that we are all different people with a common goal - to get a quality education while having fun!

Annual Joseph Cash Lecture
Annual lecture honoring the legacy of former Dean of Arts & Sciences, Joseph Cash.
Annual Native American Newspaper Career Conference
Director: Jack Marsh E-mail: jmarsh@freedomforum.org
PH: 605-677-6315 Website: www.myright2know.com/nj
Fax: 605-677-6388

The purpose of this annual conference is to bring together many of the best Native American journalists in the country to work with students on writing and design and to talk about careers in journalism. The conference is sponsored by the South Dakota Newspaper Association, The Freedom Forum Neuharth Center (USD), the South Dakota State University Journalism Department and the American Society of Newspaper Editors. All costs of the conference (travel, lodging and meals) are covered by the Freedom Forum Neuharth Center.

Annual Oscar Howe Lecture
Contact: John Day E-mail: cfeight@usd.edu
PH: 605-677-5988 Website: www.usd.edu/cfa/

The Oscar Howe Memorial Lecture was established in 1989 to promote contemporary Native American art and to honor the memory of Oscar Howe, the internationally-celebrated Yanktonai artist who taught at The University of South Dakota for more than 25 years. The Oscar Howe Memorial Lecture is co-sponsored by The University of South Dakota Oscar Howe Memorial Association and the Institute of American Indian Studies. It is a satellite activity of the Northern Plains Tribal Arts Exhibition and Market which takes place in Sioux Falls, S.D.

Indian Law Symposium
Faculty Coordinator: Frank Pommerheim, J.D. E-mail: fpommers@usd.edu
PH: 605-677-5361

The symposium is an annual event that alternates being hosted by the University of North Dakota and USD’s Law schools. Each year, national and regional speakers are invited to share their expertise on various aspects of Indian law. The symposium will be on the USD campus in the Spring of 2004.

International Forum
Contact person: Gregory Huckabee E-mail: ghuckabe@usd.edu
PH: 677-5536

The International Forum is a monthly panel discussion, sponsored by the USD School of Business, dealing with current International topics. Panelists include USD faculty members, students, and guests from throughout the world. It is frequently covered by the regional news media, such as area newspapers, radio, and television stations.

Red Road Gathering
Coordinator: Gene Thin Elk E-mail: redroad@usd.edu
PH: 605-677-6875 Website: www.usd.edu/redroad
FAX: 605-677-6591

The Red Road Gathering is a multi-cultural, multi-racial, and multi-national gathering designed to inform, educate, and provide opportunities to develop support system for health, wellness, and spiritual regeneration. The event began at the University of South Dakota as a collaborative effort by Medicine Wheel, Inc., and the University of South Dakota Student Counseling Center. Over the years an estimated 2,800 people have participated in the powerful gathering. The Wase Wakpa (Vermillion Indian Community) incorporates the weekend into their ceremonial life through offering their Wopila (thanksgiving) through food, inipi, and welcoming of guests. The University of South Dakota offers this unique opportunity for potential students to become more acquainted with
the University as a support system to American Indian students, staff, and faculty at USD. Red Road participants and presenters have traveled from Canada, Australia, Ireland, Germany and all over the United States.

**Annual Thurgood Marshall Lecture**

Contact: Black Law Students Association (BLSA)  
Faculty Advisor: Professor Charles Thatcher  
PH: 605-677-5361  
Email: blsa@usd.edu  
Website: http://www.usd.edu/blsa

The Black Law Students Association (BLSA), cooperation with the USD School of Law and the Dr. Martin Luther King, Jr. Committee, sponsors the Annual Thurgood Marshall Lecture as part of Black History Month.

**Annual Women's History Month Lecture (March)**

Contact: Judith Lynn Sebesta, Chair, Dept of History  
PH: 677-5218

This annual lecture is sponsored by the Department of History.

---

**COURSES (a sampling)**

**American Sign Language**

Department of Communications Disorders  
PH: 677-5474  
FAX: 677-5767

In addition to teaching American Sign Language, students are introduced to the values and traditions of American Deaf culture.

**Lakota**

Instructor: Jerome Kills Small, M.S.S.  
Phone: 605-677-5357  
E-mail: modlang@usd.edu  
Website: www.usd.edu/modlang/Lakota.html

The American Indian Studies program offers a minor in Lakota. Students are required to take 4 semesters of Lakota language and additional elective courses in American Indian Studies.

**Native American Literature**

Contact: Dr. Norma Wilson, Department of English  
PH: 677-5229  
FAX: 677-5298

Courses are offered which provide students the opportunity to learn about Native history, literature and culture from Native authors. Concurrent with these courses, native authors are invited to campus to present to the classes and to present a reading to the public.

*(AND MANY MORE….Refer to Attachment A)*
The John R. Williams Award is awarded to an individual or group in recognition of significant contributions to Native American students at The University of South Dakota. The award is presented by the USD American Indian Recruitment and Retention Committee. The 2002 recipient was the Clinical Psychology Training Program and the 2003 recipient was Dr. John Day, Dean, College of Fine Arts. The award is given in memory and to honor Dr. John Williams, long time chair of the Alcohol and Drug Abuse Studies program and member of the Wase Wakpa community.
**Attachment A**

**Sampling of Undergraduate and Graduate Courses with Diversity Content/Themes**

<table>
<thead>
<tr>
<th>College of Arts and Sciences</th>
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</tr>
</thead>
<tbody>
<tr>
<td>American Indian Studies (all courses)</td>
<td>American Sign Language</td>
</tr>
<tr>
<td>Modern Languages (all courses)</td>
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<tr>
<td>Cultural Anthropology</td>
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<tr>
<td>Human Sexuality</td>
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<tr>
<td>Nature of Sociocultural Theory</td>
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<td>Native Peoples and Cultures of North America</td>
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<tr>
<td>Plains Indian Cultural Ecology</td>
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<tr>
<td>Women in Antiquity</td>
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<tr>
<td>Culture and Personality</td>
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<td>Anthropology and Literature</td>
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<td>Cross Cultural Approaches to the Study of Women</td>
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<tr>
<td>World Ethnography</td>
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<td>Primitive Art</td>
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<tr>
<td>Medical Anthropology</td>
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<td>Women, Crime and Criminal Justice</td>
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<td>American Indian Law and justice</td>
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<tr>
<td>World Criminal Justice Systems</td>
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<td>World Literature</td>
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<td>American Indian Literature</td>
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<tr>
<td>European Literature</td>
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<td>Black Literature</td>
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</tr>
<tr>
<td>Literature of Feminist Politics</td>
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<td>World Regional Geography</td>
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<td>American Indian History and Culture</td>
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<td>Great Historical Leaders in Diverse Cultures</td>
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<td>Latin America</td>
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<tr>
<td>American Indians in Film</td>
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<td>Leadership in Diverse Cultures</td>
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<td>International Communications Systems</td>
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<td>Social and Political Philosophy</td>
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<td>Philosophy of Feminism</td>
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<td>Philosophy of Religion</td>
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<td>Governments of the World</td>
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<td>World Politics</td>
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<td>American Indian government and Politics</td>
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<td>Comparative Government</td>
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<td>International Law and Organizations</td>
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<td>International Human Rights</td>
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<td>Understanding the Sexes</td>
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<td>Research in Aging</td>
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<td>Psychological Perspectives on Diversity</td>
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<td>Native American Psychology</td>
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<td>Selected Topics: World Religions</td>
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<td>Race and Ethnic Minorities</td>
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<td>Intercultural Communication</td>
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<td>Communication and Gender</td>
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<td>Managing Cultural Diversity</td>
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<td>Seminar in International Relations</td>
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<td>Communication Problems of the Elderly</td>
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<td>History of Women’s Art</td>
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<td>Art, Literature, and the American Land</td>
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<td>Musical Instruments of the World</td>
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<tr>
<td>History of Theatre and Drama</td>
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<td>International Strategic and Human Resource Management</td>
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<td>International Case Study</td>
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<td>International Business and Economic Studies</td>
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<td>Comparative Economic Systems</td>
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<td>Health Services Administration and Epidemiology</td>
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<td>Managed Care in the Rural Environment</td>
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<thead>
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<tr>
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<tr>
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<td>Women’s Health</td>
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<td>Adapted Physical Education</td>
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<td>Assistive Technologies</td>
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<td>Counseling Theories and Sociocultural Foundations</td>
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<td>Culture and Diversity: Professional Ethics and Issues in Counseling</td>
<td></td>
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<tr>
<td>Seminar in Multiculturalism and Professional Issues</td>
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<td>Special Education Law for School Administrators</td>
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<td>Comparative Education</td>
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<table>
<thead>
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<td>Indian Jurisdiction</td>
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<td>Employment Discrimination</td>
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<tr>
<td>Elderlaw</td>
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<table>
<thead>
<tr>
<th>Medical School/Health Sciences</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Human Behavior in the Social Environment</td>
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</tbody>
</table>
Progress Report on the Diversification of Personnel and Students at the University of South Dakota
Submitted to the Higher Learning Commission

December 1, 2006

Introduction
The following report is being written in compliance with the University of South Dakota’s Statement of Affiliation Status with the Higher Learning Commission. This progress report documents the effort and improvement put forth in the area of diversity, specifically in the diversification of personnel and students at the university. This report is a follow-up to the University’s progress report submitted in June, 2004 and will reflect the institution’s progress beginning with the fall of 2004 to the fall of 2006.

The University of South Dakota has made significant inroads in bringing a stronger vision and mission of diversity to the campus and community. Beginning with the establishment of the Office of Institutional Diversity in the spring of 2005 and the subsequent hiring of the institution’s first Chief Diversity Officer and Assistant Vice President for Academic Affairs to the grand opening of the new Multicultural and Resource Center in the fall of 2006, and the establishment of a Black Student Union and Native American Graduate Student Council, the University of South Dakota has sincerely embraced the goal of enhancing the presence and participation of underrepresented racial populations and achieve a greater balance between men and women within the workforce and student body.

Progress Report 2004-2006

I. Profile of The University of South Dakota’s Students, Faculty, Staff and Administration for years 2004-2006.

The following tables provide current data on the areas previously reported to the commission on population diversity with the University of South Dakota community. This data can be compared against the baseline data provided in our original report (June 2004) and reflect the effort of the university from the fall of 2002 to current. The information is self-reported and is assumed to be accurate and most current.

We hope that while reading the following report, you will recognize areas where the university has made noticeable improvement toward the goal of better diversifying the campus. We are pleased to see the following quantifiable indications of our progress (though understandably we are still far from our overall goals and objectives);

- Significant increases in the number of women at the Senior Administrative level.
- Addition of two new senior administrators of color
- The addition of Native American Studies as a major and recognized academic department in the College of Arts and Sciences
Sizeable increases in the number of Asian and African-American students attending the university
Dramatic increase in the number of females on the faculty
Greater recognition of Globalization in both the curriculum and student body
Greater priority and resource allocation to diversity initiatives evidenced through the new multicultural center; Native American Cultural Center; and new Center for Teaching and Learning
Greater support services for non-white students through the creation of the Black and Hispanic Student Association’s and the Graduate Networking Organization for Native American Students

While these are but a few of the areas of progress for the university. We continue to seek new ways to increase the retention and recruitment of students from underrepresented backgrounds; recruit a larger applicant pool for tenure-track faculty positions; and improve the overall campus climate for the creation and implementation of diversity efforts at this rural, racially isolated community in the northern plains of America. As you will see in the following census data, the state-wide presence of diversity still remains a challenge for the region.

2004 Census Data for the State of South Dakota.
The following table contains 2004 Census data for the State of South Dakota. This table is included in the report to provide comparative data for state and university populations. In comparison to the Census data reported in 2000, the population of the state has increased by 1.3% with which has primarily been seen in the state’s growth among minority populations. The largest percentage growth in South Dakota’s population comes from Hispanic/Latino groups and this growth is expected to only increase in the future.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2000 % of Population</th>
<th>2004 % of Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>88.7</td>
<td>White</td>
</tr>
<tr>
<td>Native American</td>
<td>8.3</td>
<td>Native American</td>
</tr>
<tr>
<td>Black</td>
<td>.6</td>
<td>Black</td>
</tr>
<tr>
<td>Asian/Pacific</td>
<td>.6</td>
<td>Asian/Pacific</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1.4</td>
<td>Hispanic</td>
</tr>
<tr>
<td>Other</td>
<td>.5</td>
<td>Other</td>
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</table>

<table>
<thead>
<tr>
<th>Sex</th>
<th>% of Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>49.6</td>
</tr>
<tr>
<td>Female</td>
<td>50.4</td>
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</tbody>
</table>

Administration
The university has put forth a great deal of effort in broadening the diversity of the administration both with regards to race and gender. The table that follows represents our current progress compared to our previous reports from 2002/2003. You will see significant changes in the gender balance over the previous four years and the addition to two African-American administrators in the senior ranks. Women now currently occupy six of the twelve seats on the President’s Executive Committee and five of sixteen Deanships at the university. Compared to our figures in 2002, we have doubled the number of women in the senior administration (five in 2002 to ten in 2006). The changes in the ethnic representation in the senior administration are the results of two new Assistant Vice President positions at the
university (both occupied by African-American men) which are in Academic Affairs and Enrollment Management.

### Senior Administration

<table>
<thead>
<tr>
<th>Sex</th>
<th>Racial/Ethnic Classification</th>
<th>Fall 2002</th>
<th>Fall 2003</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total # of Sr Admin</td>
<td>% of Total</td>
<td>Total # of Sr Admin</td>
<td>% of Total</td>
<td>Total # of Sr Admin</td>
<td>% of Total</td>
</tr>
<tr>
<td></td>
<td>Total # of Senior Administrators</td>
<td>23</td>
<td>100%</td>
<td>26</td>
<td>100%</td>
<td>26</td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td>4</td>
<td>17%</td>
<td>5</td>
<td>19%</td>
<td>7</td>
</tr>
<tr>
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<td>4</td>
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<td>5</td>
<td>100%</td>
<td>5</td>
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<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Black/African American</td>
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<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
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<td>0</td>
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<tr>
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<td>0</td>
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<tr>
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<td>19</td>
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<td>21</td>
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<tr>
<td>Black/African American</td>
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<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
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</tr>
<tr>
<td>Hispanic or Latino</td>
<td></td>
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<td>0%</td>
<td>0</td>
<td>0%</td>
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(Senior Administration positions are Deans, Assistant/Associate Vice Presidents and Vice President’s)

### Non-Faculty Exempt

<table>
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<tr>
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<th>Racial/Ethnic Classification</th>
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<th>Fall 2003</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
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<tr>
<td></td>
<td>Total # of Non-Fac.</td>
<td>% of Total</td>
<td>Total # of Non-Fac.</td>
<td>% of Total</td>
<td>Total # of Non-Fac.</td>
<td>% of Total</td>
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<tr>
<td></td>
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<td>100%</td>
<td>266</td>
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<tr>
<td>Female</td>
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<td>146</td>
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<tr>
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<td>0%</td>
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<td>1 &lt;1%</td>
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<tr>
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<td>Asian</td>
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<td>1%</td>
<td>2</td>
<td>1.9%</td>
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<td>1</td>
<td>.93%</td>
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</table>

(Other Administration (Non-Faculty Exempt) positions are all other salaried administrative positions including directors, coordinators, coaches, and counselors and managers)
The administrative staff at the manager, director and coordinator levels has seen modest increases in racial and ethnic growth for Black/African-Americans, Asians and Hispanics and a slight decrease in the overall percentage of Native Americans. Concerned by this particular decline, the university is increasing its effort to identify and develop a larger Native American applicant pool. We are doing this by increasing our employment advertising in more Native American publications, both locally and regionally. We are also investing time and resources into developing a stronger campus network for employees of color with a particular emphasis on Native American staff and faculty. A recent remodeling of the Native American Cultural Center (NACC) along with changes in the staff of the NACC has created a more conducive and comfortable environment for members of the Native community to socialize and network among themselves creating a stronger sense of community among the university’s professional staff.

**Students**

The following information represents the student enrollment for the fall semesters of 2004-2006 and includes undergraduate, graduate, professional, full-time and part-time students. As you can see, the university experiences an increase in the overall enrollment of students (up 6.5% from 2003) but still falls below the desired expectations in the recruitment of students from underrepresented communities. There are some slight increases in the number of Native American, Black/African-American and Hispanic but not nearly at the level necessary to reach critical mass. The most significant gain from our growth in the Asian community primarily fueled by our successful programs in the computer, physical and biological sciences, the College of Medicine and the School of Business. We are also pleased to see significant growth in the number of African-American/Black students and slight movement in the number of Hispanic/Latino students attending the university. Black students are now 2.8% of the student population, up from 1.7% in 2002. Women continue to outnumber men on campus by more than 20%.

Under the leadership of the new Assistant Vice President of Enrollment Management, plans are under development for to increase minority recruitment and outreach, especially in the contiguous states of Nebraska, Iowa and Minnesota where we have seen minority populations swell especially in the Hispanic and African-American communities. Because of the success experienced by the institution in its overall enrollment goals, we are completely confident in the enrollment manager’s ability to institute a successful minority recruitment plan in the near future. We look forward to our future progress in this area and are confident that in subsequent years we will benefit from greater minority participation in our student community.
Students

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<tr>
<th>Sex</th>
<th>Racial/Ethnic Classification</th>
<th>Fall 2002</th>
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<th>% of Total</th>
<th>Fall 2004</th>
<th>% of Total</th>
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<td>113</td>
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<td>108</td>
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<td>111</td>
<td>2.09%</td>
<td>133</td>
<td>2.5%</td>
</tr>
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Faculty

With an overall growth among the faculty from 2002 of 9.1%, the university has also experienced an overall growth in the number of non-white faculty members (23.6% from 2002 to 2006). Women now compose 47% of the faculty and the number of Asian faculty has grown from 17 in 2002 to 28 in 2006. Other groups representing diversity have seen moderate gains but nowhere close to our desired targets. Unfortunately, we have experienced an overall decrease in the number of Hispanic faculty teaching at the university largely due to more lucrative offers from other universities and changing family obligations.

The Office of Institutional Diversity in cooperation with the Human Resources Office instituted an initiative to increase the number of minority applicant in the search pools for faculty positions. Still in its early stages of development, the program involves specialized training sessions for chair people of faculty search committees and a separate training session for individual search committees. The purpose of the training sessions is to introduce chairs to the skills necessary to conduct inclusive and far reaching searches. Chairs learn how to maximize the scope of the search through structuring of job descriptions, advertisements and qualifications. They are also instructed on how to search professional organizations and national minority specific associations, initiate contact with underrepresented candidates and how to respond to
applicant inquiries regarding campus climate, community resources and cultural outlets. It is the goal of these training sessions to empower the chair and subsequently the committee to make diversity recruiting a priority and additional goal of the search process.

While the numbers below represent some improvement, it is our hope to continue implementing this and other strategies to broaden the applicant pool of underrepresented individuals in our faculty search processes.

### Faculty

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<tr>
<th>Sex</th>
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<th>% of Total</th>
<th>Total # of Faculty</th>
<th>% of Total</th>
<th>Total # of Faculty</th>
<th>% of Total</th>
<th>Total # of Faculty</th>
<th>% of Total</th>
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</tbody>
</table>

(Does not include adjunct faculty)

### Staff

Women continue to out number the men within the staff ranks at the University of South Dakota by almost 40%. The number of underrepresented members of the staff remains flat at less than 3% for all groups. Some of the obstacles that inhibit greater growth include low wages, bureaucratic processes, and lack of access to employment information and negative perceptions of the university as a welcoming employer of non-white communities.

Regardless of the reason, these figures remain unacceptable especially given the growing pool of Native American workers and the rising unemployment rates they experience in so many other parts of the state and Native Reservations. The university in cooperation with the State Bureau of Personnel must do a better job of identifying, educating and aiding ethnic communities in the process and procedures of securing state employment and maintaining active employment files within the state system.

One noteworthy initiative started by the university this year has been to conduct job fairs and career development trainings for local community organizations and civic organizations serving
Native communities, which explain to participants the state hiring guidelines, the on-line application process and accessing the university’s web site to search job openings and opportunities. The purpose of these sessions is to decrease the fear and apprehension associated with seeking jobs with the university. Though still in its infancy stages, our hope is to create a larger and more aggressive labor force within the Native American community of Vermillion and Clay County. It is our hope to successfully fill positions at the unskilled levels (custodial, maintenance, grounds keeping) and increase the presence of Natives within the workforce sending both the message and perception that ethnic communities are welcome and encouraged to serve the state and university as staff members.

### Staff

<table>
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<th>Racial/Ethnic Classification</th>
<th>Total # of Staff</th>
<th>% of Total</th>
<th>Total # of Staff</th>
<th>% of Total</th>
<th>Total # of Staff</th>
<th>% of Total</th>
<th>Total # of Staff</th>
<th>% of Total</th>
<th>Total # of Staff</th>
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### II. Summary of New Initiatives and Activities Impacting Diversity

The following are a list of activities initiated since the last progress report of 2004 outlining the university’s sincere effort in improving the presence and participation of non-white members of the USD community. This list does not duplicate the activities and organizations outlined in the previous report but supplements the materials presented at length in the previous report. The purpose of this information is to inform the commission on the continued progress and effort of the university to address the growing lack of racial and cultural diversity on campus.

**Hiring of Chief Diversity Officer**

As a result of a set of recommendations for the Campus Diversity Enhancement Group (CDEG), a new position was created at the university in the Office of Academic Affairs. The new Assistant Vice President for Academic Affairs and Chief Diversity Officer was hired in the spring of 2005 creating the university’s first Office of Institutional Diversity (OID). Currently the OID also supervises the Office of Disability Services; International Student Advising; and
the Study Abroad Program. Much of the momentum on the area of diversity can be attributed to the efforts of this office and the improved coordination of services, programs and initiatives.

**Hiring of Assistant Vice President of Enrollment Management**

Realizing that there needed to be a more efficient and coordinated effort between the Office of Registrar, Admissions and Financial Aid, the university created the position of Assistant Vice President (AVP) of Enrollment Management in the spring of 2005. The position was officially filled in the summer of 2005. The university has already experienced a growth in overall enrollment as a result of new marketing strategies, staffing and strategic planning. The office is in the beginning stages of developing a minority recruitment plan to increase the number of underrepresented students. The current AVP for Enrollment Management has already increased the scholarship pool by increasing funds dedicated for incoming leaders from diverse backgrounds. We only expect more resources to follow his initiatives to make the university more attractive to potential students of color.

**Hiring of Full-Time Native American Student Services Director**

A new position was created in the Division of Student Services to meet some of the academic, social and cultural needs of the university’s largest minority population. This new position will be responsible for monitoring the academic progress of Native students, providing specialized programs for first year students, addressing the religious and spiritual needs of the student community and supervising the activities and operations of the Native American Cultural Center.

**Multicultural Center**

Celebrating its official opening in the fall of 2006, the Unity House, Center for Cultural Exploration provides the university community with both a physical location for the implementation of diversity programs, gatherings and events as well as a community resource center for publications, media and networking outlets. Supported by the Office of the President and the Student Government Association, the center provides students, staff and faculty a safe, warm and welcoming environment to conduct the business of diversity at USD.

**New and Improved Native American Cultural Center (NACC)**

Established in 1986, the Native American Cultural center has undergone a dramatic transformation including some remodeling, painting, new artwork and technology making it a much more attractive and inviting space for students and the community. A new staff has also been assigned to staff the center enhancing its scope for outreach and programmatic opportunities. The center plays host to numerous student events, serves as the home base for the Native American Student Organization, Tiospaye U. and various community functions and sacred ceremonies.

**Center for Teaching and Learning**

With generous support from the Bush Foundation, the USD Center for Teaching and Learning (CTL) will soon be fully operational providing professional support and resources to faculty and staff seeking to improve the overall quality of instruction and academic outcomes in the curriculum. Combining the resources of the Center for Instructional Design and Delivery with a greater emphasis on enhancement of the classroom teaching experience, the CTL promises to be
a valuable resource in the area of curriculum development, multicultural education, globalization and best practices in classroom instruction.

**Greater Emphasis on the First Year Experience**
The university has established a special task force committee to direct the effort in strengthening our First Year Experience Program titled Foundations of Excellence. It is our goal to improve our first and second year retention rates of students. The pilot project pays special attention to the needs and activities of underrepresented students through its Diversity Dimension (one of nine dimensions involved in the program). It is our hope that by having a better sense of the issues and obstacles which affect retention of these students, we will better be able to address the needs of underrepresented populations throughout the student body. The work of the committee began this fall and we will be able to report progress at a later date.

**Increased Emphasis on Internationalizing the USD Campus**
Under the direction of the Office of Institutional Diversity, the Office for Study Abroad and the International Student Advising Office has combined its resources in an effort to increase both the number of students traveling from USD to study abroad and the recruitment/retention of international students choosing to study here at USD. With an increase in budget and personnel, we are trying to reposition the university’s globalization efforts. Also a result of a more international campus, we hope to increase the overall presence of diversity. We realize and strongly adhere to the idea that the university needs to establish a more racially diverse domestic population, but feel a greater participation rate of non-American students also enhances the cultural climate on campus making other forms of diversity more conducive.

**Creation of Black and Hispanic Student Organizations**
Beginning in the spring of 2005, the university became home to two new student organizations for students of color. The Black Student Union (BSU) won the full endorsement of the Student Government Association and is now the institution’s first recognized organization for African-American students. Encouraged by the success of the BSU, a group of Hispanic students are now seeking that same recognition and status at the university. Already we have seen the positive impact of having these groups exist on campus through their programs, activities and overall presence within the campus community.

**Networking Group for Native American Graduate Students**
What began as a social outlet for a small group of Native American graduate and professional students has become a full fledged networking council for Native Americans and others seeking support and community. The group now meets regularly and provides an important and necessary sense of support and encouragement for the participants.

**Native American Recruitment and Retention Committee**
This committee meets to specifically examine and refine the university’s efforts to increase the retention of Native American students at the university. Composed of faculty and staff, the committee has initiated several initiatives aimed to identify, intervene and evaluate strategies to promote greater retention. The committee sponsors a conference every year where best practices are examined and professionals from around the region come together to discuss this important subject.
Strategic Plan 2007-2012
Launched this fall after more than a year and one half of planning, the President’s Strategic Plan promises to provide a vision for leadership for the next five years. Diversity plays a major role in the document which includes plans for increasing the enrollment of underrepresented student, an increase in international opportunities, a commitment to the retention of Native American students, the creation of more facilities and programs for diversity, and a greater effort in the recruitment of more underrepresented faculty at the university.

Native American Studies Department
In the fall of 2005, the university officially made Native American Studies a major and designated it an academic department within the College of Arts and Sciences. A chair for the department was chosen from our Psychology Department and in addition to overseeing the work of the department, the chair also serves as Director of the Center of Native American Studies. The Center serves as the repository for the South Dakota Oral History Project and the Dr. Joseph H. Cash Memorial Library Collection.

Conclusion
It is our hope that the above information provides you the necessary update as to the progress of the university in its effort to diversify the student body, faculty and staff. While much progress has been made and a great deal of effort has been exerted, we are aware that there is still a long way to go before we achieve our goals of a having a campus that reflects the growing diversity of the state and region. In time, we are confident that we will be able to increase the number of underrepresented students studying at the university, the number of faculty of color choosing to teach here, and the number of underrepresented staff who find employment opportunities both rewarding and welcoming. We are committed to continued dedication of resources, staff and facilities necessary to meet these important objectives. We have appreciated the support of the Higher Learning Commission and the feedback provided through the evaluation process and subsequent follow-up reports.

Respectfully Submitted:
December 1, 2006
2010 Update on Diversity at the University of South Dakota

Prepared by the Office of the Vice President for Academic Affairs

Introduction

This progress report documents efforts and improvements in the area of diversity at the University of South Dakota. The university articulated values and objectives regarding diversity in its Strategic Plan for 2007-2012, including providing a welcoming environment that enriches the lives of students, staff and faculty with a special recognition of the Native American heritage of our state and region. This report is a follow-up to the University’s progress reports submitted in June 2004 and November 2006 to the Higher Learning Commission. Although the University had intended to produce annual reports, this had not been done in 2007-2009 due to personnel changes in the Office of Diversity. This report will reflect the institution’s progress from the fall of 2004 to the fall of 2010 as well as its current efforts.

The University of South Dakota has developed a stronger vision of and commitment to diversity since 2004. USD has made significant progress in enhancing the presence and participation of underrepresented students, faculty, and staff and in enhancing the educational benefit of diversity to students and staff. Many diversity initiatives have been strengthened and institutionalized, including the establishment of an Office of Institutional Diversity. We have not yet achieved our goals, but this report will describe current status, initiatives, offices, and an assessment of our status and how we should proceed from this point forward.

I. Demographic Profile of The University of South Dakota’s Students, Faculty, Staff and Administration for years 2004-2010.

The following tables provide current data on the areas previously reported to the Commission on population diversity within the University of South Dakota community. These data can be compared against the baseline data provided in our original report (June 2004) and reflect the effort of the university from the fall of 2002 to current. USD information is self-reported and is assumed to be accurate and current.

In general terms, the goal of the University of South Dakota is that our students, staff, faculty, and administrators should mirror the diversity of South Dakota, or for those recruited nationally, the United States. Therefore, we provide census data for the state and nation as general comparisons.

We are pleased to see the following indications of our progress:

- Significant increases in the number of women at the Senior Administrative level.
- Addition of two new senior administrators of color.
Sizeable increases in the number of Asian and African-American students
Dramatic increase in the number of females on the faculty

Census Data for the State of South Dakota and United States

The following table contains census data and projections for South Dakota and the United States. This table is included to provide comparative data for university populations. Overall, the state population has increased by 7.6% since 2000 (the USA grew by 9.1%). Most growth has been in the state’s minority populations. South Dakota expects significant growth in its Native American population, particularly in the high school age demographic so relevant to the student population.

South Dakota is approximately gender balanced with slightly more females than males, as is typical throughout the United States.

The latest update used data supplied at http://quickfacts.census.gov/qfd/states/46000.html.

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<th>2009 USA % of Population</th>
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* There have been changes over time in how these data are reported

Staff Demographics

The university monitors diversity of its upper level administration (Executive), mid-level staff (non-faculty exempt or NFE), and general staff (Career Service Administration or CSA). Generally, the Executive group has been recruited nationally, the NFE group regionally, and the CSA staff has been recruited locally. We also separately monitor the diversity of our Instructional Faculty as defined by IPEDS.
The table represents the gender and ethnic diversity of USD staff compared to our previous reports from FY02-03. Overall, the University has become more gender-balanced, but has not significantly changed the ethnic diversity of the staff.

The percentage of females in administration moved from 23.1% to an average of 35.5% since FY05-06. Women now currently occupy 4 of the twelve administrative roles at the university. Recent reorganization means that 4 of the 8 executives reporting directly to the President are female.

The NFE group is larger than the Executive Group. This group has a slight preponderance of females, probably reflecting that many NFE positions are in office occupations that have been traditionally female-dominated. The ethnic diversity of this group is low, has varied over time, and has not changed significantly. The clearest regional underrepresentation is Native Americans.

Gender remains very imbalanced at the CSA level. A preponderance of CSA positions are office staff, which are again traditionally female-dominated occupations. Ethnic diversity at all levels is quite limited. The greatest imbalance is clearly the underrepresentation of Native Americans in all positions, although this group of workers is recruited locally, and the Native American population of South Dakota is very place bound and centered in Western South Dakota.
Administration and Non Faculty Exempt

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These figures remain unacceptable, especially given the growing pool of Native American workers and the rising unemployment rates they experience in so many other parts of the state.
and Native Reservations. The university in cooperation with the State Bureau of Personnel must do a better job of identifying, educating and aiding ethnic communities in the process and procedures of securing state employment and maintaining active employment files within the state system.

One noteworthy initiative started by the university this year has been to conduct job fairs and career development trainings for local community organizations and civic organizations serving Native communities, which explain to participants the state hiring guidelines, the online application process and accessing the university’s web site to search job openings and opportunities. The purpose of these sessions is to decrease the fear and apprehension associated with seeking jobs with the university. Although the initiative is still in its early stages, our hope is to create a larger and more successful labor force within the Native American community of Vermillion and Clay County. It is USD’s hope that this program can help us to successfully fill positions at all levels, even though the bulk of this recruiting focuses on the unskilled positions that are most readily available in the highest numbers (custodial, maintenance, grounds keeping). The University hopes that this initiative will increase the presence of Natives within the workforce sending both the message and perception that ethnic communities are welcome and encouraged to serve the state and university as staff members.

**Student Diversity**
The following information represents the student enrollment for the fall semesters of 2004-2009 and includes undergraduate, graduate, professional, full-time and part-time students. USD experienced an increase in the overall enrollment of students (up 18% over the last 5 years). Minority student enrollment shows a 48% growth while non-minority growth has been about 14% for whites and 18% overall. The largest increases have been in Black/African-American, Hispanic and Asian students. While American Indian enrollments have increased they have not done so at the pace (11%) expected for university growth (18%). The growth in the Asian community appears to have been primarily fueled by our successful programs in the computer, physical and biological sciences, the College of Medicine and the School of Business. Much of this growth is international students and faculty members, primarily from China and India. We are also pleased to see significant growth in the number of African-American/Black students and number of Hispanic/Latino students attending the university. Women continue to outnumber men on campus by more than 20%.

The University’s primary mission is to serve the people and students of South Dakota, and it expects that its students would largely reflect the state’s population. Therefore, our most important student diversity goal is to reach a representative level of Native American students, approximately 10% by 2025, based on census data. Reaching this goal will require much more rapid progress on and off campus than the state has achieved in the 10 years since our previous accreditation.
Under the leadership of Enrollment Management, plans have been put in place to increase minority recruitment and outreach, especially in the contiguous states of Nebraska, Iowa and Minnesota where we have seen minority populations swell, especially in the Hispanic and African-American communities.

The Office of Institutional Diversity assumed oversight of our TRIO programs. Although these programs do not specifically serve minority students, a high percentage of TRIO students are
minority, especially Native American. The Office also initiated specific contacts with schools serving Native Americans. Recruitment and retention initiatives for Native students will be described in greater detail under Initiatives. We look forward to our future progress in this area and are confident that in subsequent years we will benefit from greater minority participation in our student community.

Faculty Diversity
Faculty diversity is critical to development of an inclusive campus and to enhancing the educational benefit of diversity. Therefore, USD specifically monitors faculty diversity.

![Full-Time Faculty Diversity](attachment:Attachment_V_Page_8.png)

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![Percent of White and Minority Faculty](attachment:Attachment_V_Page_8.png)

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<td>Fall 2005</td>
<td>88%</td>
<td>12%</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>89%</td>
<td>11%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>86%</td>
<td>14%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>86%</td>
<td>14%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>85%</td>
<td>15%</td>
</tr>
</tbody>
</table>
Recent growth in full-time faculty from 2002 saw a peak in the fall of 2007 with some declines for the fall of 2008 and again for the fall of 2009. Even with these declines, faculty numbers have grown since the fall of 2002. During this same period the university has experienced a relatively steady overall increase in the percentage of non-white faculty members (9% in 2002 to 15% in 2009). Women now comprise 47% of the faculty and the number of Asian faculty has grown from 17 in 2002 to 28 in 2006. Other groups have seen moderate gains but nowhere close to our desired targets. Unfortunately, we have experienced an overall decrease in the number of Hispanic faculty teaching at the university largely due to more lucrative offers from other universities and changing family obligations among the very small cadre of such faculty.

Our current faculty composition is quite low in Black and Hispanic faculty members. We have about 2.3% American Indian faculty members, which is slightly higher than our undergraduate student representation and much higher than national representation, but well below the percentage of the population that is Native American in South Dakota. We believe that we must recruit aggressively to obtain a more diverse faculty.

The Office of Institutional Diversity in cooperation with the Human Resources Office instituted an initiative to increase the number of minority applicants in the search pools for faculty positions. The program involves specialized training sessions for chair people of faculty search committees and a separate training session for individual search committees. The purpose of the training sessions is to introduce chairs to the skills necessary to conduct inclusive and far-reaching searches. Chairs learn how to maximize the scope of the search through structuring of job descriptions, advertisements and qualifications. They are also instructed on how to search professional organizations and national minority specific associations, initiate contact with underrepresented candidates and how to respond to applicant inquiries regarding campus climate, community resources and cultural outlets. It is the goal of these training sessions to
empower the chair and subsequently the committee to make diversity recruiting a priority and additional goal of the search process.

The previous numbers show some steady improvement but it is our hope to continue implementing this and other strategies to broaden the applicant pool of underrepresented individuals in our faculty search processes.

II. Office of Institutional Diversity Personnel Changes
The Office of Institutional Diversity was established in Spring 2005 and the first Chief Diversity Officer, Mr. Bruce King, was hired at that time. Mr. King also oversaw the Office of Disability Services, International Student Advising, and the Study Abroad Program. As a result of these additional role, Mr. King also held an appointment as Assistant Vice President for Academic Affairs. Mr. King left in August 2008. At that time, the Provost reorganized those duties and focused the Chief Diversity Officer solely on the diversity mission. Study Abroad reports to the Center for Academic Engagement; International Student Advising to Student Services, and Disability Services has a dual reporting relationship to the Center for Disabilities and to the Provost. Ms. Erin Thin Elk served as Interim Chief Diversity Officer from September 2008 until October 2009. Ms. Thin Elk had served USD most recently as a Professional Advisor and Instructor, specifically to Native American students. She is a member of the Sicangu Lakota Oyate, Rosebud Sioux tribe. Mr. Keith Moore assumed the position in October 2009 after a national search. At that time, USD reorganized its TRIO programs, bringing them under the Office of Institutional Diversity and naming Ms. Thin Elk as Director of Student Support Service in TRIO and Assistant Diversity Officer. Mr. Moore had formerly administered South Dakota’s Department of Indian Education. He is a member of the Rosebud Sioux tribe. Mr. Moore was announced on May 7, 2010 as the next Director of the national Bureau of Indian Education. Ms. Thin Elk was announced on July 6, 2010 as Director of Behavioral Health for the Aberdeen Area Tribal Chairman’s Health Board.

Dr. Kurt Hackemer, Associate Vice President for Academic Affairs, is serving as Interim Chief Diversity Officer for the 2010-11 academic year. From February 2007 to August 2008 he served as Interim Chair of the Department of American Indian Studies and was a member of the Campus Diversity Enhancement Group. In the meantime, the university has initiated a national search to fill this important position.

III. Diversity-Related Initiatives and Activities
Since its last report in 2006, the University of South Dakota has made the following changes and started the following initiatives and activities. Some have originated in the Office of Institutional Diversity while others have been partnerships between OID and other entities on campus

Organizational Changes
- The Center for Teaching and Learning was established in 2005 with a grant from the Bush Foundation. The University has now institutionalized the funding of the Center and added personnel. One of the Center’s missions is to develop inclusive teaching materials.
The Vice President for Enrollment, Marketing, and Student Services area has undergone a number of changes since 2006. Key personnel at this time are Jeff Baylor, Vice President; Scott Pohlson, Dean of Enrollment; and James Parker, Dean of Students. Under Mr. Baylor’s leadership, Mr. Pohlson is responsible for student recruitment with an increased emphasis on diversity, and Dr. Parker is responsible for student co-curricular services, including the Native American Cultural Center and relevant student organizations. One immediate result has been the hiring of a Native recruiter who is intimately familiar with our campus and its support services to more directly target potential Native students.

USD reorganized both the International Student Office and the Study Abroad Office in 2009-2010.

- The International Student Office now reports to Student Services and works closely with the Graduate School. Approximately 90% of foreign students are graduate students, primarily from East Asia. Much of their activity is meeting specific immigration and documentation requirements as well as working personally with the students to facilitate their transition to South Dakota.
- Before 2009, Study Abroad was based primarily on direct student exchanges with partner universities that were arranged by faculty Academic Program Coordinators. A very limited number of students participated in these activities. In 2009, USD professionalized Study Abroad, hiring a full-time, experienced coordinator. In 2010, USD decided to allow the use of institutional aid for approved study abroad experiences. In general, this office has been very active and successful. We experienced a doubling of study abroad experiences in the first year of operation and anticipate further growth, significantly diversifying our students’ experiences.

Student Organizations
Tiospaye U., which serves the Native student population, and the 10% Society, which offers support to gay, lesbian, bisexual, transgender as well as straight or open minded members, continue to function on campus.

- The Black Student Union formed in 2005 to provide a social and academic atmosphere conducive for the successful adaptation and matriculation of Black students into the University of South Dakota and the Vermillion community, to heighten the awareness of diversity, and to encourage friendship between races.
- Spanish language students formed the dance group, Quetzali. Choreographed by Spanish Instructor Teresa Piper, it includes both faculty and students. They performed at Austin and Jolley elementary schools in Vermillion, the USD Festival of Nations celebration, and SDSU's Festival of Cultures.

Academics, Curriculum and Assessment
- The Department of American Indian Studies was established in 2005 within the College of Arts & Sciences as an independent academic unit, sending a clear message that the university values diversity in academic offerings.
During the 2009-2010 academic year, the Department of American Indian Studies (now Native Studies) initiated a comprehensive curriculum review that replaced a dated multidisciplinary approach with a coherent curriculum built on a framework that is truly disciplinary in nature. The new curriculum, which includes a change of program name and prefix from American Indian Studies (AIS) to Native Studies (NATV), reflects the evolution of a maturing academic discipline. Beginning in 2011-2012, Native Studies will offer a program grounding students in the fundamentals of the discipline as well as preparing them for the challenges that are unique to Native Peoples and Native Country. The program will be flexible enough for students to explore questions of major intellectual interest, to allow opportunities for meaningful undergraduate research, and to engage questions unique to Native Country through special topics courses and the senior thesis, and to prepare its majors for living and working in a global setting.

The University Libraries have made a concerted effort to make sure its archival collections reflect the diversity of the state and region. Recent acquisitions include:

- Native American artists Arthur Amiotte and Robert (Bobby) Penn: Both collections are gifts of Professor Emeritus John Day and were created in the course of preparing exhibits and catalogues of each artist's work. Dr. Day’s donation complements The Robert (Bobby) Penn Papers held by Archives and Special Collections. The total extent of both collections is approximately 8 linear feet.
- Oscar Howe Collection: Consists of letters, teaching materials, scrapbooks, photographs, and other materials. The family, in writing, has committed the collection to USD upon probating the estate. The extent of the collection is 15-20 linear feet and will add to Howe materials previously transferred from Fine Arts.
- Oscar Howe Works: Over 250 works of art have been photographed by Sarah Hanson and student assistants. Many will be added to the Digital Library of South Dakota upon securing permissions.
- Oscar Howe Photographs: Photographs of Oscar Howe that are part of the USD Photograph Collection are being processed for inclusion in the Digital Library of South Dakota.

As a result of the concerns from several university and constituent groups, including the Office of Diversity, a more detailed and comprehensive examination of underrepresented student success indicators has been initiated. These reviews have included closer reporting and tracking of the data from several sources from admission, through the Institutional and System-wide outcomes measures into the proficiency exam performance and on to graduation success. The results of these ongoing examinations are provided to the Office of Institutional Diversity and Provosts Office for examination and curriculum or program consideration. The results of these analyses indicate that in general the underrepresented students tend to be retained at lower rate than would be expected given their ACT Benchmark performance for this campus. For those who are retained the results suggest equivalent performance to non-minority students who arrived with comparable academic preparation as measured by the ACT Benchmarks.

Diversity Training and Resources
The Office of Institutional Diversity has provided annual diversity workshop trainings on campus for incoming Teaching Assistants and in various undergraduate classrooms. It has also partnered with Sanford Hospital and Sanford Research on various occasions to provide cultural competency trainings for medical, PT, OT, social work and nursing students in both Vermillion and Sioux Falls.

The Center for Teaching and Learning has developed resources to help faculty understand the multiple factors that must be considered if one is to construct a teaching environment that facilitates learning from students who are socially and culturally diverse. More complete information is available at http://www.usd.edu/academics/institutional-diversity/diversity-and-teaching.cfm.

Diversity Scholarships
The Office of Institutional Diversity now oversees or collaborates with others on campus on all diversity scholarships as well as the Native American Emergency Fund.

Outreach Efforts
- In an effort to strengthen Native American enrollment and services at the University of South Dakota, the Graduate School and Division of Continuing and Distance Education, in concert with the Department of Native Studies, became involved in creating the Indian University of North America at Crazy Horse Monument in western South Dakota. The Indian University of North America is a formal partnership between the Crazy Horse Memorial Foundation and The University of South Dakota. The University began a summer program at the Monument enrolling qualified students in various academic classes and a paid, credit-bearing internship totaling 12 credit hours over 10 weeks. Twenty (20) students comprised the inaugural class, hailing from all 9 South Dakota reservations as well as reservations in North Dakota, Alaska, and New Mexico. Seventeen (17) students successfully completed the program and each will continue his/her university education at a regionally accredited college, technical institute, community college, or university. Many students are expected to continue with The University of South Dakota in Vermillion, SD. Forty students will be recruited for the summer 2011 program. Like the summer 2010 program, scholarships from the Crazy Horse Memorial Foundation will fund 100% of a student’s summer tuition and 50% of a student’s lodging and meal expense. Students earn wages through the working internship resulting in enough revenue to pay their share of lodging and meal costs as well as extra dollars to take home.

- The American Indian Student Healthcare Career Conference (June 18-20, 2010) provided an opportunity for up to 10 American Indian high school students interested in healthcare careers the opportunity to meet and interact with a variety of American Indian healthcare professionals, including Dr Sophie Two Hawk (Sanford School of Medicine, 1986), CEO of the Indian Health Service hospital in Taos NM, and several current American Indian healthcare professions students. Through these interactions the participating students gained a wealth of personal encouragement, as well as key education and cultural insights. Following the AIHSC conference students participated in the Healthcare Career Summer Camp. The AIHSC conference was a partnership between
the Sanford School of Medicine, USD School of Health Sciences, the University of South Dakota, Sanford Vermillion Medical Center, the Dakota Hospital Foundation and was supported by a grant from the South Dakota Healthcare Workforce Partnership Fund.

- The Office of Institutional Diversity has overseen efforts to market to Native American students through targeted advertising and representation at conferences such as the National Indian Education Association Conference. The Office of Institutional Diversity also made specific contact with the Red Cloud School, hosting a special breakfast for students attending a USD visit day and initiating ongoing contact with their alumni placement officer, Tashina Banks.

- Students from the Sanford School of Medicine can elect to participate in a one week long outdoor summer science camp that serves 7th-9th grade students from the Sisseton-Wahpeton reservation in SD. The SSOM students serve as content experts in science related and health related activities as well as serve as role models for students relative to career in healthcare.

- The Sanford School of Medicine has created a 4th year elective for medical students designed to pair the medical student with a high school located within reservation communities in SD. During the month the medical students teach in the classroom, provide health-related content, serve as a content expert in science and health-related subjects, and serve as a role model for careers in medicine and health care. The medical students also are required to spend a minimum of 20 hours within the healthcare system of the community and participate in community events and experiences. In this way medical students become more informed of American Indian cultures and healthcare issues within the community.

Campus Programming and Dialogue

- Martin Luther King, Jr. Day
  For the past two years, the university has sponsored programming directly related to Martin Luther King, Jr. Day. Keynotes have featured well respected speakers such as internationally known Mvsoke artist, poet, musician and professor Joy Harjo and David A. Wilson, the subject of "Meeting David Wilson," the remarkable and inspiring documentary of a young man's reconciliation with his ancestors' history as slaves. The keynote speaker for 2011 is Dr. John L. Jackson, the Richard Perry University Professor of Communication and Anthropology at the University of Pennsylvania.

- Native American Graduate Honoring Ceremony
  In 2009 and 2010, the Office of Institutional Diversity and Native Student Services co-hosted a Native American Graduate Honoring Ceremony on the evening prior to Spring Commencement. This event seems quite successful, engaging families and students with USD administrators in a celebration of the success of the students and of their cultural identity. USD plans to continue this ceremony.

- Student-Initiated Dialogues
  During the 2009-2010 academic year, two important student-initiated dialogues took place on campus. These events were notable as indicators of a campus environment that is more welcoming of diversity-related discussions.
The Native American Graduate Student Association initiated a protest of the presentation of “Peter Pan” by the Theater Department. Briefly, this play presents simplistic stereotypes of Native Americans to which the students objected. Theater Department representatives discussed the play in an open forum with the students. Eventually, Theater requested permission from the copyright holder to modify controversial scenes, broadening the identification from “Indians” to “islanders.”

A group of Native students filmed and presented a documentary titled “Everybody Belongs... Out of the Basement.” The film was a Sixty Minutes-style expose of the poor space occupied by the Native Studies Department, Institute of American Indian Studies, and TRIO programs, effectively developing the basement as an example of unconscious oppression. These students made a further presentation to a Board of Regents open forum in May 2010.

- National Native American Law Student Association Moot Court Competition
  In February 2010, the School of Law hosted the National Native American Law Student Association Moot Court Competition, featuring 42 teams from law schools across the U.S., an impressive and inspirational two-day program that placed USD in the national spotlight. The Competition also provides an opportunity for law students interested in Federal Indian and Tribal law to meet each other and practitioners. At the end of the competition, Columbia University School of Law indicated its intention to apply to host the competition in 2011. The faculty advisors from Columbia, one of the nation’s most prestigious law schools, said they were inspired to carry forward the legacy of USD’s success as the 2010 host.

- The School of Law and its chapter of the Black Law Students Association (BLSA) again assisted in hosting the annual Thurgood Marshall Program. The annual program honors the legacy of Thurgood Marshall. In February 2010, Black History Month, a program entitled “Choosing to Communicate, not Discriminate” was presented by Andre Oliver, vice president of the NAACP in Sioux Falls. In addition to Oliver’s address, the School of Law hosted a panel discussion featuring law students James Berreth, McLean Thompson, Mike Gee and Alyssa George, designed to inform late high school and early college students of “What is Law School Like” and “Preparing for Law School.” The Thurgood Marshall Program is hosted by the Law School and BLSA and is sponsored and supported each year by the Law School Admission Council as part of DiscoverLaw.org Month, which was developed to encourage racially and ethnically-diverse undergraduate and high school students to discover career opportunities in law. Plans for the 2011 Thurgood Marshall Program are in progress.

- Diversity Initiatives Within the School of Health Sciences and Sanford School of Medicine
  - Health Affairs has established the Diversity Health Affairs Committee comprised of faculty and students from the SSOM and the School of Health Sciences to address efforts to enhance diversity and cultural competence of students and faculty.
  - The School of Health Sciences has established a Cultural Awareness committee comprised of faculty representatives from the departments within the School of
Health Sciences to develop additional diversity related programming and enhance the cultural competence of students and faculty.

- SSOM has instituted a required Cultural Awareness Colloquium week for all MS III students as a means to enhance understanding of the diversity within South Dakota and enhance cultural competence.
- A Diversity Dialogues Series has been established as an informal means by which medical students and health sciences students and faculty may be exposed to the diversity within the population as well as to better understand health care issues of special populations (American Indian, women, and immigrants). Students and faculty are also able to showcase international healthcare service opportunities in which they have been involved.

- Diversity-Related Exhibits at the University Libraries
  The Libraries featured several exhibits of diversity-related art that attracted students, faculty, and community members to enjoy and learn from the art of other cultures:
  - *Robert L. Penn Northern Plains Contemporary Indian Art Collection*, established in 1999 as a study collection featuring contemporary art from the 1930s to the present. This permanent library exhibition on the 3rd floor is frequently refreshed and rotated.

**Retention Efforts**

Several retention efforts have been started since 2006.

- **S.T.A.R. Program**
  The Student Tracking, Advocacy and Retention Program is a collaboration between Native Student Services, TRIO Student Support Service and Wawokiya Mentoring Program, the Native Studies Department, the Institute of American Indian Studies, the Academic and Career Planning Center, INMED, Office of Financial Aid, Academic Affairs and the Office of Institutional Diversity. Biweekly meetings are held to oversee Native student recruitment and retention efforts on campus, cultural programming but more specifically to support the persistence rates of Native freshmen. Since this combined effort, USD has seen a dramatic increase in the retention rates of Native freshmen.

- **First Year Experience**
  In 2007, Erin Thin Elk spearheaded the Native First Year Experience to aid transition to college for incoming Native American Freshmen. This academic component included an ENGL 101: Composition class that focused on Native American issues and the literature is all Native American author based. To help recruit to the Native Studies major,
students also took AIS 257: Early American Indian History and Culture, a core social science requirement. Since Ms. Thin Elk’s departure, this program has been overseen by Ms. Carol Voss-Ward.

- Other Retention Efforts
  The Office of Institutional Diversity continues to partner with Native Student Services on signature diversity programs, such as the Native American Freshmen Orientation, Native Student Welcome Week, and the Mid Semester Dinner.

Diversity Climate Survey
During the 2009-2010 academic year, the Office of Institutional Diversity contracted with DWC Consulting Company to administer a Diversity Climate Survey. The results of the survey were primarily qualitative rather than quantitative. While DWC Consulting did not fulfill its obligations with a complete summary analysis, their summary conclusions and raw data are available for internal use and will be consulted in the course of future strategic planning efforts. The summary report is attached as Appendix I.

Grant Activities
- Gerald Yutrzenka, Ph.D., Director of Diversity Affairs, Sanford School of Medicine of the University of South Dakota and Co-PI, Amy Elliott, Ph.D., Director, Health Disparities Research Center, Sanford Research/USD, received a 5 year, $7,158,616 grant award for the continuation of the “Center for Health Research in Tribes in SD-MT-WY” funded by the National Center on Minority Health and Health Disparities. The grant, conducted in partnership with Sinte Gleska University and the Aberdeen Area Tribal Chairman’s Health Board, seeks to address elements of American Indian health disparities and will assist in preparing the next generation of American Indian researchers and healthcare professionals.
- Teacher Quality Partnership Grant
  This grant, developed in partnership with the Office of Institutional Diversity, engages our School of Education with Native American-serving school districts across the state of South Dakota.
- The Native Studies Department oversees the South Dakota Oral History Center, which received a $400,000 Federal appropriation in 2009 to continue digitization of the invaluable cultural resources housed in its American Indian Research Project and South Dakota Oral History Project collections. These collections contain more than 5400 recorded interviews documenting diversity on the Northern Plains. The collections and project are described at http://www.usd.edu/arts-and-sciences/american-indian-studies/oral-history-center.cfm.
- College Access Challenge Grant
  During the summer of 2010, the university was notified that renewal of its TRIO support grant was not approved. Earlier iterations of this grant had been crucial in funding student support services on campus for first-generation students, Native students, students with disabilities and students receiving Pell Grants. The university is committed to maintaining existing services within its current budget even as it seeks out new sources of funding. One source already received is the College Access Challenge Grant,
which is administered through the South Dakota Department of Education and which will begin in early 2011. The university will build on strengths in its existing retention programs, staffing and support services and use those strengths to expand efforts to attract, transition and retain Native and underserved populations who might not otherwise complete post-secondary education. Off-campus, our Admissions Office and Native Student Services will collaborate with the K-12 component of the South Dakota College Access Challenge on a Financial Aid Education Outreach Program targeted at the Pine Ridge, Rosebud, Cheyenne River and Eagle Butte reservations as well as first-year Native students. On-campus, Native Student Services will expand its retention programming beyond first-year students, assisted by a revitalized student-centered Wawokiya Mentoring Program. The university will create a book scholarship program to increase early semester engagement, a Family Weekend for Native Students, and a Native American Alumni & Student Network Association.

**Campus Facilities**

- Native Student Services runs the Native American Cultural Center, a building adjacent to campus that offers classroom space but also informal learning and lounging spaces for Native American students and organizations. Established in 1986, the Native American Cultural center has undergone a dramatic transformation including some remodeling, painting, new artwork and technology making it a much more attractive and inviting space for students and the community. The facility hosts informal gatherings like Movie Night and Taco fundraisers and is used by the local Native American community, Wase Wakpa, for meetings and traditional native practices, such as drum practice.

- After a year of discussion, the Native Studies Department moved its faculty offices from the basement of Dakota Hall to the third floor of East Hall in the summer of 2010. This not only provides a more desirable location but also facilitates access by the department to the staff support shared with the Department of Anthropology and Sociology.

- Unity House, USD’s first multicultural center, was opened in 2006, but the University decided to bring those functions within the Muenster University Center after it opened in spring 2009. The Office of Institutional Diversity felt that having multicultural events on-campus rather than off-campus might more effectively integrate such activities into campus life. Due to miscommunication, Unity House was not actually closed until June 2010. The success for the strategy of integrating campus events at the MUC remains to be evaluated. The concern is that students who used Unity House, especially African American and GLBTA students, will not feel welcome at the MUC and may feel marginalized by the university.

- Ongoing Facilities Discussions
  - TRIO Outreach programs will be administratively moved to the Division of Continuing and Distance Education. Those programs will be relocated to better space (not yet identified) than the current facilities in Dakota Hall.
  - A University committee developed and presented to President Abbott an initial plan for a Native American Academic Center to be formed by renovating the Temporary Student Center. The Native Studies Department, Institute for American Indian Studies, Howe Gallery, and relevant parts of University Archives
would be housed in this facility, which would be approximately 22,000 square feet. President Abbott is currently considering how the University might conduct the fundraising essential to such a renovation.

IV. Campus Climate
The University of South Dakota is conducting a self-study as part of our preparation for an accreditation visit from the Higher Learning Commission. As part of that self-study, the University surveyed students, faculty, staff, and alumni on a broad array of questions, including 4 that bear on diversity. In general, those expressing positive attitudes about USD’s climate and commitment to diversity are in the 62-72% range. These data can be broken down by alumni, faculty, staff, and students, but these graphs are for total respondents. Generally, faculty appear to hold more negative opinions on these issues than do the other groups. These surveys had a considerable response. Although we do not have clear breakdowns of respondent by ethnic group, it seems likely that these responses primarily reflect the opinions of the majority ethnic group on campus, non-Hispanic whites. Given the very small representation of minorities amongst respondents, one would probably have to do focus groups to get more informative responses about minority student or faculty experience. This had been the intent of hiring the DWC group, but we will have to undertake such surveys in the future.

Comparing the results that we do have to responses from other institutions or setting clear goals for such responses is quite difficult. The University of Iowa, a neighboring institution, undertook a major diversity climate survey in 2005 and published the results: http://www.uiowa.edu/~eod/diversity_climate_surveys/index.html. Although the questions are not directly parallel, responses concerning the University commitment to diversity and the respect that members of the community feel for diversity appeared to average an 80% positive response, slightly higher than that at USD. An effective campus climate survey, embedded in a qualitative context similar to that of the University of Iowa would almost certainly be a productive experience for the University of South Dakota.
C14: Building and sustaining a diverse campus community is a priority at USD.

- Strongly Disagree: 0%
- Disagree: 6%
- Neither Agree nor Disagree: 21%
- Agree: 54%
- Strongly Agree: 17%
C16: There is respect at USD for the expression of diverse values and perspectives.

- 1. Strongly Disagree: 2%
- 2. Disagree: 7%
- 3. Neither Agree nor Disagree: 18%
- 4. Agree: 55%
- 5. Strongly Agree: 17%

Blank: 1%
C15: USD does a good job of making a clear and public commitment to diversity.

- Blank: 0%
- Strongly Disagree: 2%
- Disagree: 9%
- Neither Agree nor Disagree: 24%
- Agree: 50%
- Strongly Agree: 15%
C16: There is respect at USD for the expression of diverse values and perspectives.

- 2% Strongly Disagree
- 7% Disagree
- 18% Neither Agree nor Disagree
- 55% Agree
- 17% Strongly Agree

Blank: 1%
C17: USD has, on the whole, been successful in fostering a diverse campus.
V. Looking Forward

The University has continued to make progress on its 2007-2012 Strategic Plan. Diversity plays a major role in the document, which includes plans for increasing the enrollment of underrepresented students, an increase in international opportunities, a commitment to the retention of Native American students, the creation of more facilities and programs for diversity, and a greater effort in the recruitment of more underrepresented faculty at the university. In the context of that strategic plan, the provost has identified the following diversity plans and objectives for 2010-2011.

- Recruit a qualified Chief Diversity Officer
- Establish effective management of TRIO programs
- Initiate on-campus Summer Bridge program in 2011
- Set clear, quantitative diversity goals for student, faculty, and staff representation
- Review and initiate a more effective Native American student recruitment procedure integrated with Enrollment Management and Recruiting Office
- Identify a lead donor for the Native American Academic Center, develop a fundraising plan, and identify a campus director for the program
- Initiate regular administrative meetings with Tribal Councils and Tribal Colleges
Appendix 1: DWC Group Diversity Climate Survey Report

Executive Summary of Recommendations

Objective 1: Increasing the numbers of students from historic minority populations
- Recommendation 1: Renew The Effort to Update University Recruitment Materials
- Recommendation 2: Develop More Active Recruitment Partnerships with People from Non-mainstream Populations
- Recommendation 3: Expand Minority Recruitment Efforts to Target Cohorts from Specific Geographic Areas

Objective 2: Strengthening the Perception of USD’s Commitment to Inclusion
- Recommendation 4: Develop and more widely publicize a bolder position on difficult diversity issues and widely publicize it.
- Recommendation 5: Widely publicize assessment results and create a campus dialogue campaign around the findings.
- Recommendation 6: Intentionally expand the campus dialogic capacity

Objective 3: Making Savvy Interventions to Improve Daily Interactions affecting Students
- Recommendation 7: Build upon climate assessment results to foster greater interaction
- Recommendation 8: Incentivize groups to promote cross group interaction
- Recommendation 9: Consider some targeted support programs
- Recommendation 10: Address perceived impediments to cohesion when they emerge, largely by positioning the administration as a convener

Objective 4: Improving Inclusion Among USD workplace culture
- Recommendation 11: Take More Steps to Promote Staff Understanding of the Business Case for Diversity Efforts
- Recommendation 12: Create a strong diversity training regime that creates multiple opportunities for dialogic engagement

Recommendations

Presented below are the key recommendations that we think the University of South Dakota should consider as it strives to create a campus community that works well for everyone and where everyone belongs. In articulating these recommendations, we will call upon our knowledge of diversity initiatives at other universities and institutions. The challenges confronting USD, while unique, exist within the larger context of the on-going national struggle around the meaning of progress for greater diversity and inclusion. These recommendations are based on focus group conversations, survey data analysis, and a town hall meeting, and will reference these sources. Detailed support for our recommendations is available in previous sections of this report.

Our recommendations for USD making improvement on diversity fall within four broad strategic objectives related to diversity.

1. Increasing the numbers of students from historic minority populations
2. Strengthening the Perception of USD’s Commitment to Inclusion
3. Making Savvy Interventions to Improve Daily Interactions affecting Students
4. Improving Inclusion Among USD workplace culture

For each of these objectives, we will briefly present some contextual factors that influence our analysis, and briefly lay out a few specific recommendations.

**Objective 1: Increasing the numbers of students from historic minority populations**

**Some Contextual Factors**

The bulk of the discussion in this report is focused on the “inclusion” dimensions of the struggle for greater diversity and inclusion. That is, this inquiry was focused on qualitative issues – specifically, the extent to which people from non-mainstream groups perceived themselves and were perceived by others as fully included in campus life. Although we recommend that these issues be the priority for USD decision-makers, it is worth noting that the university would benefit from more focused and effective efforts to quantitatively improve its diversity. It goes without saying that the ability of USD to attract more members of historic minority groups is adversely affected by a number of uncontrollable factors, such as geography. (It is also true that if USD is ever able to significantly boost its numbers of students of color, it will become easier to recruit others, since each student will envision campus life as less racially isolated than they do so today). Our recommendations include feasible strategies for increasing the population of diverse populations to the campus, despite the inherent constraints.

In the recommendations below, we provide three specific suggestions for how USD might improve its recruitment of minority students. To greater and lesser extents, these recommendations entail treating these students differently than mainstream students. Undoubtedly, treating students from historically under-represented groups somewhat differently will rankle some within the USD community. It is useful therefore to explain why we think that such “different treatment” is necessary.

The core rationale for a different approach has to do with some essential differences between the experiences of minority and white students as they transition from high school to college. In our view, one of the peculiarities of contemporary minority life in America is that that students of color, significantly more so than white students, have much more of their identity linked to their membership in a group. Even if they come from neighborhoods or regions where they are the dominant majority, as members of national minority populations they often have a heightened awareness of their group membership status. This awareness adds an additional texture to the experience of cultural dislocation that most students of all types feel when they leave home and go to college. They enter a new setting where in most cases, they are more visibly different than they were previously because of the very low numbers of minority members in USD/Vermillion. But their connection to their racial/ethnic group is, in many cases, stronger than it is for non-minority students. Essentially, many minority students come to campus more group-identified than white students – which itself creates a different experience – and, in addition, they have fewer opportunities to find support for this part of their identity because of the small numbers of students who share it.
These factors alone – which have little to do with the attitudes toward them they might face (discussed below) – may contribute a different sense that they can be themselves at USD or that are being fully welcomed by others. One way of addressing these issues is for USD to broaden their recruitment of students of color to include more recruitment strategies that acknowledge their identity as members of minority groups.

**Recommendation 1:**
**Renew The Effort to Update University Recruitment Materials**
At the town meeting where preliminary data was publicized; several ideas emerged about how to advance the cause of diversity and inclusion. These ideas were compared with respect to their potential impact, their relative ease, and people’s interest in helping implement them. Updating and diversifying university recruitment materials with diverse populations in mind was rated by the group gathered as one of the most effective potential strategies, one of the easiest, and one that the most people were interested in helping accomplish. If people of color, international students, LGBT populations, and persons with disabilities see general purpose materials that include them or if the observe recruitment materials targeted specifically toward them, they are more likely to identify USD as a place where they are welcomed and might thrive. The popularity of a project on improved recruitment materials at the town meeting suggests that it might not be very difficult to gain the cooperation of people from a variety of groups to join this effort.

**Recommendation 2:**
**Develop More Active Recruitment Partnerships with People from Non-mainstream Populations**
Supermajorities of non-mainstream populations would recommend USD to others like them. Though some non-mainstream groups (such as people of color) report significantly less willingness to recommend USD to someone “like them” than their mainstream white peers (70% versus 87%), the overwhelming willingness of all groups to recommend USD to others is a strength that should be leveraged.

Based on our interactions with minority students, staff, and faculty on campus, our opinion is that USD could easily forge partnerships with minorities who are enthusiastic about the university if the school created a coherent and efficient mechanism to integrate them into the recruitment process. The details of such a regime would need to be defined: it might involve students accompanying staff on recruitment trips; it might involve savvy coordination of computer teleconferencing to connect campus minorities to potential recruits. Regardless of the final details, the core advantage of this type of effort is that potential students, staff, and faculty would have the personal testimony of people like themselves buttressing recruitment messages generated by USD. In addition, the purposeful inclusion of non-mainstream populations in such an effort would send an important message to the campus communities about USD’s commitment to having a more diverse campus population.

**Recommendation 3:**

Expand Minority Recruitment Efforts to Target Cohorts from Specific Geographic Areas

One way for USD to more strategically focus its efforts to recruit people of color, particularly students, would be to begin to expand its recruitment strategy so that its efforts include the efforts to recruit cohorts of qualified minority students from the same geographic area. If implemented well, there are a number of potential benefits, and they will be delineated below.

An expansion of minority recruitment strategies to include cohorts of students from specific regions would mitigate some of these dislocating effects of the transition to campus life that were discussed in the context section above. Of course, there would be risks as well - excessive within group isolation comes most quickly to mind - and these would need to be addressed. Nevertheless, we recommend creating multi-year efforts to recruit students from specific geographic areas. By forging connections with sports coaches, academic counselors, after-school program managers, and other professionals serving minority high school youth, USD could create a pipeline to the university that, once in place, could serve the university for years to come.

An effort to create such cohort pipelines could entail a number of advantages:

1. A smaller percentage of minority students would suffer the significant culture shock that comes from feeling racially isolated hundreds of miles from home.
2. More minority students would likely have a friend or peer who had reasonable access to culturally familiar comforts, such as a traditional home cooked meals, places to get hygiene services (such as haircuts), familiar religious services, and so on.
3. Opportunities for cross cultural learning would increase, since more non-minority students would know someone connected to an accessible community of a different culture who they might visit a weekend or short break.

The most obvious site for such an effort with respect to African-American and Latino populations is Omaha, Nebraska. Although Omaha appears to be a prime candidate for such an effort because of its proximity, there are a number of other places nearby (say, within a 6 hour automobile ride) with substantial populations of qualified black, Latino, or Asian students.

Native American students, who typically come from less densely populated areas, present a different challenge. The DWC Group does not currently know the regions, reservations, community colleges, or Indian-serving non-profit organizations that would have analogous potential for being effective sources of cohorts of Native American students. We suspect, though, that such potential sources exist, and that a focused analysis, perhaps implemented in collaboration with Native American students, staff, or faculty, could determine potential fruitful sources of cohorts of students.

The shift proposed here is that USD consider expanding beyond the traditional approach of recruiting people individually, and consider not only geographic targeting, but potentially a recruiting strategy that may target cohorts of students from the same region. Such students, even if they do not initially know each other in could become useful supports to each other and
to other minority students.

**Objective 2: Strengthening the Perception of USD’s Commitment to Inclusion**

**Some Contextual Factors**

Survey respondents of color as well as LGBT respondents were noticeably less likely than other students to describe USD as equally welcoming to all groups. There are undoubtedly many factors driving this result, and if USD continues its efforts to become more inclusive, these factors will undoubtedly become more distinct.

One factor that clearly affects this result is the real and perceived attitudes of non-minority members of the USD community. These attitudes vary widely, and this variation was especially evident within the open-ended comment sections of the survey. A substantial portion of non-minority students expressed deep appreciation for and sympathy about the subtle ways that status-based bias can affect a variety of USD populations, including people of color, the LGBT community, women, and those who are disabled. At the same time, a sizable subset of non-minority respondents expressed perspectives that opposed these views. These articulations ranged greatly as well: some students reported strong clarity about the lack of any challenges related to bias; some expressed subtle irritation at the university and the survey for not defining “diversity” or appearing to link it exclusively around ethnic group membership; still others went much further and labeled any discussion of differences between students as only fomenting problems where none exist.

This range of attitudes is not surprising based on the general lack of exposure USD students have had to people in minority groups. Such attitudes should not be dismissed out of hand or demeaned; there is a tradition of American political thought at least several decades long that suggests that efforts to promote diversity or even discuss it explicitly are undermining of community cohesion. The issue is that the prevalence of such attitudes at an institution of higher learning can undermine efforts to create a welcoming environment for students from historically underrepresented minority groups.

The existence of such attitudes within important university populations creates complex dilemmas for USD. On the one hand, any university should demonstrate a commitment to healthy exchanges of disparate views. On the other hand, the university is not only a social and intellectual environment valuing openness, but it also workplace and a temporary home to students who have paid substantial sums to be there. On both of these counts, the university leadership has the freedom - and arguably the responsibility - to articulate a set of values about diversity and inclusion and to encourage behaviors supportive of those articulated values.

In the past several years, USD has taken a number of steps demonstrating an increased commitment toward issues of diversity. For example, it has conducted two diversity assessments and has created a modestly sized diversity office. Yet, the survey and our interactions on campus indicate there is a sense among a sizable portion of campus – including some who are commonly thought to be power brokers - that the administration “is not serious” about diversity issues.
One way to address these perceptions is to publicly restate the commitment to a diversity agenda, and to do so in a way that is clear, consistent, strong, but still open to dialogic engagement. This sends a powerful signal to the entire campus population, since the strength of commitment to issues of diversity expressed by top institutional leadership has a ripple effect through any organization. The next several recommendations focus on steps that the administration might take to manifest and convey strong leadership around diversity issues.

As it attempts to strengthen the perceptions of its commitment to diversity issues, we suggest that the university’s goals should be:

- Articulating a clear position on complex diversity issues, as well as its strategies, and policies.
- Conveying the USD stance on diversity to the entire campus community, including faculty, staff, and students.
- Continue refining its workplace policies that will foster greater progress toward a more diverse and inclusive environment.
- Creating mechanisms on campus where different philosophies around diversity issues can be engaged directly, in settings that can be supported by contemporary scholarship.
- Ensuring that such settings are sufficiently based on experiences, not just opinions and scholarship, since contemporary and historic differences in experience have a great deal to do with variations in worldview.

**Recommendation 4:**
**Develop and more widely publicize a bolder position on difficult diversity issues and widely publicize it.**

On its website, the university has publicized on important statements about its vision, mission, and plan on diversity issues. Publicly claiming such positions is very important, and we laud the university for these public statements and for having a diversity office. At the same time, we think that it would be to USD’s advantage to bolster its public position on diversity issues by carving out a public position on the controversial issues that the current statements – like many institutional diversity statements - avoid. In our opinion, it will be important to not completely avoid the most contentious issues that underlie arguments diversity, specifically:

- What is the relationship between the “classic” identity-based diversity issues (such as race/ethnicity, gender, sexual orientation) and the many other dimensions of diversity that humans are comprised of?
- How does the university think about the implications of the historical group-based prejudices and inequities of past eras and their modern legacy, if any? What are the implications of these issues for contemporary university and work-unit decision-making?
- With respect to how people get along with each other, what is the relevance, if any, of implicit and unintended bias and potentially mistaken attributions of bias?
In our opinion, it is useful to craft general diversity mission and vision statements (or better, general mission/vision statements that include diversity issues) that do not sidestep these thorny questions. It is possible to craft such statements in a way that would not raise too many objections by intellectually honest campus constituents who see diversity issues very differently. Such statements would likely include concepts such as the importance of honest dialogue, personal and institutional reflection and humility, and the importance of collaborative approaches to making process on diversity issues. While crafting such statements would undoubtedly require some investment of time by some members of the administration, the process and the product would send some important signals to a variety of campus populations about the university’s commitment to diversity issues.

**Recommendation 5:**
**Widely publicize assessment results and create a campus dialogue campaign around the findings.**

One way to ground this conversation is to create a public awareness campaign about the results of this climate assessment. The assessment shows that people from different groups at USD have different experiences in relation to the shared values that are the axis of the assessment (being welcomed and accepted, being treated with authenticity and respect, and having fair access to resources). It would be reasonably easy to create discussion materials about diversity at USD and in America that could be useful in a wide variety of settings on campus. In addition to developing high quality discussion materials that could be flexibly used, USD should convene a set of public dialogues examining the sources of these different perceptions. For such a course of action to be productive and inclusive, special effort should be taken to recruit campus members who are skeptical about the value of diversity efforts, and to ensure that these perspectives are treated respectfully when expressed. Ideally, such public dialogues would go beyond the traditional “expert panel followed by questions” approach, and instead be more dialogically structured so that all those present had the opportunity to reflect on their own and others experiences.

If USD follows the previous recommendation to create a public statement that takes on more difficult diversity questions, the dialogue campaign discussed here might give participants a chance to reflect upon this position.

**Recommendation 6:**
**Intentionally expand the campus dialogic capacity**

In our view, a key strategy for helping minority students feel more included the campus and prepared for an increasingly diversity post-USD world would be to strengthen the capacity of the campus to engage in dialogue around issues of diversity. Students, staff, and faculty would benefit from being exposed to more and higher quality settings where these very difficult issues around diversity would be engaged directly by people who might have deeply held, widely varying views.

Building capacity in this regard would likely take at least a few semesters. Some of the key steps would be:
• Assessing the campus capacity for convening inclusive dialogues on issues not related to diversity
• Assessing the cadre of people on campus who have interest in diversity issues, who have not been trained as facilitators, and who have an interest in facilitation.
• Looking for potential USD units (or individuals) who combine facilitation expertise and familiarity with diversity issues so that they could become the anchor of an effort to grow USD’s cadre of diversity dialogue facilitators.

Developing such a cadre of diversity dialogue facilitators would be important to implement recommendation 5 above. In addition, if this capacity was developed, it would be possible to deploy it when the need unexpectedly arises. For instance, some campuses in other parts of the country have what might be called a “dialogue crisis team.” When a difficult diversity incident happens (people being called ethnic slurs, a racially degrading image publicly planted, and so on) this team is deployed separate and apart from resources related to rule enforcement and for the purpose of helping students, staff, or faculty do some of the community healing work that is needed to knit the community fabric back together.

**Objective 3: Making Savvy Interventions to Improve Daily Interactions affecting Students**

As discussed in previous chapters of this report, there are some ‘places’ within the life of the campus that appear to be functioning particularly well with respect to creating cross-group interaction, and others that seem to be doing significantly less well with respect to fostering exchanges. Specifically, sporting events, intellectual events outside of class, the dormitory, and public spaces on campus were cited by majorities or almost majorities of people as places where cross-group interaction was very frequent or frequent. By contrast, study groups and the Greek system appeared to function in ways that least created cross group interaction.

As USD evaluates various strategies, it has the opportunity to use these findings to make very targeted interventions in campus life. In the long run, it should aspire that all aspects of student life be equally likely to embody cross-group interaction, and will hopefully not have to socially engineer a healthy campus diversity climate. In the short to medium run however, we recommend a series of savvy, targeted choices that will address feelings of dislocation by minority group students and increase the level of cross-group interaction.

**Recommendation 7:**

**Build upon climate assessment results to foster greater interaction**

The dormitories offer a unique opportunity to increase both the frequency and quality of those interactions. Residence Life staff, both full-time professional and student staff, should be among those trained to facilitate dialogues around diversity issues. Dialogues could successfully be integrated into existing residence life programming for a dual purpose: to advance conversations about the University’s diversity agenda and to assist in the creation of a healthy community in the residence halls. The ease of creating these conversation opportunities is bolstered by the existence of staff already dedicated to fostering healthy student interactions.
Recommendation 8:
Incentivize groups to promote cross group interaction
USD needs more opportunities for meaningful extra-curricular cross group interaction. Creative efforts should be launched to encourage existing student groups to create such events. This could be accomplished, for example, through a competitive grant process offering money to the group or groups with the best idea or event for promoting cross group interaction. Since the Greek letter organizations appeared to be particularly unlikely to foster cross group interaction, an incentive program might be targeted towards those organizations. Further, since intellectual events outside of the classroom were perceived as successful venues for cross group interaction, an incentive program might target these types of experiences.

Recommendation 9:
Consider some targeted support programs
Rulings from the Supreme Court in the past few years have significantly complicated campus efforts to create support structures to keep minority matriculation rates on par with mainstream students. Recognizing these complexities, we recommend that USD still consider its options for legally strengthening its efforts to retain historically underrepresented students. In order to make good decisions about what kinds of strategies might have the most impact, it will likely be necessary to build upon the findings in this report and move to a rigorous analysis of the support systems that appear to make the most difference in creating positive experience for students of color. A detailed institutional analysis of where support is needed, where it is adequate, and where it is lacking should lead to a concrete action plan to bolster the support provided to minority student populations. This can improve retention rates, academic performance, and students' feelings of being welcomed and included on campus.

Recommendation 10:
Address perceived impediments to cohesion when they emerge, largely by positioning the administration as a convener
To create a campus where everyone belongs, it is useful for USD administration to be perceived as willing to seriously examine claims from students of color that a situation has emerged or is recurring that demonstrates disparate treatment. Certainly, all such claims are not equally valid. But taking such claims seriously sends an important signal to minority and non-minority campus constituents about the importance of an inclusive campus environment.

For example, on our campus visits and comments on the survey repeatedly suggested that students of color sometimes face disparate treatment from Vermillion shop owners. While we did not attempt to substantiate or disconfirm these claims, such perceptions unquestionably affect students’ perception of life at USD. Moreover, the university’s responses to these perceptions matter as well. Ideally, USD would be creative in using its clout to initiate a process of improving relationships between minority students and shop owners.

What might this mean? It probably does not mean traditional “side taking” approaches, such as going to a chamber of commerce meetings and accusing shop owners of bias. Such an approach
would probably harm USD’s relationships with the town, and only breed defensiveness. Alternatively, USD officials might convene a few sessions where small groups of minority students and a few business owners might share a meal and discuss mutual perceptions. Armed with nuanced University statements about the importance of dialogue, humility, and self-reflection (see recommendation 4 above) spending energy in such a way would have a chance to truly transform tension-filled relationships. And after such an effort, students of color would be much less likely to perceive USD as ‘not serious” about diversity.

This example of paying the role of convener of honest dialogue and reflection could have relevance to other situations where there are vastly different perceptions, such as between campus police and denizens of the regular Unity House party, or the controversy between Native American students and the Theater Department over the Peter Pan production. What is important is USD administration be seen as taking actions to foster dialogue and reconciliation, and not merely hoping the problems in perception solve themselves.

**Objective 4: Improving Inclusion Among USD workplace culture**

**Some Contextual Factors**

As noted earlier, USD’s role as an institution promoting diversity is rather different when considering it as a workplace than as a university campus functioning as an unpredictable intersection of diverse ideas. Its role is to connect its philosophies on diversity to a set of practical considerations and goals, and then take whatever organizational steps to achieve them. With respect to employees, it should not be perceived as trying to tell employees what to think. Rather, it will only hold them responsible for their behavior. On the other hand, it is useful to clarify organizational values, and create settings and processes where employees will see the personal and collective advantages in approaching diversity issues in a way that is compatible with USD’s vision.

Although the primary focus of this effort was to make recommendations vis-à-vis student life, we do offer two recommendations about how USD might advance the diversity agenda among its staff and faculty.

**Recommendation 11:**

**Take More Steps to Promote Staff Understanding of the Business Case for Diversity Efforts**

USD faces and increasingly competitive nature of both college admissions and employment markets for staff and administrators. Thus, its attempts to advance an organizational agenda around diversity must be understand within this larger national context. Put differently, the rationale for efforts concerning diversity need not be merely grounded in moral/ethical arguments about fairness; rather, there is a business case for such efforts that consider the competitive markets the school must confront for students, staff, and faculty.

To gain more cooperation around diversity efforts, it will be important that the connections to the business case for diversity be made by top administrators, and perhaps by USD mid-level managers. It appeared to us that the “business case” was a not a significant part of the understanding among staff people about diversity.
There is a wide range of ways to foster employee understanding of this rationale for diversity efforts. In some organizations, top decision-makers create documents that make this case, and make them available throughout the organization. In some organizations, employees interact with this business case in the context of a diversity-training regime. And in some cases, organizations initiate an inclusive and distributed process where many sub-units develop their own diversity case statement and mini-strategic plan that gets folded into a larger organization-wide diversity strategic plan.

At this time, we do not have a specific suggestion about which of these or other possibilities are most important to foster culture change at USD. The core of our recommendation is that USD commit to spreading the understanding of the business case for diversity through staff at USD; if more staff understand this additional rationale for progress on diversity issues, any specific efforts to advance diversity are less likely to be undermined by purposeful or unconscious resistance from staff.

**Recommendation 12:**
Create a strong diversity training regime, that creates multiple opportunities for dialogic engagement

Changing organizational and personal behavior is difficult, and is especially difficult when the changes needed have to do with very personal issues associated with diversity, such as group membership and the potential for bias. If USD workplaces are to be transformed in light of the diversity challenges facing the university, people need a setting where they can learn the business case for diversity, and can talk about the various impediments within the organizational environment and within themselves that make such changes difficult.

One specific impediment at USD is an organizational culture that – largely because of a previous political administration at the state level - makes people feel vulnerable to acts of retaliation for honest descriptions of challenges.

In light of these factors, it is important that USD create settings where employees can honestly discuss the administrative mandate for greater diversity and inclusion. This is not likely to emerge naturally out of daily workplace culture. Diversity training, when effective, is designed to create settings where employees reflect on the possibilities of a new and improve workplace culture. Ideally, people have an new experience of each other, and have a chance to reflect on what is needed to take this new spirit of interpersonal openness and personal responsibility for collective improvement back to their everyday work lives.

In our view, it is critical that a diversity training regime should convey the university’s moral/ethnical position and business case for diversity, but must be designed to in a way that emphasizes authentic dialogue. Unfortunately, it can be difficult to find diversity trainers who have the content still to convey a nuanced understanding of the business case for diversity, but who also have the subtle skills of facilitation that will allow participants to engage in authentic
dialogue about their diverse reactions to presented material. If USD chooses to follow this recommendation, it will be important to find diversity trainers with this combination of skills.
Diversity Update

During its 2001 site visit, the North Central Association team noted that the University of South Dakota “has failed to embrace and institutionalize the inherent educational value of diversity within the university community, its people and its programs.” They advised that these shortcomings were best addressed by the institution’s senior leadership and recommended that a “mandate to develop a comprehensive diversity action plan needs to be communicated to the faculty and staff of the institution with implementation expectations and timelines clearly identified.” As part of the university’s reaccreditation, USD was required to submit a progress report by June 1, 2004 that documented the institution’s commitment to diversity, outlined a plan of action, and identified specific changes that had been made. That progress report, along with one submitted in December 2006, detailed substantive changes in the University of South Dakota’s commitment to diversity.

The 2004 report described the university’s progress since the 2001 site visit. It noted increased diversity among senior administrators, better gender balance in the student population, and the significant number of diversity-related activities on campus. At the same time, the report recognized that there was still significant progress to be made in terms of ethnic diversity among senior administrators and the percentage of Native Americans in our student, staff and faculty populations. It also acknowledged that diversity-related activities on campus were not well coordinated. To that end, the university established the Campus Diversity Enhancement Group (CDEG) as part of its larger strategic planning process. CDEG was formed in the spring of 2001 and charged with planning, implementing, monitoring, and evaluating diversity initiatives across campus. As part of that process it developed a Campus Diversity Plan that was submitted to the North Central Association in June 2004.

The 2006 update to the North Central Association reported a series of positive developments on campus since the 2004 report. These included:

- creation of the Office of Institutional Diversity, overseen by a newly designated Chief Diversity Officer;
- hiring of a Assistant Vice President of Enrollment Management, charged in part with developing a minority recruitment plan;
- hiring of a full-time Native American Student Services director;
- a significant increase in the number of women at the Senior Administrative level;
- the addition of two new senior administrators of color;
- the addition of American Indian Studies as an independent academic department in the College of Arts & Sciences;
- sizeable increases in the number of Asian and African-American students attending the university;
- a dramatic increase in the number of females on the faculty;
- greater recognition of globalization in both the curriculum and student body;
• greater priority and resource allocation to diversity initiatives evidenced through a new multicultural center, the Native American Cultural Center and the new Center for Teaching and Learning;
• greater support services for non-white students through the creation of the Black and Hispanic Student Associations and the Graduate Networking Organization for Native American Students.

Since that 2006 update, the University of South Dakota has continued its efforts to enhance and promote diversity in a number of ways on campus.

Staff Diversity
Progress has been made in diversifying the gender balance of the staff, with notable strides made especially in administration. The representation of females in administration moved from 23.1% to an average of 35.5% since FY05-06. Women now currently occupy 4 of the twelve administrative roles at the university. Recent reorganization means that 4 of the 8 executives reporting directly to the President are female. However, the ethnic diversity of the staff has not significantly changed.

One noteworthy initiative started by the university this year has been to conduct job fairs and career development trainings for local community organizations and civic organizations serving Native communities, which explain to participants the state hiring guidelines, the on-line application process and accessing the university’s web site to search job openings and opportunities. The purpose of these sessions is to decrease the fear and apprehension associated with seeking jobs with the university. Although the initiative is still in its early stages, our hope is to create a larger and more successful labor force within the Native American community of Vermillion and Clay County. It is USD’s hope that this program can help us to successfully fill positions at all levels, even though the bulk of this recruiting focuses on the unskilled positions that are most readily available in the highest numbers (custodial, maintenance, grounds keeping). The University hopes that this initiative will increase the presence of Natives within the workforce sending both the message and perception that ethnic communities are welcome and encouraged to serve the state and university as staff members.

Student Diversity
The table in Appendix I charts student enrollment for the fall semesters from 2004-2009 and includes undergraduate, graduate, professional, full-time and part-time students. Overall enrollment of students has increased 18% over the last 5 years. Minority student numbers show a 48% growth while non-minority growth has been about 14%. The largest increases have been in Black/African-American, Hispanic and Asian students. While American Indian enrollments have increased by 11% since 2004, they have not matched the pace of university growth (18%). Women continue to outnumber men on campus by more than 20%.

Faculty Diversity
Appendix II shows the extent to which diversity has improved among full-time faculty since 2002. While the overall number of faculty has declined as a result of the recent economic
downturn, the percentage of non-white faculty has increased from 9% in Fall 2002 to 15% in Fall 2009. Women now comprise 47% of the faculty and the number of Asian faculty has grown from 17 in 2002 to 28 in 2006. Other minority groups have seen moderate gains. We have about 2.3% American Indian faculty members, which is slightly higher than our undergraduate student representation and much higher than national representation, but well below the percentage of the population that is Native American in South Dakota. Clearly, there is room for continued improvement.

Office of Institutional Diversity
The Office of Institutional Diversity has undergone significant changes since 2006. Bruce King came to the University of South Dakota in 2005, serving as both Chief Diversity Officer and Assistant Vice President for Academic Affairs. In the latter capacity he oversaw the Office of Disability Services, International Student Advising, and the Study Abroad Program. When Mr. King left for St. Olaf College in 2008, the Provost focused the Chief Diversity Officer solely on the diversity mission.

Ms. Erin Thin Elk served as Interim Chief Diversity Officer from September 2008 until October 2009. Ms. Thin Elk had served USD most recently as a Professional Advisor and Instructor, specifically to Native American students. She is a member of the Sicangu Lakota Oyate, Rosebud Sioux tribe. Mr. Keith Moore assumed the position in October 2009 after a national search. At that time, USD reorganized its TRIO programs, bringing them under the Office of Institutional Diversity and naming Ms. Thin Elk as Director of Student Support Services in TRIO and Assistant Diversity Officer. Mr. Moore had formerly administered South Dakota’s Department of Indian Education. He is a member of the Rosebud Sioux tribe. Mr. Moore was announced on May 7, 2010 as the next director of the federal government’s Bureau of Indian Education. Ms. Thin Elk was announced on July 6, 2010 as Director of Behavioral Health for the Aberdeen Tribal Chairman’s Health Association. While the university was disappointed to see both Mr. Moore and Ms. Thin Elk depart, it can take some comfort in these external affirmations of the quality of its recent hires.

Dr. Kurt Hackemer, Associate Vice President for Academic Affairs, will serve as Interim Chief Diversity Officer for the 2010-11 academic year. From February 2007 to August 2008 he served as Interim Chair of the Department of American Indian Studies and was a member of the Campus Diversity Enhancement Group. In the meantime, the university has initiated a national search to fill this important position.

Diversity-Related Initiatives and Activities
Since its last report in 2006, the University of South Dakota has started the following initiatives and activities. Some have originated in the Office of Institutional Diversity while others have been partnerships between OID and other entities on campus

- Outreach Efforts
  - USD Summer Bridge Program at Crazy Horse Memorial
    This partnership between the University of South Dakota and the Crazy Horse
Foundation targets Native American students preparing for college. The first class of students went through the program in the summer of 2010, receiving instruction and mentoring from university-affiliated faculty in English, Mathematics and Native American Studies. Up to twenty Native American students participate in this summer bridge program while living in a newly built dormitory at the foot of the Crazy Horse monument.

- The American Indian Student Healthcare Career Conference (June 18-20, 2010) provided an opportunity for up to 10 American Indian high school students interested in healthcare careers the opportunity to meet and interact with a variety of American Indian healthcare professionals, including Dr Sophie Two Hawk (Sanford School of Medicine, 1986), CEO of the Indian Health Service hospital in Taos NM, and several current American Indian healthcare professions students. Through these interactions the participating students gained a wealth of personal encouragement, as well as key education and cultural insights. Following the AIHSC conference students participated in the Healthcare Career Summer Camp. The AIHSC conference was a partnership between the Sanford School of Medicine, USD School of Health Sciences, the University of South Dakota, Sanford Vermillion Medical Center, the Dakota Hospital Foundation and was supported by a grant from the South Dakota Healthcare Workforce Partnership Fund.

- The Office of Institutional Diversity has overseen efforts to market to Native American students through targeted advertising and representation at conferences such as the National Indian Education Association Conference. The Office of Institutional Diversity also made specific contact with the Red Cloud School, hosting a special breakfast for students attending a USD visit day and initiating ongoing contact with their alumni placement officer, Tashina Banks.

- Campus Programming and Dialogue
  - Martin Luther King, Jr. Day
    For the past two years, the university has sponsored programming directly related to Martin Luther King, Jr. Day. Keynotes have featured well respected speakers such as internationally known Mvsoke artist, poet, musician and professor Joy Harjo and most recently, David A. Wilson, the subject of "Meeting David Wilson," the remarkable and inspiring documentary of a young man's reconciliation with his ancestors' history as slaves.
  - Native American Graduation Ceremony
    In 2009 and 2010, the Office of Institutional Diversity and Native Student Services co-hosted a Native American Graduation Ceremony on the evening prior to Spring Commencement. This event seems quite successful, engaging families and students with USD administrators in a celebration of the success of the students and of their cultural identity. USD plans to continue this ceremony.
  - Student-Initiated Dialogues
    During the 2009-2010 academic year, two important student-initiated dialogues
took place on campus. These events were notable as indicators of a campus environment that is more welcoming of diversity-related discussions.

- The Native American Graduate Student Association initiated a protest of the presentation of “Peter Pan” by the Theater Department. Briefly, this play presents simplistic stereotypes of Native Americans to which the students objected. Theater Department representatives discussed the play in an open forum with the students. Eventually, Theater requested permission from the copyright holder to modify controversial scenes, broadening the identification from “Indians” to “islanders.”

- A group of Native students filmed and presented a documentary titled “Everybody Belongs... Out of the Basement.” The film was a Sixty Minutes-style expose of the poor space occupied by the Native Studies Department, Institute of American Indian Studies, and TRIO programs, effectively developing the basement as an example of unconscious oppression. These students made a further presentation to a Board of Regents open forum in May 2010.

- Diversity Training and Resources
  - The Office of Institutional Diversity has provided annual diversity workshop trainings on campus for incoming Teaching Assistants and in various undergraduate classrooms. It has also partnered with Sanford Hospital and Sanford Research on various occasions to provide cultural competency trainings for medical, PT, OT, social work and nursing students in both Vermillion and Sioux Falls.
  - The Center for Teaching and Learning has developed resources to help faculty understand the multiple factors that must be considered if one is to construct a teaching environment that facilitates learning from students who are socially and culturally diverse. More complete information is available at http://www.usd.edu/academics/institutional-diversity/diversity-and-teaching.cfm.

- Diversity Scholarships
  The Office of Institutional Diversity now oversees or collaborates with others on campus on all diversity scholarships as well as the Native American Emergency Fund.

- Curriculum
  During the 2009-2010 academic year, the Department of American Indian Studies initiated a comprehensive curriculum review that replaced a dated multidisciplinary approach with a coherent curriculum built on a framework that is truly disciplinary in nature. The new curriculum, which includes a change of program name and prefix from American Indian Studies (AIS) to Native Studies (NATV), reflects the evolution of a maturing academic discipline. Beginning in 2011-2012, Native Studies will offer a program grounding students in the fundamentals of the discipline as well as preparing them for the challenges that are unique to Native Peoples and Native Country. The program will be flexible enough for students to explore questions of major intellectual interest, to allow
opportunities for meaningful undergraduate research, and to engage questions unique to Native Country through special topics courses and the senior thesis, and to prepare its majors for living and working in a global setting.

- Retention Efforts
  Several retention efforts have been started since 2006.
  
  o S.T.A.R. Program
    The Student Tracking, Advocacy and Retention Program is a collaboration between Native Student Services, TRIO Student Support Service and Wawokiya Mentoring Program, the Native Studies Department, the Institute of American Indian Studies, Academic Advising, INMED, Office of Financial Aid, Academic Affairs and the Office of Institutional Diversity. Biweekly meetings are held to oversee Native student recruitment and retention efforts on campus, cultural programming but more specifically to support the persistence rates of Native freshmen. Since this combined effort, USD has seen a dramatic increase in the retention rates of Native freshmen.
  
  o First Year Experience
    In 2007, Erin Thin Elk spearheaded the Native First Year Experience to aid transition to college for incoming Native American Freshmen. This academic component included an ENGL 101: Composition class that focused on Native American issues and the literature is all Native American author based. To help recruit to the Native Studies major, students also took AIS 257: Early American Indian History and Culture, a core social science requirement. Since Ms. Thin Elk’s departure, this program has been overseen by Ms. Carol Voss-Ward.
  
  o Other Retention Efforts
    The Office of Institutional Diversity continues to partner with Native Student Services on signature diversity programs, such as the Native American Freshmen Orientation, Native Student Welcome Week, and the Mid Semester Dinner.

- Diversity Climate Survey
  During the 2009-2010 academic year, the Office of Institutional Diversity contracted with DWC Consulting Company to administer a Diversity Climate Survey. The results of the survey were primarily qualitative rather than quantitative. While DWC Consulting did not fulfill its obligations with a summary analysis, the raw data is available for internal use and will be consulted in the course of future strategic planning efforts.

- Grant Activities
  
  o Gerald Yutrzenka, Ph.D., Director of Diversity Affairs, Sanford School of Medicine of the University of South Dakota and Co-PI, Amy Elliott, Ph.D., Director, Health Disparities Research Center, Sanford Research/USD, received a 5 year, $7,158,616 grant award for the continuation of the “Center for Health Research in Tribes in SD-MT-WY” funded by the National Center on Minority Health and Health Disparities. The grant, conducted in partnership with Sinte Gleska University and the Aberdeen Area Tribal Chairman’s Health Board, seeks to address elements of American Indian health disparities and will assist in
preparing the next generation of American Indian researchers and healthcare professionals.

- Teacher Quality Partnership Grant
  This grant, developed in partnership with the Office of Institutional Diversity, engages our School of Education with Native American-serving school districts across the state of South Dakota.

- Campus Facilities
  - Unity House, USD’s first multicultural center, was opened in 2006, but the University decided to bring those functions within the Muenster University Center after it opened in spring 2009. The Office of Institutional Diversity felt that having multicultural events on-campus rather than off-campus might more effectively integrate such activities into campus life. Due to miscommunication, Unity House was not actually closed until June 2010. The success for the strategy of integrating campus events at the MUC remains to be evaluated. The concern is that students who used Unity House, especially African American and GLBTA students, will not feel welcome at the MUC and may feel marginalized by the university.
  - After a year of discussion, the Native Studies Department moved its faculty offices from the basement of Dakota Hall to the third floor of East Hall in the summer of 2010. This not only provides a more desirable location but also facilitates access by the department to the staff support shared with the Department of Anthropology and Sociology.
  - Ongoing Facilities Discussions
    - TRIO Outreach programs will be administratively moved to the Division of Continuing and Distance Education. Those programs will be relocated to better space (not yet identified) than the current facilities in Dakota Hall.
    - A University committee developed and presented to President Abbott an initial plan for a Native American Academic Center to be formed by renovating the Temporary Student Center. The Native Studies Department, Institute for American Indian Studies, Howe Gallery, and relevant parts of University Archives would be housed in this facility, which would be approximately 22,000 square feet. President Abbott is currently considering how the University might conduct the fundraising essential to such a renovation.

**Challenges**

During the summer of 2010, the university was notified that renewal of its TRIO support grant was not approved. Earlier iterations of this grant had been crucial in funding student support services on campus for first-generation students, Native students, students with disabilities and students receiving Pell Grants. The university is committed to maintaining existing services within its current budget even as it seeks out new sources of funding. One promising source is the College Access Challenge Grant, which will be administered through the South Dakota Department of Education. Pending a successful application, funds will be available in early 2011.
## Appendix I

### Total Enrollment FA04 to FA09

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Full-Time Faculty Diversity

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2011 Update on Diversity at the University of South Dakota

Prepared by the Office of the Vice President for Academic Affairs

Introduction

This progress report documents efforts and improvements in the area of diversity at the University of South Dakota during the 2011 calendar year, especially in terms of the values and objectives articulated in its Strategic Plan for 2007-2012. While the university continues to make progress, 2011 also demonstrated that much remains to be done.

I. Demographic Profile of The University of South Dakota’s Students, Faculty, Staff and Administration.

The following tables provide current data on population diversity within the University of South Dakota community. USD information is self-reported and is assumed to be accurate and current. In general terms, the goal of the University of South Dakota is that our students, staff, faculty, and administrators should mirror the diversity of South Dakota, or for those recruited nationally, the United States. Therefore, we provide census data for the state and nation as general comparisons.

The university continues to see the following indications of our progress:

- Continued growth in the number of women at the Senior Administrative level.
- Stability in the number of senior administrators of color
- Sizeable increases in the number of Hispanic, Asian and African-American students
- Positive growth the number of American Indian, Asian, and African-American faculty

Census Data for the State of South Dakota and United States

The following table contains census data and projections for South Dakota and the United States. This table is included to provide comparative data for university populations. Overall, the state population has increased by 7.9% since 2000 (the USA grew by 9.7%). Most growth has been in the state’s minority populations. South Dakota expects significant growth in its Native American population, particularly in the high school age demographic so relevant to the student population.

South Dakota is approximately gender balanced with slightly more females than males, as is typical throughout the United States.

The latest update used data supplied at http://quickfacts.census.gov/qfd/states/46000.html.
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**Staff Demographics**

The university monitors diversity of its upper level administration (Executive), mid-level staff (non-faculty exempt or NFE), and general staff (Career Service Administration or CSA). Generally, the Executive group has been recruited nationally, the NFE group regionally, and the CSA staff has been recruited locally. We also separately monitor the diversity of our Instructional Faculty as defined by IPEDS.

The table represents the gender and ethnic diversity of USD staff compared to our previous reports from FY02-03. Overall, the University has become more gender-balanced, but has not significantly changed the ethnic diversity of the staff.

The NFE group is larger than the Executive Group. This group has a slight preponderance of females, probably reflecting that many NFE positions are in office occupations that have been traditionally female-dominated. The ethnic diversity of this group is low, has varied over time, and has not changed significantly. The clearest regional underrepresentation is Native Americans.

Gender remains very imbalanced at the CSA level. A preponderance of CSA positions are office staff, which are again traditionally female-dominated occupations. Ethnic diversity at all levels is quite limited. The greatest imbalance is clearly the underrepresentation of Native Americans in all positions, although this group of workers is recruited locally, and the Native American population of South Dakota is very place bound and centered in Western South Dakota.
### Administration and Non Faculty Exempt

#### USD Full-time Staff (Career Service, Executive & Non-Faculty Exempt)

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(Executive positions are Deans, Assistant/Associate Vice Presidents and Vice President’ while Non-Faculty Exempt positions are all other salaried administrative positions including directors, coordinators, coaches, and counselors and managers)

These figures remain unacceptable, especially given the growing pool of Native American workers and the rising unemployment rates they experience in so many other parts of the state and Native reservations. The university must do a better job of identifying, educating and aiding ethnic communities in the process and procedures of securing state employment and maintaining active employment files within the state system.

**Student Diversity**

The following information represents the student enrollment for the fall semesters of 2004-2011 and includes undergraduate, graduate, professional, full-time and part-time students. The university recently changed the way it allowed students to report ethnicity, which explains the dramatic drop in the Unknown category and the corresponding growth in both the Minority and White categories.
The University’s primary mission is to serve the people and students of South Dakota, and it expects that its students would largely reflect the state’s population. Therefore, our most important student diversity goal is to reach a representative level of Native American students, approximately 10% by 2025, based on census data. Reaching this goal will require much more rapid progress on and off campus than the state has achieved in the 10 years since our previous accreditation.

During 2011, Enrollment Management hired a Minority Recruiter tasked with increasing minority recruitment and outreach, especially in the contiguous states of Nebraska, Iowa and Minnesota. These efforts have been supported with external funds received through the College Access Challenge Grant program. We look forward to our future progress in this area and are confident that in subsequent years we will benefit from greater minority participation in our student community.

**Faculty Diversity**

Faculty diversity is critical to development of an inclusive campus and to enhancing the educational benefit of diversity. Therefore, USD specifically monitors faculty diversity.
The percentage of minority faculty has held roughly even over the past five years, which means we are not meeting our stated goal of a faculty that reflects the gender and ethnic balance of the state we serve. Therefore, we believe that we must continue and expand more aggressive recruiting tactics to obtain a more diverse faculty.

II. External Accreditation Results

During the 2010-11 academic year, the university thoroughly considered the status of diversity on campus during the preparation of USD’s NCAA Self-Study and Higher Learning Commission Self Study documents. The issues raised in those documents and the resulting HLC report, coupled with the university’s impending strategic planning process and new national information about the leadership role of campus diversity officers, suggest that it is time to rethink how USD organizes and structures its diversity efforts.
The Higher Learning Commission’s site visit report takes the university to task for its lack of strategic thinking and organization about diversity, noting “there is little evidence of a rigorous, systematic and effective approach to addressing institutional diversity.” The site visit team found ample evidence of “localized efforts” that, in many cases, resulted in rich experiences, but faulted the university for lacking an overall strategic plan when it came to diversity. Their report expressed concern “not only [in] the lack of a plan for recruiting, but also a lack of planning concerning the curriculum, administration, staff, etc.”

The HLC site team explicitly called for more attention to be paid to diversity issues by the university’s senior leadership. Their report noted that “there seems to be a ‘silo’ mentality that diversity occurs in a specific or designated office, course or person” rather than as an institutional imperative whose success depends on leadership from across campus. As a result, the site team found “little evidence that students truly understood the need for and importance of a diversity mission.”

These conclusions echo, on a larger scale, those found in the 2010-2011 Division I Athletics Certification Self Study Instrument generated by the university in preparation for a Fall 2011 site visit from the National Collegiate Athletic Association. The self-study found that the Athletic Department was “not fully cognizant of the campus diversity climate” and needed to work with the rest of the university to “provide effective diversity training for student-athletes.” It also found that the university lacked “a systematic retention and life-skills effort in place to support a diverse population of student-athletes.” These shortcomings reinforce the HLC site visit team’s observation that diversity has not yet become an institutional imperative.

As a result of its review, the Higher Learning Commission is requiring USD to file a Progress Report on Diversity in May 2014. The site team’s report clearly indicates that USD cannot continue with the status quo.

Finally, an August 2011 report by the Witt/Kieffer executive search firm titled Chief Diversity Officers Assume Larger Leadership Role reinforced the perception that our next Chief Diversity Officer play a more prominent role on campus. The report reveals that “over half (54 percent) of the [survey] respondents are members of their institution’s leadership team.... Thirty-six (36) percent report to the president and the majority (69 percent) say that their presidents are engaged in their institution’s diversity strategic planning processes and diversity initiatives.” The report also points out that the duties of chief diversity officers have changed significantly from the early years of the profession. Modern CDO’s focus much more on policy and strategy than their predecessors, whose time was devoted more to programming, recruiting and employment issues.

III. Upcoming Office of Institutional Diversity Changes

Dr. Kurt Hackemer, Associate Vice President for Academic Affairs, has been serving as Interim Chief Diversity Officer since the beginning of the 2010-11 academic year. A national search to
fill this important position was not approved by the Board of Regents during the 2010-11 academic year but was authorized for the 2011-12 academic year.

As a result of the HLC site visit report and the NCAA accreditation process, and taking into account the national trends reflected in the Witt/Kieffer report, USD is restructuring the Office of Institutional Diversity. Since its creation, the office has consisted solely of a Chief Diversity Officer who reported to the Vice President for Academic Affairs and who received staff support from the Office of Academic Affairs. Effective with the 2012-13 academic year, the office will be expanded to include the Chief Diversity Officer, an Associate Chief Diversity Officer, and dedicated staff support. The Chief Diversity Officer will report to the president rather than the Vice President for Academic Affairs. The university is currently identifying appropriate space to house the newly expanded office.

IV. Diversity-Related Initiatives and Activities

During the 2011 calendar year, the university saw several important initiatives and activities designed to enhance the campus diversity climate.

Campus Diversity Enhancement Group
On August 12, 2011, the Campus Diversity Enhancement Group held an all-day retreat to discuss its direction for the coming year. The group resolved to appoint a subcommittee to develop a diversity plan that fed into the university’s upcoming strategic planning process and to find a better way to create a dialog on campus about diversity issues. The first effort, which took most of the fall term to complete, resulted in a document that became the basis for the white paper defining how the university would proceed with diversity in its forthcoming strategic plan. The second effort resulted in the inaugural Courageous Conversations forum early in the spring 2012 term. CDEG anticipates that Courageous Conversations will become a regular on-campus series in future years.

Native Weekend
During preparations for USD’s 2011 wacipi, it became clear that organizing the event had become too difficult for Tiospaye Student Council to do on its own. Seeing the existence of several Native-themed events as a unique opportunity, a small work group started by the Dean of Students evolved into a new coordinating committee of university administrators, staff, and students. The end result is USD’s first Native Weekend, a series of five distinct Native-themed (the Native American Symposium, the Native American Visit for High School Students, the 15th Annual Building Bridges Conference, the 2nd Annual Native Alumni Dinner and the 40th Annual USD Wacipi) that will take place on campus on March 15-18, 2012.

College Access Challenge Grant
The university finished its first College Access Challenge Grant in August 2011 and followed it immediately with an award for a second year. These grants have allowed the university to expand its retention programming beyond first-year students, assisted by a student-centered Wawokiya Mentoring Program. The grants have also introduced new services, including a book
scholarship program to increase early semester engagement and access to a child-care program through the Vermillion School District.

During 2011, USD’s Admissions Office formally hired a dedicated minority recruiter who works with all minority students but who has special expertise with Native populations. With the support of College Access Challenge Grant funds, that recruiter has implemented a Financial Aid Education Outreach Program targeted at the Pine Ridge, Rosebud, Cheyenne River and Eagle Butte reservations.

**CAE AmeriCorps Grant**

In the summer of 2011, USD received an AmeriCorps grant totaling nearly a million dollars in scholarship support for students involved in service that would, in part, increase their exposure to diversity-related environments. The University received this funding over three years from Colorado Campus Compact and the federal Corporation for National & Community Service (Corporation). The Center for Academic Engagement at USD spearheaded the effort.

USD students who receive these awards will become AmeriCorps members and focus on meeting critical community needs through providing education support services in K-12 schools, delivering healthcare services in medically underserved communities to uninsured/underinsured individuals and through assisting nonprofit organizations in building their capacity to serve local community needs through program development and delivery. During the life of the grant, approximately 520 students will receive this scholarship opportunity, joining a regional network of students serving through colleges and universities in Arizona, Colorado, Montana, Nebraska, North Dakota and South Dakota.

**Arts & Sciences Diversity Curriculum Review**

Over the course of the 2011 calendar year, the College of Arts & Sciences set up a Diversity Task Force charged with exploring the extent to which its students were exposed to diversity in the curriculum. The task force reviewed all general education course syllabi to look for the inclusion of diversity in objectives/goals, outcome measures, assigned readings and activities, and course topics. The review found that a high percentage (96%) of Humanities and Social Science general education courses and a surprising percentage (57%) of composition courses included diversity. The task force’s report recommended that Arts & Sciences continue to be proactive (rather than reactive) as a college, that there be an ongoing conversation about the role of diversity within departments and across the College, that a College of Arts & Sciences Diversity Council be formed, and that departments form corresponding diversity committees to continue the conversation and put diversity where it fits naturally and proactively.
ASSURANCE SECTION

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO
South Dakota State University
Brookings, SD
November 2-4, 2009

FOR
The Higher Learning Commission
A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM

Ms. Virginia Arthur, Associate Provost for Faculty Affairs, University of Northern Iowa,
Seerly 001, Cedar Falls, IA 50614-0707

Dr. Donna L. Brown, Asst. Vice President of Student Affairs for Diversity and Inclusion,
Minnesota State University Moorhead, 1104 Seventh Avenue South, Moorhead, MN 56563

Ms. Julie W Carpenter-Hubin, Director, Institutional Research & Planning, The Ohio State
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I. CONTEXT AND NATURE OF VISIT

A. Purpose of Visit

An eight-member review team conducted a comprehensive evaluation of South Dakota State University (SDSU) for continued institutional accreditation.

B. Organizational Context

An act of the Territorial Legislature approved February 21, 1881, provided that “an Agriculture College for the Territory of Dakota be established in Brookings.” The Legislature of 1883 provided funding for the first building. The Enabling Act admitting the State of South Dakota, approved February 22, 1889, provided that 120,000 acres of land be granted for the use and support of the Agricultural College. By the Enabling Act of 1889 Congress granted South Dakota 40,000 additional acres for the Agriculture College in lieu of a grant that had been made to new states in 1841. The institution was first accredited in 1916 and was most recently accredited in 2000. Progress reports were submitted on planning in 2002 and diversity in 2003. SDSU falls under the governance structure of the South Dakota Board of Regents (SDBOR).

In 2008 SDSU had 11,995 students, 3,200 students living in residential facilities, 200 majors, minors and options, 639 faculty, 45 administrators, 354 professional staff, 106 Extension educators, 768 career service persons and 211 part-time and temporary personnel; a campus of 277 acres in Brookings, and 158 buildings. The operating budget for fiscal 2009 was $224,242, 121 including $177,270,622 for the University proper, $16,410,762 for the Cooperative Extension Service and $30,560,737 for the Agricultural Experiment Station budget (Self Study, p. 2.10).

C. Unique Aspects of Visit

None

D. Sites or Branch Campuses Visited

University Center, Sioux Falls, SD

E. Distance Education Reviewed

Capital University Center, Pierre, SD
West River Higher Education Center, Rapid City, SD

F. Interactions with Constituencies

Please see Appendix 1

G. Principal Documents, Materials, and Web Pages Reviewed
II. COMMITMENT TO PEER REVIEW

A. Comprehensiveness of the Self-Study Process

The self study process was begun at South Dakota State University (SDSU) in 2007. The self study process included over 200 individuals from across the campus as members of one or more of the 18 committees that were established to guide and inform the process and self study report. The self study was completed in August 2009 (SDSU Institutional Self Study, September, 2009, executive summary.1 [see Appendix D, SDSU Self Study]). The team found that the process was comprehensive both in the membership of the various committees as well as in the opportunities provided for input into the process and product.

B. Integrity of the Self-Study Report

The breadth of participation in the various committees provided opportunities for input into the self study from the various stakeholders who compose South Dakota State University. The self study reflects the institution’s mission, vision, and 2008-2012 strategic plan. Data provided in the self study also are central to measuring improvement as identified in the strategic plan.

Through the various meetings, interviews and open discussions that were held on campus it was clear to the team that campus stakeholders are not only familiar with the institution’s mission and purpose, but they also referred regularly to the institution’s role as the land grant university of South Dakota in providing leadership for higher education throughout the state, an important feature of the self study. The team was satisfied that the self study is linked closely to the map that the institution has established for itself for the next ten years.

C. Adequacy of Progress in Addressing Previously Identified Challenges

The team reviewed the history of responses to previously identified challenges in the most recent accreditation report. Two progress reports were filed as a consequence of the comprehensive visit in the 1999-2000 academic year: planning (report due in 2002) and diversity (report due in 2003). The Higher Learning Commission accepted both reports. The team, however, has concerns about progress made related to diversity at SDSU. The staff analysis dated June 20, 2003, indicated that the efficacy of efforts related to diversity needed to be tracked. As a consequence of this visit the team concluded that insufficient progress had been made on issues related to diversity and recommends that a progress report be filed within the parameters indicated later in the report.

D. Notification of Evaluation Visit and Solicitation of Third-Party Comment

The team reviewed third party comments from one stakeholder. The team concluded that
processes are in place to address the issues raised in the third party comments.

The University widely advertised the opportunity to submit third party comments in advance of the team’s visit.

III. COMPLIANCE WITH FEDERAL REQUIREMENTS

The team’s response to the eight Federal Requirements is reported in Appendix 3.

IV. FULFILLMENT OF THE CRITERIA

CRITERION ONE: MISSION AND INTEGRITY. The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

1. Evidence that Core Components are met

   1a. The organization’s mission documents are clear and articulate publicly the organization’s commitments.

The South Dakota State University (SDSU) mission, vision, values, and strategic intent and goals clearly communicate the aim to harness the institution’s teaching, research and outreach resources for a prosperous future for South Dakota’s citizens and communities.

The 2003-2004 review of the general education curriculum resulted in the development of educational objectives that represent a commitment to high academic standards by encouraging students in attainment of intellectual and professional competence; personal development; cultivation of a sense of social and civic responsibility; and achievement of healthy human relationships.

Mission documents are widely available; for example, they reside on the institution’s website, in undergraduate and graduate bulletins, and in campus publicity pieces.

Faculty, staff, administrators, and students are all well aware of the mission of the University and very aware and committed to what it means to be a land grant institution. Students, staff and faculty articulated the mission of the university as a land grant institution continuously during interviews on campus.

   1b. In its mission documents, the organization recognizes the diversity of its learners, other constituencies and the greater society it serves.

The mission is undergirded by 10 values including one that addresses diversity—Value people and be inclusive, treat all with dignity and respect others’ beliefs and abilities.
A commitment to diversity, broadly defined, begins with one of the four campus goals and is reflected in many college, division and unit strategic plans. At various points during the campus visit, faculty, staff and administration expressed a desire to increase the visibility and cohesion of diversity efforts that reside in different parts of the campus. Respondents acknowledge the diversity opportunities in teaching, research and outreach that exist within the state’s borders and expressed a desire to see more accomplished with regard to diversity at SDSU.

1c. Understanding of and support for the mission pervade the organization

Faculty, non-faculty exempt and career service survey respondents reported overwhelmingly (67% to 93%) that the mission has been clearly communicated to them, and that they understand and support the mission. The survey results were verified by the passionate, supportive faculty, non-faculty exempt, career service and students with whom the team met.

SDSU’s mission drives strategic planning, budget priorities and hiring plans at the campus, college, division and unit levels. The institution has achieved strategic planning alignment and offered numerous examples of where major budgetary and hiring decisions were made based on the plan. It appears that SDSU is reaping the benefits of this alignment; examples include increasing student enrollment, increasing external funding, and expansion of facilities.

1d. The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

Institutional governance and administrative structures are in place; while non-faculty exempt (a category of institutional employees who are not members of the faculty) are the only category of SDSU employees without collective representation, plans are underway to establish a council for the expressed purpose of ‘giving them a voice.’

Effective communication exists between the Academic Senate and senior administrators—faculty report they meet regularly with senior administrators and have input into policy decisions. Faculty report feeling that they are part of the campus’ decision making process.

Curriculum development, approval and assessment is faculty driven; approval is initiated at the department level moving through college and campus committees with final approval given at the South Dakota Board of Regents.

1e. The organization upholds and protects its integrity.

SDSU strives to ‘act with honesty, integrity and pride’ and has established processes (grievance policies and procedures, academic program reviews, etc.) and units (e.g., SDSU Research Compliance Office) to ensure that the institution abides by state and federal laws.
The SDSU website appears to be effectively used as a means of creating as much transparency as possible for a major university—policies, processes, and minutes are accessible and current. The SDSU Research Compliance Office has established online training in research ethics that has been completed by many faculty and students.

Results of the National Survey of Student Engagement informed general education modifications and institutional improvement efforts; while the Faculty Survey of Student Engagement has been administered three times, the use of the results is not evident.

2. Evidence that one or more specified Core Components need organizational attention

Issues related to diversity were identified as a concern as a consequence of the most recent comprehensive visit, conducted in 2000. Lack of a comprehensive assessment of diversity initiatives, a seemingly decentralized model of programming coupled with episodic funding limit the potential for creating cohesion and sustaining impact; therefore, this sub-criterion merits further attention by the institution.

3. Evidence that one or more specified Core Components require Commission follow-up.

None.

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None

Recommendation of the Team

Criterion met; no Commission follow up recommended.

CRITERION TWO: PREPARING FOR THE FUTURE. The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

1. Evidence that Core Components are met

2a. The organization realistically prepares for the future shaped by multiple societal and economic trends.

The institution prepares for the future shaped by multiple societal and economic trends. Beginning in 2007, SDSU initiated a strategic planning process. This was preceded by environmental scans conducted by staff in support of the then ongoing presidential search
process. The new president who began in January 2007 quickly brought together a planning team from across campus to construct a planning process. This was completed over the spring 2007 semester with involvement of campus constituencies and adoption of a strategic plan by the faculty senate that spring.

The planning process then incorporated academic and non-instructional units over the 2007-08 academic year. At the end of the year, colleges and divisions submitted strategic plans linked to the University’s strategic plan that incorporated environmental scans (SWOTs), missions, visions, goals and strategies. These included assessment plans and operational plans that included specific strategies, the resources needed to complete them and responsible persons, along with measurements for progress. These were then updated in summer, 2009.

Conversations with multiple groups of faculty, staff and administrators indicate a thorough understanding of this process of institutional and unit planning, an awareness of benchmarks and peer institutions, a focus on achieving measurements used to determine progress, and an eagerness to know the numbers and to show results. “Goal-oriented” was used repeatedly to describe individuals and the institutional culture.

The university and unit planning documents recognize the institution’s capacity and include strategic objectives and “reach” goals, also referred to as “stretch” goals.

The planning process is incorporated into the SDSU budgeting model in a number of ways. The unit plans identify resources needed and annual plans identify revenue sources that will meet at least some of these resource needs. The institutional and unit plans are intended to support discussions between vice presidents and their reporting directors and deans, and supervisors are held accountable for allocating resources to achieve their strategic objectives.

Financially, there is recognition by leadership and across the institution that resources are limited and that traditional state funding streams will gradually or even quickly decay, requiring the institution to rely on other revenue streams and to develop new ones. Many of the strategic initiatives are funded through non-traditional means (support for newly built space on campus, faculty to provide outreach at university centers staffing in doctoral/research units, movement of units to auxiliary funding models, generation of new revenue through leases and rentals).

The institution is creating new degree programs such as the bachelor’s and master’s degrees in architecture, which are in high demand in South Dakota, and the doctoral degree in physics, for which the region has geographical attributes that will contribute to the quality of the program. SDSU’s goals to enhance academic excellence and to establish a sustainable financial resource base to support these efforts recognize what will be needed to achieve national distinction and strengthen local relevance.

SDSU has added faculty, staff, and administrators dedicated to program development, program provision, and student services related to diversity since the last visit from the Higher Learning Commission. The office of Multicultural Affairs was opened in 2001. However, Native Americans make up 1.77% of the degree seeking undergraduate student population in Fall, 2008, compared to the state population of 9%. Asian Pacific Islanders comprise 0.9% of the undergraduate population; Black, Non-Hispanic Students were 0.88% of the undergraduate population; and Hispanic students were 0.67% of the undergraduate population. In Fall, 2008, three of the 674 full- and part-time instructional faculty (one full time), or .45%, were Native American; 27 faculty members (26 full time) were Asian/Pacific Islanders, three (one full time) were Black, Non Hispanic; and eight (seven full time) were Hispanic (Self study Appendix A).
2b. The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

The organization’s resource base allows for new or renovated facilities that will provide programs, especially in the laboratory sciences and engineering, to strengthen their research and teaching programs. Tours of the new facilities and those under construction reveal state-of-the-art labs and classrooms; faculty members are enthusiastic about and energized by the new space.

Staffing, however, presents a challenge to the institution. The self-study discusses the usual faculty teaching load as four courses per semester. One faculty member discussed his four course per semester teaching assignment as “brutal,” a description he attributed to a member of a program review team conducting a previous review of his department. Success in efforts to reduce faculty teaching loads varies across the colleges, and faculty and administrators openly and frequently expressed concern about rising research expectations on top of already heavy teaching loads. Faculty in academic units having 3-and-3 teaching loads expressed concern that even this reduced load is insufficient to support the time and effort required to seek or manage large competitive external research grants. These faculty also commented on the importance of having a critical mass of investigators in major research areas. The formation of centers, such as the Human Nutrition Program and the GISc, was cited as successful in achieving such impact. Staff talked about the increase in their work load, in part due to the Banner implementation. According to data from the National Center for Education Statistics Integrated Postsecondary Education Data System, SDSU’s student FTE to staff ratio is 7.4:1, which is higher than all but one of their benchmark institutions. The SDSU benchmark mean student FTE to staff ratio is 5.7:1, and if SDSU were to be staffed at a comparable level, it would mean 365 additional staff.

The financial aid office is well informed about external scholarship opportunities for minority students. Scholarship dollars from private donors are available, sometimes as a surprise, such as when a donor provided an endowment for Yankton Sioux tribal members. This scholarship can provide as much as $3,000 per student per year, depending on the number of Yankton Sioux tribal members attending in a given year and depending on endowment earnings for the year. Financial aid staff have also applied for and received external scholarship dollars from a trust fund dedicated to educating American Indians. The South Dakota Educational Access Foundation provides privately funded need-based scholarships.

The Jackrabbit Guarantee Scholarship Program (the “Jackrabbit Scholarship”) appears to have contributed to the positive trajectory in undergraduate student enrollment. Since the scholarship’s inception, SDBOR has encouraged the development of three off-campus attendance centers across the state in which SDSU offers many courses and programs. However, since the Jackrabbit Scholarship is only available for students who study on the Brookings campus, scholarship recipients who enroll in courses at the centers are not eligible for tuition remission. It may be time to review the manner in which the Jackrabbit Scholarship, and perhaps the whole portfolio of SDSU scholarships, addresses the institution and its student base today and in the future.
The institution is working creatively to assure that its resource base supports its educational programs and their growth in the future. SDSU, like most public higher educational institutions, is constrained by limited state resources that can be devoted to higher education in the current economy and into the foreseeable future. South Dakota also maintains a relatively low tuition rate, partly recognizing the absence of need-based financial aid at the state level – and this means of access appears to have strong support among SDSU faculty and staff. SDSU also has experienced considerable expansion of enrollment over the past years requiring additional course availability.

Although state funding was described as “flat,” there have been increments in state funding to support specific elements of growth. The university generates additional revenue through enrollment growth with tuition returned to the campus by a formula that extracts 20% for facility financing at the Board of Regents level (funding that is in large part returned to the campus in the form of capital support for debt retirement, maintenance and renovation). Enrollment growth resulted in new funding in fiscal year 2008 and fiscal year 2009, base funds that have resulted in faculty and staff hiring to meet course demand and to support strategic initiatives. Separate base funding has also been available for some new graduate programs, while others have been created from internal reallocations.

The vice president for finance and business is raising awareness of costly/less-costly practices, e.g. hiring full-time employees instead of part-time employees to reduce benefit costs. Interviews indicate that there are regular meetings between the provost and the deans regarding allocations within the colleges and alternative revenue streams to cover strategic costs. The university has a budget development timeline that is followed and known.

The institution has effectively partnered with student leadership, and students have voluntarily shouldered the costs of essential elements of strategic investment through increased fees. One example of this is the AL Cloud technology initiative to enhance wireless and learning environment support that is funded through a student fee. Student fee increases have also created opportunities to partner with the City of Brookings on the Performing Arts Center and the Wellness Center.

2c. The organization’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

The institution’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies that strive for continuous improvement. The institution’s documentation of its first two years under the current strategic planning process reflect a cycle of ongoing assessment, measurement, adjustment and planning. The unit/college plans that evolved during 2007-8 were followed up with annual goal setting in summer 2008 and assessment activities in summer 2009. These goals clearly identify resource needs and responsible decision-makers. A system of metrics is used at multiple levels of the organization to track progress. Many are produced centrally through Institutional Research and others at the unit/college level. These outcomes are publicized in print and electronically.
Seven-year reviews of academic programs continue to provide additional assessment opportunities including external reviewers, and a number of programs undergo discipline-based accreditation reviews on a regular basis. This process of relatively recent origin, yet conversations and interviews with directors and deans indicated that there is considerable personal investment in this process and commitment to its success. They expressed an excitement at being able to track and demonstrate their progress and a strong dedication to achieving results.

2d. All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.

SDSU developed its strategic plan with input from faculty, staff, and students. Each college, as well as Academic Affairs and Student Affairs, has a strategic plan that is aligned with the university plan. These plans are publicly available on the SDSU website. College plans vary with regard to detail provided, with all plans providing strategic goals. Many list the resources needed to attain the strategic goals, and several include a strategy for procuring the needed resources. Additional units have undertaken strategic planning as well, and these units also align their goals with those of the University. For example, Cooperative Extension’s plan clearly seeks to strengthen the relevance of the institution to the citizens of South Dakota.

The planning process is aligned with the university’s mission and vision, and planning flows outward through the organization. There is considerable evidence of the institution’s progress in implementing many aspects of its strategic plan, particularly in new academic programs, enhanced research, enhanced facilities, new revenue stream development and fundraising successes, and enrollment growth.

Interviews with the provost and the vice president for finance and business indicate that budgeting is linked to planning through preliminary and follow-up meetings with unit directors/deans regarding their plans for and subsequently their achievement of spending and allocations related to strategic priorities. A number of decisions have been made that release resources for reinvestment in the strategic plan, such as combining academic colleges to create savings and synergies, directing funds to round out private donation funding for the new Avera Health and Science Center, renegotiating rental agreements, and promoting incentives to produce more on-line courses that net greater financial return at all levels. Other investments have supported enrollment goals. The creation of the Wintrode Student Success Center through private donations and budget allocation will support greater retention and persistence to degree.

2. Evidence that one or more specified Core Components need organizational attention

To date, plans related to diversifying the campus have been crafted but the institution needs to make a much more concerted effort at implementing them and measuring their effectiveness. The institution needs to be diligent in implementing elements of the strategic plan related to diversity.
The increase in the number of doctoral programs and overall enrollment growth has resulted in our view in substantially increased workloads for faculty members as well as staff. Going forward SDSU needs to increase the number of faculty and staff to keep pace with the growth it is experiencing.

As mentioned above, scholarship eligibility should be reviewed and possibly extended to include students who are enrolled at sites other than the Brookings campus.

3. Evidence that one or more specified Core Components require Commission follow-up.

The organization’s planning documents speak to creating a more “inclusive” campus (Strategic Plan) and demonstrate support for this in unit plans (e.g. Student Affairs Strategic Plan). However, there are no significant metrics for outcomes in this area and there is no evident statement or goal regarding the specific diversity represented in South Dakota, particularly related to American Indians. Specific goals, strategies and objectives should be incorporated that set measurable targets for assessing progress. These goals, strategies and objectives are important in determining the effectiveness of the institution in these fundamental areas.

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

Recommendation of the Team

Criterion is met; Commission follow-up is recommended. Progress report on implementation and effectiveness of diversity plans should be submitted by July 1, 2013.

CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING. The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

1. Evidence that Core Components are met

3a. The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

SDSU has a robust and active learning outcomes assessment plan in place. Learning outcomes are defined for the general education curriculum (30 credits, common throughout the state), institutional graduation requirements (8-9 credits), and for all undergraduate and graduate programs. The campus effectively utilizes a variety of direct and indirect measures to assess these outcomes. Examples of direct measures include examinations, portfolio reviews, juried reviews of exhibits and performances; examples of indirect measures include surveys of students, alumni, and employers.
Faculty are directly involved in curriculum design, the development of subsequent assessment plans, and review of resulting assessment data to improve the curriculum. Course syllabi are reviewed by curriculum committees to ensure that stipulated general education learning outcomes are included and assessed. Colleges provide annual assessment reports on all of academic degree programs; these reports include assessment findings as well as descriptions of curricular improvements driven by these findings. On-line courses and academic programs also are assessed. Many academic programs, such as Nursing, Pharmacy, and Engineering, undergo periodic review by professional accrediting bodies.

Learning assessment activities on campus are coordinated by the Academic Evaluation and Assessment (AEA) Office. Examples of assessment activities facilitated by this office include general education assessments, validation of credit, academic program assessment, initial course placement, Institutional Program Review, and surveys such as NSSE and CIRP. The AEA director works collaboratively with faculty to develop and improve assessment plans.

A University Assessment Committee, composed of faculty from each college, the Graduate School, and a member of the administration, provides feedback to academic programs every three years, which is the midpoint of the seven year institutional cycle of program review.

Faculty, in turn, use the feedback to make curricular improvements. Further evidence that assessment is integrated into the campus culture is the ‘assessment of assessment’ activities begun in 2006. This ‘closing the assessment’ loop evaluates the assessment tools in place, assessment practices, and offers promise for identification of the most effective tools and subsequent paring or elimination of unproductive or duplicative practices.

3b. The organization values and supports effective teaching.

SDSU is highly committed to student learning and expects teaching excellence in its faculty. The campus regularly recognizes teaching excellence. Recent examples of recognition of teaching include the President’s 2009 “Celebrating Faculty Excellence” recognition dinner, at which the Hogan Award for Teaching Excellence was presented to two faculty, the Faculty Recognition Day events featuring teaching and learning presentations by faculty, and conferral of teaching awards by individual colleges and departments.

Recent, continued growth in student enrollment and the resulting need for additional courses and course sections, and growing interest and expectations for faculty research activity, have resulted in significant hiring at the instructor level. Faculty at this rank now represent the largest group of academic year full time instructional (nine month) faculty on campus, with 107 instructors, 102 assistant professors, 67 associate professors, and 94 full professors. This additional hiring has helped maintain a relatively steady student-faculty ratio of approximately 18:1. Instructors are term hires and ineligible for tenure. This hiring practice has steadily reduced the proportion of total faculty with a terminal degree or doctorate (71%/69% in 2008 versus 76%/73% in 2003) and tenure (43% in 2008 versus 52% in 2003).

The university requires regular evaluation of teaching. Using the Individual Development and Educational Assessment (IDEA) diagnostic form, all courses are evaluated online or via paper by
students every term. Both data and written feedback are provided to the faculty member and the department head. The Provost indicated plans to conduct required workshops to explore greater use of other sources of evidence used to document teaching effectiveness such as peer observation and teaching portfolios.

The documentation of teaching accomplishments is an integral part of the promotion and tenure review process. This process has been strengthened by the recently added requirement that the promotion dossier be reviewed externally. Awarding both tenure and promotion in the same academic year was acclaimed by faculty and administrators as a very positive change in the promotion and tenure process. The Scholarship of Teaching and Learning (SOTL) activities are now regarded as scholarly activity in the research section of the promotion and tenure dossier, which may further enhance the consideration of teaching-oriented faculty for promotion and tenure, and diminish fears expressed by faculty about being cast as ‘teaching versus research’ focused. In 2009, the Provost allocated $30,000 to support SOTL activities. A system for post-tenure review also is in place on the campus.

Faculty have access to a wide array of resources to improve teaching. An example of this is the Teaching Learning Center, which offers a New Faculty Orientation and a Faculty Development Conference, facilitates faculty learning communities, and organizes a week-long summer teaching academy. Faculty feedback regarding the Faculty Development Conference has been very positive, and while attendance is not required, up to 400 faculty attend annually.

The Instructional Design Services staff provides support for faculty seeking to incorporate new technologies into their teaching, assistance with the Desire2Learn course management system, and online course delivery. The Teaching and Learning Center houses a staff member whose responsibilities focus on the Active Learning (AL) CLOUD project, which is a project designed to address the need to provide faculty with the technological skills required to teach today’s ‘tech-savvy’ students. This SDBOR-driven project requires campuses to develop a plan to provide faculty with training to explore use of technology in the classroom with the goal of improving teaching and learning. Training focuses on classroom tools such as clickers, managing group projects on-line, hybrid teaching, etc. Faculty participation is optional. For participation at the 2009 summer e-learning academy, faculty were compensated through provision of equipment expense accounts and travel funds. The creation of the AL CLOUD project was a collaborative decision – students support this endeavor through a fee of $6/credit hour.

3c. The organization creates effective learning environments

SDSU students have access to a wide variety of learning opportunities beyond traditional classroom settings. SDSU students are actively engaged in meaningful service learning activities. Working with the New York City-based International Partnership for Service Learning and Leadership, students are oriented to Native American culture, followed by visits to reservations, culminating in ten week service trips to Indian reservations. This program serves about 130 students nationwide; however, participation from SDSU students has been poor.

In 2009, the campus launched its first Common Read project with the book *Mountains beyond Mountains*. This project is viewed by faculty and staff as a strategy to increase reading activity
on campus, contribute to a student’s diversity experience, and build a sense of community among students who are reading the same book.

Opportunities for student participation in Undergraduate Research have grown significantly on campus. Research experience is required for chemistry and biochemistry majors. In some cases, research opportunities are available for course credit; others are not. Students work under the tutelage of graduate students and faculty. The *SDSU Journal of Undergraduate Research*, first published in 2003, is an outlet for publication of the students’ work.

Study abroad opportunities and participation by both students and faculty exist, but are stalled. In 2005-06, 183 students and 26 faculty participated in study abroad, versus 154 students and 25 faculty in 2008-09. The drop in activity was attributed to the recent economic decline.

The Honors College, created approximately 10 years ago, presents a flexible, personalized and academically diverse pathway for talented, motivated students. Eligible students must score 27+ on the ACT or be in the top 10% of their graduating class. The Honors curriculum is built upon 15 credit hours of honors general education, which are typically low-enrollment (capped at 24 students) and taught by master teachers; 3-6 credits contracted hours in the major (e.g., special topics); and 3 credit hours of independent study. Students must achieve a 3.5 GPA or higher in order to graduate with Honors College distinction. Students from every academic program on campus have participated in the Honors College. Between 200-250 students are currently enrolled in the college; this number is expected to grow, as 300 students took Honors courses in Fall 2008 and 400 students in Fall 2009. Students can opt to enroll in the college after taking Honors courses. The Honors dean reported that the current completion rate is low – the largest graduating Honors class was 20 students in May 2009, and from 5-15 students in prior years. Low completion rates are attributed by the dean and faculty to (1) unavailability of scholarships targeted for Honors students, (2) students’ perception that Honors courses are more rigorous, and (3) a lack of awareness about the College among faculty and advisors. Evidence of improved Honors College outreach to students, with potential for enrollment growth includes the creation of a Living-Learning honors community, formation of an Honors student organization on campus, ten Honors students presenting their work at a national Honors meeting in Washington DC in 2009, and recently relocating the Honors College office and classroom to the Library.

The team learned the GLBTQ students are in need of support. While there is a recognized student organization, the Gay Straight Alliance, the organization does not have a support center. Support for these students needs to be enhanced.

### 3d. The organization’s learning resources support learning and effective teaching

SDSU has invested in technology, infrastructure, and training to support new modes of teaching, research, and learning at all locations. All classrooms are technology enhanced, and assistance with integrating technology into courses is available through Instructional Design Services. Laptop computers are available for students to borrow in several locations on the campus, including the library and the student union. The campus has a significant number of low-enrollment courses/sections (with 53% having < 20 students). Students regarded small class size as a positive attribute of the campus; faculty also placed high value on this but acknowledged that growing student numbers and the desire to reduce teaching loads would eventually
compromise the number of low enrollment courses. Evidence of this trend is the need cited by faculty and administrators for classroom spaces that would serve larger numbers of students.

SDSU faculty, staff, and administrators are committed to student success. The campus is striving to improve first-year retention (77.1% in 2007-08) and graduation rates (56.7% for the fall 2002 cohort, up from 54.7% the previous year). A variety of tutoring and other academic assistance resources are available to students, including the Wintrode Student Success Center, Writing Center, TRiO programs, and department-based tutoring centers. The recent consolidation of many of these services into the Wintrode Center facility provides a centralized, convenient hub for students seeking assistance. In 2008-09, Wintrode served 2123 individual students; the Wintrode tutoring program provided almost 7400 tutoring sessions. Other academic support programs on campus include career exploration and counseling and academic advising. Approximately 20% of SDSU freshmen enter as ‘undecided’. The College of General Studies assists these and other students in choosing academic and career paths. Students participating in Living-Learning communities at SDSU generally have higher retention rates than non-participants, mirroring a trend observed nationally. The campus is not well-informed about why students leave prior to graduation; surveying those who do leave and better tracking of internal migration of students might inform the campus about where new or improved retention strategies are needed.

Current and planned expansion of the number of degree programs on campus (for example, a bachelor’s degree in architecture in 2011 and a master’s degree in 2014) is met with enthusiasm among the faculty, but raises concern about already-high teaching loads. Priority-setting regarding programs offered on campus may be facilitated by the Low Productivity Program Review project called for by the SDBOR. This program will provide a formalized mechanism for review of programs to be retained, revived, consolidated, or eliminated. Decisions will be based on criteria surrounding productivity (enrollment, graduation, quality, mission centrality, and cost). This project, to begin November 2009, is on an ambitious timeline, with final reports due to the SDBOR in March 2010.

Library resources appear to be falling behind the needs of faculty in context of the growth of graduate programs, particularly at the doctoral level. While library resources are available from other sources, SDSU needs to address the matter of providing resources to meet the needs of faculty and graduate programs in their advanced studies. The self study recognizes that budget increases have been inadequate to meet increasing journal costs and additional subscriptions to support new graduate programs (p. 3.30).

2. Evidence that one or more specified Core Components need organizational attention

SDSU should reach out to the Tribal Colleges in the state to develop formal course-by-course articulation agreements. Some program agreements are in place, and some courses have been approved as students attempt to transfer in courses. A formal articulation agreement would ease the transfer process by eliminating guesswork, eliminating the need to verify each course that is new to SDSU and it would take the responsibility of verification away from the prospective students.
The Multicultural Affairs and TRiO Programs Strategic Plan outlines several appropriate and attainable goals. However, the plan lacks specific activities and does not identify responsible parties. For example, Goal 1: Enrollment Management states, “Collaborate with regional urban high schools, tribal schools,…identify and recruit underrepresented students…” It does not specify what type of collaborations will occur, or what specific recruitment activities will be pursued. Goal 2: Diversity states, “Provide services and programs...develop educational programs...” Again, the plan does not state what services will be provided, nor does it state what type of programs are being developed. This plan was developed recently (dated 2008-2012, revised in October 2009).

Several programs are in place at SDSU, such as the TRiO Programs, Multicultural Affairs, the partnership with St. Joseph’s Indian School in Chamberlain, the Flandreau Indian School Success Academy etc. However, these programs have not been assessed as to their effectiveness. Staff indicated that they tried to conduct a separate orientation program for the under-represented students, but that it was not successful, due to poor attendance. They did not indicate whether they attempted to find out why attendance was poor, how they could modify their program, or how they might recruit differently. All programs should be assessed using a quasi-experimental design when possible. For example, students who participate in TRiO programs should be assessed for GPA and retention and should be compared to a group with similar parameters who did not participate in these programs. There are many factors that affect students’ performance and retention, so it would be impossible to directly link their performance to any particular program. However, it is possible to identify whether or not a correlation exists between program and service use and student performance.

3. **Evidence that one or more specified Core Components require Commission follow-up.**

None

4. **Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)**

None

**Recommendation of the Team**

Criterion is met; no Commission follow-up recommended.

**CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE.**

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.
1. **Evidence that Core Components are met**

4a. *The organization demonstrates through the actions of its board, administrators, students, faculty and staff that it values a life of learning.*

SDSU has had and continues to have an ambitious program of construction. A research park adjacent to campus and the Avera Health and Science Center facility are examples of a commitment to building the campus infrastructure that will allow for the expansion of academic programs and research activities. The facilities offer opportunities for more students to be engaged in learning in a variety of places and settings.

There is a variety of professional development opportunities available to faculty members including provision of e-Seminars during the summer which support faculty development of online courses, and workshops and faculty discussion groups on topics related to pedagogy, assessment and student engagement through the Teaching Learning Center. At the beginning of the academic year, a development workshop features a prominent keynote speaker and sessions led by SDSU faculty, staff and administrators. A new pre-award specialist offers training sessions on grant seeking and writing. Sabbatical, improvement and career direction leaves all offer opportunities for faculty members to upgrade knowledge and engage in concentrated research work. Sabbatical leaves carry full pay for one semester or half pay for two semesters and improvement and career direction leaves are funded at a rate of 8% of base pay for each year of service up to a maximum of 50% for an entire year or 100% for a single semester.

The Council on the Scholarship of Teaching and Learning (SoTL) is working to develop classroom-based research initiatives that will help drive improvements in student achievement through more effective pedagogy. The provost has provided funding for mini-grants to support faculty SoTL projects.

4b. *The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.*

All undergraduate students must fulfill the general education requirements which include learning goals and categories set by the BOR and local requirements and emphasize writing, oral communication, information literacy, understanding of diversity in the context of both social science and humanities disciplines, understanding of the effects of globalization and cultural appreciation. The general education program is regularly assessed using the CAAP and adjustments to activities are made in response to the results of the exam. By administering the CAAP after the completion of 48 credit hours of study, the institution is able to determine if students are prepared to begin upper division study.

The graduate school dean has implemented a procedure for development of an approved program of study and continues to work with departments to ensure that students demonstrate both breadth and depth of knowledge through comprehensive oral and written exams.

4c. *The organization assesses the usefulness of its curricula to students who will*
live and work in a global, diverse, and technological society.

The Board of Regents mandates a seven-year cycle of academic program review that is comprehensive in nature and focuses on determining if program updates are needed. Halfway through the program review cycle, the program presents its assessment data to the University Assessment Committee, helping to insure programs stay on track with implementation of proposed changes and continually assess and improve results.

Undergraduate research is encouraged and supported in a variety of ways. The learning and research accomplishments are publicly rewarded and acknowledged through awards and ceremonies.

- The Joseph F. Nelson Undergraduate Research Award competitively awards a stipend to seven students each year to conduct research projects in STEM fields. As part of the award, students receive a stipend to support travel to conferences to present their results. Additional awards and funding are available for Chemistry majors and through the Agricultural Experiment Station.

- The Undergraduate Research, Scholarship and Creative Activity Day (URSCAD) and the SDSU Journal of Undergraduate Research provide on-campus opportunities for students to present their work and receive recognition.

4d. The organization provides support to ensure that faculty, students, and staff acquire, discover and apply knowledge responsibly

In support of its strategic objective to increase research activities and external funding for those activities, increased investment has been made in research support staff. An experienced research compliance officer has been hired in the last 18 months and has developed and updated policies and procedures for compliance, research misconduct and conflict of interest. He has initiated an online training program that has been adopted for use by research courses and seminars across campus, leading to hundreds of students who have received training in research ethics.

The Office of Research and Sponsored Programs has increased research capacity and supports responsible research and grant activity through its addition of a pre-award support specialist and a technology transfer specialist. Both provide support for faculty research. The technology transfer office espouses a philosophy of concentrating on technologies that will serve and improve the state, in accordance with its land grant mission.

Professional staff report having sufficient opportunities for professional development, particularly in the form of attending conferences. Faculty, on the other, expressed concerns about the lack of funding for professional development, particularly support for attendance at professional conferences even if they had papers to present.

2. Evidence that one or more specified Core Components need
organizational attention

Some faculty, including the chair of AAUP and the president of COHE (faculty bargaining unit) expressed concerns about amount of travel funding available. Faculty indicated that amount of support from general funds seemed to average less than $500 per faculty member.

2. **Evidence that one or more specified Core Components require Commission follow-up.**

None

3. **Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)**

None

Recommendation of the Team

Criterion is met; no Commission follow-up recommended.

**CRITERION FIVE: ENGAGEMENT AND SERVICE.** As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

1. **Evidence that Core Components are met**

   5a. *The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.*

Based on a careful reading of the self-study, as well as on analyses of institutional documents and interviews of institutional representatives, it is reasonable to conclude that SDSU makes a concerted effort to gauge constituency needs. The institution’s Aslanian Study is a case in point. This particular effort involved a fairly comprehensive market analysis conducted by the Aslanian Group of New York City during the summer and fall of 2008. The analysis aimed to assess the range of adult student demand (persons over 25) for higher education within a 25-mile radius of Sioux Falls, where the university currently provides course and program offerings through the University Center, a collaborative composed of South Dakota State University, the University of South Dakota, Dakota State University, and the Sioux Falls Development Foundation.

A related example is the effort on the part of the university to establish what it calls “comfort enrollment” projections in view of rising enrollments and declining resources. Using 2007 enrollments and resource allocations as a base, deans were tasked to assess capacity and project enrollments through 2012. As a result, the university projected enrollment growth at 3.4% annually at the undergraduate level and 6.5% annually at the graduate level.
In addition to periodic systematic studies, the institution relies on boards and councils established by programs to provide guidance on ongoing operations and policy directions. These bodies tend to meet annually and consist of representatives from business, industry, and government. The South Dakota Cooperative Extension Service (SD CES) offers perhaps the best illustration of this strategy. Included in SD CES’s outreach network are 65 county boards, 13 Field Education Unit (FEU) boards, and a State Extension Advisory Board (SEAB).

5b. The organization has the capacity and the commitment to engage with its identified constituencies and communities.

The team found numerous references in planning documents, the self-study, the university’s website, and interviews with Board of Regents members, faculty, administrators, and other stakeholders to the history of the institution as a land-grant university and its continuing commitment to maintain that tradition to outreach and community engagement. This commitment is particularly evident in the strategic plan initiated in 2007 and extending through 2012: “Achieving National Distinction, Strengthening Local Relevance.” The third goal of this four-goal plan reads as follows: “Expand the reach of the university through engagement, technology, and globalization.” Given the range of institutional resources at its disposal (no fewer than 20 training institutes, research centers, extension and public service laboratories, and resource and cultural organizations), it appears that the institution is well-poised to address this goal.

Prominent among the ample array of public-oriented resources available to the institution for outreach are the SDSU Fishback Center for Early Childhood Education, a cooperative venture of the university and the Brookings Public Schools operating as a preschool and a kindergarten; the South Dakota Agricultural Experiment Station, created in 1887 to enhance the quality of life in the state through research, knowledge diffusion, and service; the South Dakota Cooperative Extension Service, whose mission is to engage youth and other citizens in agricultural and community events and activities; the Office of Continuing and Extended Education, which has been offering courses since 1998 and an online degree, the RN Upward Mobility program, since 2000); the South Dakota Electronic University Consortium (EUC), and the Great Plains Interactive Distance Education Alliance; the University Center (UC), the institution’s outreach satellite in Sioux Falls and established in 2001 to address the educational needs of the non-traditional student; the SDSU Wellness Center, which opened in fall 2008 to provide a variety of fitness and health-related services to the university and the wider Brookings community; the South Dakota Agricultural Heritage Museum, based on campus and dedicated to the preservation of farming and ranching heritage of the State; the Performing Arts Center, built in 2003 in partnership with the city of Brookings and contains a 1,000 seat performance hall and theater and practice studios; and the South Dakota Art Museum, situated on campus and houses the State’s art collections.

5c. The organization demonstrates its responsiveness to those constituencies that depend on it for service.

There were multiple examples noted in the self-study, in institutional documents, and in interviews with students, faculty, administrators, and other university stakeholders that exemplify how the university has responded in timely and effective ways to its constituencies,
not the least of which include creation of the Wellness Center in response to students; development of the non-profit Enterprise Institute initiated by the SDSU Foundation Board and local businesses to address issues related to intellectual property, capital formation, and entrepreneurship development; and the South Dakota Value Added Agriculture Development Center to alleviate public concern over food safety.

Two of the initiatives that were explored in conversations with the Mayor of Brookings and a university extension specialist merit special mention for their innovation, as well as for what they represent for the future direction of the university in terms of community engagement and outreach: the Innovation Campus and Horizons.

The Innovation Campus is a collaborative venture of SDSU, Brookings county, and the city of Brookings. The only research park in the State designed to serve as a business incubator, the initiative is part of an emerging and developing long-term vision of how the city and the university can engage each other in creating a more vital and seamless environment between the two sectors that would support cultural and economic development and thereby contribute to the quality of life in the area. Other elements of the vision would eventually include partnerships with local schools to promote excellence in art, math, and science education, a children’s museum, and a bike route and mass transit improvements to facilitate greater mobility and civic integration.

A community leadership development project initiated in 2003 and aimed at reducing poverty in rural and reservation communities of fewer than 5,000 people, Horizons has provided the university with an opportunity to address the challenge of how best to respond, through its long-standing extension service, to the economic decline and demographic changes facing rural South Dakota. The program consists of an 18 month package of services designed to build and strengthen the capacity of communities to define and find solutions to their own problems and issues. Built on an asset-based and empowerment approach to community development, communities are engaged in conversations bearing on poverty, leadership building, collective visioning and planning, and idea implementation. Horizons is currently in its third stage of development and implementation, with approximately 41 communities still engaged in the effort.

The Horizons experience has pushed the university’s extension service to consider how the Horizons approach might be embedded into its ongoing operations. This also has meant as well exploring how the unit might link to other ongoing engagement efforts within the university with a view to channeling additional expertise and resources to Horizons communities to maximize impact and development.

5d. Internal and external constituencies value the services the organization provides.

The evidence reflected in the self-study, the institution’s website, material provided in the documents room, and information obtained through interviews confirms that the university’s programs and services are valued. To illustrate, over 1,100 volunteers have been trained as Master Gardeners and have contributed as a result no fewer than 61,000 hours engaging youth and adults in gardening activities and projects. In 2008, approximately 40,712 youth participated in a variety of 4-H activities: school enrichment, camping, and animal husbandry. Attendance at
university-sponsored events and activities (e.g., theatre, music, and athletics) numbered well over 500,000 in 2007-2009.

The level of financial support to the Institution also confirms the value constituents place on the institution. More than $21 million in private gifts were secured by the SDSU Foundation in 2007. This “record-breaking” achievement amounted to a 50 percent increase over the previous year. An additional amount not reflected in this total included a $15 million gift from Avera Health for construction of the new $50.4 million Avera Health and Science Center.

Total Foundation gifts in 2007 amounted to $120 million. Close to 60% of these assets (approximately $75 million) were permanent endowments generating approximately $4.5 million in scholarships. The Foundation has also secured gifts for capital improvements in the amounts of $3.6 million for the Nathelle and Lawrence DeHaan Equestrian Center; $6.5 million for the Electrical Engineering and Computer Science Building; and over $6 million in pledges to the Dykhouse Student-Athlete Center.

In April 2008, the Foundation initiated a multi-year fund raising campaign with a working goal of $190 million. Called “It Starts with State,” the campaign has raised thus far over $102 million in gifts and pledges.

2. Evidence that one or more specified Core Components need organizational attention.

None

3. Evidence that one or more specified Core Components require Commission follow-up.

None

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None

Recommendation of the Team

Criterion is met; no Commission follow-up recommended.

V. STATEMENT OF AFFILIATION STATUS

A. Affiliation Status

No change
B. Nature of Organization

1. **Legal status**  No change

2. **Degrees awarded**  No change

C. Conditions of Affiliation

1. **Stipulation on affiliation status**
   
   No change.

2. **Approval of degree sites**
   
   No change

3. **Approval of distance education degree**
   
   No change

4. **Reports required**

   **Progress Report**
   
   **Topic(s) and Due Date (month-date-year)**
   
   Progress report on the South Dakota State University’s Plan for the Office of Diversity Enhancement. This report is due July 1, 2013.

   **Rationale and Expectations**

   **Rationale:** Inadequate outcomes on key issues related to institutional diversity since previous HLC accreditation visit in 2001.

   **Expectations:** A progress report on the implementation and effectiveness of the institution’s diversity plan that was published in April, 2008 should be submitted by July 1, 2013.

5. **Other visits scheduled**
   
   None

6. **Organization change request**
   
   None
E. Summary of Commission Review
Timing for next comprehensive visit 2019-2020

Rationale for recommendation:

South Dakota State University is an institution that has demonstrated that it meets the various criteria established by the Higher Learning Commission for reaccreditation. It is an institution that has a clear mission and acts with integrity. It has engaged in careful planning for the next decade of operations. It has demonstrated that it has effective teaching and learning, supports the acquisition, discovery and application of knowledge successfully, and is an engaged institution that serves its constituencies well. The self study and other materials reviewed for this visit support this conclusion and our discussions both on and off campus reinforce our perspective about the university. Accordingly, the team recommends continuing accreditation for a ten year period before the next comprehensive visit.

VI. ADDITIONAL COMMENTS AND EXPLANATIONS
None
Appendix 1

Interactions with Constituencies

President
Executive Vice President for Administration
Provost
Associate Vice President for Academic Affairs
Vice President for Student Affairs
Vice President for Finance and Business/CFO
Emerita Provost
Vice President for Information Technology
Vice President for Research and Dean of the Graduate School
President SDBOR
Member, SDBOR
Student government officers (4)
16 students (Open Forum)
47 Non-faculty exempt staff (Open Forum)
President and CEO, Alumni Association
Director of Athletics
Director of Orientation
Director of the Student Union
Director of Academic and Student Services Coordination
Director of the Wellness Center
Assistant Vice President for Student Affairs
Assistant Vice President for Enrollment Services
President and CEO, SDSU Foundation
53 Career Service Staff (This is title for institutional support and administrative support staff. This was an open forum)
Legal Counsel
Academic Senate Officers (Chair, Vice Chair, Secretary, Members at large [2])
31 Faculty (Open Forum)
Assistant Vice President for Facilities and Services
Interim Dean, College of Agriculture and Biological Sciences
Dean of Continuing and Extended Education
Professor, Department Head of Journalism and Mass Communications
University Center in Sioux Falls Executive Director
26 students at University Center in Sioux Falls
16 SDSU faculty at University Center
Capital University Center in Pierre Director
West River Higher Education Center in Rapid City Professor of West River Nursing
2 West River Graduate Center Assistant Professors
Professor, Department Head of Counseling and Human Resource Development
Education and Human Sciences Interim Dean
Interim Director of Diversity
Director of the Ethel Austin Martin Human Nutrition Program
Director of Academic Evaluation and Assessment and General Education Assessment
Director of Alumni Affairs
Director of the GISc Center of Excellence
Director of Technology Transfer
Faculty Development Coordinator for AL Cloud
Coordinator, Teaching and Learning Center
American Indian Studies Coordinator
American Indian Student Advisor
Women’s Studies Coordinator
Engineering Diversity Coordinator/Student Success Academy
Director of the South Dakota Agricultural Experiment Station
Statewide President of COHE (Council of Higher Education)– Faculty bargaining unit
President of AAUP
Research Advisory Council whose members include:
  Assoc. V.P. for Research
  Grants Administrator (post-award)
  Grant Proposal Specialist
  Nutrition Food Science and Hospitality Associate Professor
  Chemistry-Biochemistry Associate Professor
  GISc Center of Excellence Professor
  Undergraduate Nursing Assoc. Professor
  Pharmaceutical Sciences Associate Professor
  South Dakota EPSCoR Director (also Professor/Dept Head/Director Chemistry-Biochemistry)
Research Compliance Officer
General Education Core Committee Chair
Scholarship of Teaching and Learning Council
  Health, Physical Education and Recreation Professor
  Clinical Pharmacy Professor
  Horticulture, Forestry, Landscape, Parks Instructor
  Assistant Professor – H. M Briggs Library
  Assistant Professor Undergraduate Teacher Education
  Instructor, General Studies
  Professor, Civil and Environmental Engineering
  Instructor, Undergraduate Nursing
Dean of Arts and Sciences
Dean of the Honors College
Dean of H.M. Briggs Library
Dean of Engineering
Dean of General Studies
Director of International Affairs
Dean of Nursing
Dean of Pharmacy
Director of Technical Services, H.M. Briggs Library
Director of Information Services, H.M. Briggs Library
Director of Admissions
Director of Multicultural Affairs
Coordinator of Disability Support Services
Director of TRIO Student Support Services
Director of TRIO Upward Bound
Registrar
9 students (research projects)
Director of Institutional Research
Internal Auditor
Assistant Director of Human Resources
Cooperative Extension Director
2 Cooperative Extension Specialists
Self-study Steering Committee
Information Technology Operations Manager
University Networking and Systems Services Manager
Classroom Technologies Manager
Administrative and Research Computing Director
Instructional Technology Design Services Manager
South Dakota Board of Regents Executive Director
Members of South Dakota Board of Regents Staff (10)
Brookings City Council Chair
Brookings Mayor
Representative, District 07, South Dakota Legislature
International Student Advisory Committee
Appendix 2

Principal Documents, Materials, and Web Pages Reviewed

Institutional Self Study dated September 2009
Financial Report for fiscal year ending 2008
SDSU Cooperative Extension Service Flyer (2009)
SDSU Descriptive flyer (2009)
SDSU Graduate Programs 2008-2009 (Quarterly Bulletin) dated July 2008
SDSU Undergraduate Programs 2009-2010 (Quarterly Bulletin) dated May 2009
SDSU University Plan 2008-2012 including Baseline Measurements September 1, 2008
Low Productivity Program Review Guidelines
2008 Annual Report of Accomplishments South Dakota Cooperative Extension Service
Fall 2009 SDSU Faculty Course Assignments
Progress report on strategic planning
Progress report on diversity
Residential Life and Dining Services Master Plan 2008-2018
Academic Assessment Findings (08-09)
SDBOR/COHE Contract
Planned Program Accreditations Phase I, II, III
Aslanian Study
‘Celebrating Faculty Excellence’ recognition event program brochure, 2/24/09
2008 SDSU Faculty Honors List
SDSU Honors College brochure, 9/09
SDSU ‘The Writing Center’ brochure
SDSU Journal of Undergraduate Research, Volume 6, 2008

Web Pages
National Center for Education Statistics Integrated Postsecondary Education Data System Total Staff Counts
South Dakota State University FY2009 Factbook
SDSU & Peer Frequently Requested Data
SDSU College Portrait
Strategic Plans for: Academic Affairs, Student Affairs, Agriculture & Biological Sciences, Arts & Sciences, Continuing and Extended Education, Education & Human Sciences, Engineering, General Studies, Nursing, Pharmacy
South Dakota Cooperative Extension’s Strategic Plan
BOR Faculty Salaries vs. National 90% of Oklahoma, Faculty Applicant Pools, and related Human Resources documents
List of FT faculty with Master’s or Bachelor’s Degrees
SDBOR Terminal Degrees
Federal Compliance Requirements

INSTITUTIONAL MATERIALS RELATED TO FEDERAL COMPLIANCE

REVIEWED BY THE TEAM:

Ms. Virginia Arthur
Dr. Donna L. Brown
Ms. Julie W Carpenter-Hubin
Dr. Susan Fritz
Dr. Christine M Ladisch
Dr. Brian L. Levin-Stankevich
Dr. Jose R. Rosario
Dr. John H. Schuh (Team Chair)

EVALUATION OF FEDERAL COMPLIANCE PROGRAM

COMPONENTS

The team verifies that it has reviewed each component of the Federal Compliance Program by reviewing each item below. Generally, if the team finds substantive issues in these areas and relates such issues to the institution’s fulfillment of the Criteria for Accreditation, such discussion should be handled in appropriate sections of the Assurance Section of the Team Report or highlighted as such in the appropriate AQIP Quality Checkup Report.

1. Credits, Program Length, and Tuition: The institution has documented that it has credit hour assignments and degree program lengths within the range of good practice in higher education and that tuition is consistent across degree programs (or that there is a rational basis for any program-specific tuition).

The team has reviewed this component of federal compliance.

2. Student Complaints: The institution has documented a process in place for addressing student complaints and appears to be systematically processing such complaints as evidenced by the data on student complaints for the three years prior to the visit.

The team has reviewed this component of federal compliance.

3. Transfer Policies: The institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies contain information about the criteria the institution uses to make transfer decisions.

The team has reviewed this component of federal compliance.

4. Verification of Student Identity: The institution has demonstrated that it verifies the identity of students who participate in courses or programs provided to the student through distance or correspondence education.

The team has reviewed this component of federal compliance.
The team has reviewed this component of federal compliance.

5. Title IV Program and Related Responsibilities: The institution has presented evidence on the required components of the Title IV Program. The team has reviewed these materials and has found no cause for concern regarding the institution’s administration or oversight of its Title IV responsibilities.

- **General Program Requirements:** The institution has provided the Commission with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department raised regarding the institution’s fulfillment of its responsibilities in this area.

- **Financial Responsibility Requirements:** The institution has provided the Commission with information about the Department’s review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department raised regarding the institution’s fulfillment of its responsibilities in this area.

- **Default Rates, Campus Crime Information and Related Disclosure of Consumer Information, Satisfactory Academic Progress and Attendance Policies:** The institution has demonstrated, and the team has reviewed, the institution’s policies and practices for ensuring compliance with these regulations.

- **Contractual Relationships:** The institution has presented evidence of its contracts with non-accredited third party providers of 25-50% of the academic content of any degree or certificate programs.

The team has reviewed this component of federal compliance and recommends the ongoing approval of such contracts.

6. Institutional Disclosures and Advertising and Recruitment Materials: The institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with the Commission and other agencies as well as about its programs, locations and policies.

The team has reviewed this component of federal compliance.

7. Relationship with Other Accrediting Agencies and with State Regulatory Boards: The institution has documented that it discloses its relationship with any other specialized, professional or institutional accreditor and with all governing or coordinating bodies in states in which the institution may have a presence.

The team has reviewed this component of federal compliance.

8. Public Notification of an Evaluation Visit and Third Party Comment: The institution has made an appropriate and timely effort to solicit third party comments. The team has evaluated
any comments received and completed any necessary follow-up on issues raised in these comments.

The team has reviewed this component of federal compliance.
ADVANCEMENT SECTION

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO
South Dakota State University
Brookings, SD
November 2-4, 2009

FOR
The Higher Learning Commission
A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM

Ms. Virginia Arthur, Associate Provost for Faculty Affairs, University of Northern Iowa, Seerly 001, Cedar Falls, IA 50614-0707

Dr. Donna L. Brown, Asst. Vice President of Student Affairs for Diversity and Inclusion, Minnesota State University Moorhead, 1104 Seventh Avenue South, Moorhead, MN 56563

Ms. Julie W. Carpenter-Hubin, Director, Institutional Research & Planning, The Ohio State University, 08 Bricker Hall 230 N. Oval Mall, Columbus, OH 43203

Dr. Susan Fritz, Associate Vice Chancellor, Institute of Agriculture and Natural Resources, University of Nebraska-Lincoln, 202 Agricultural Hall, University of Nebraska-Lincoln, Lincoln, NE 68583-0708

Dr. Christine M. Ladisch, Vice Provost for Academic Affairs, and Professor, Purdue University, Office of the Provost, Hovde Hall Room 100 610, Purdue Mall, West Lafayette, IN 47907-2040

Dr. Brian L. Levin-Stankevich, Chancellor, University of Wisconsin-Eau Claire, Schofield Hall 204 105 Garfield Ave., Eau Claire, WI 54702-4004

Dr. José R. Rosario, Professor of Education, Indiana University-Purdue University Indianapolis 902 West New York Street ES 3113, Indianapolis, IN 46402

Dr. John H. Schuh (Team Chair), Distinguished Professor, Iowa State University, N221 Lagomarcino Hall, Ames, IA 50011
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I. OVERALL OBSERVATIONS ABOUT THE ORGANIZATION

South Dakota State University has experienced significant growth since the most recent visit from the Higher Learning Commission. The university has engaged in a phenomenal program of renovation and construction of facilities, has developed a growing number of doctoral programs, and has experienced growing enrollment. Relationships with the governing board members and board staff are strong. Students spoke very positively about their experiences and faculty and staff are highly committed to taking the institution forward. Members of the campus community expressed confidence in the institution’s leadership as the university continues to grow and develop. Our observations in this advancement report are designed to provide advice to the institution as it manages its growth and development.

II. CONSULTATIONS OF THE TEAM

Development of an American Indian Education and Cultural Center
The team heard from several constituents about the desire and plans to open an American Indian Education and Cultural Center. The team recommends SDSU pursue this endeavor to respond to the unique needs of the highest population of minorities in the state of South Dakota, to celebrate and appreciate the rich contributions of Native cultures, and to address the low enrollment of American Indians at SDSU. This center should be centrally located and have external and internal decorations or symbolism of Native cultures appropriate to the tribes represented at SDSU. At a minimum the center should be staffed by one full-time staff member (preferably an American Indian), should carry subscriptions to newspapers representing regional tribes, should be the meeting place for Indian-related student organizations, should provide study space, and should have computers available for student use. Ideally, the center should serve as a research center where students and faculty engage in research projects, where resources on Native cultures are available to be referenced, where prospective Native students and their families are introduced to SDSU, where orientation programming, graduation ceremonies, and other events are held, and where tribal dignitaries are entertained and educated on what SDSU can offer to their tribal members. Having an adequate, staffed Indian center would speak volumes to SDSU’s commitment to American Indians.

While it makes sense for SDSU to recruit American Indians primarily in the state of South Dakota, and more specifically, “east of the river,” SDSU needs to cast its net further in terms of recruiting American Indians. Staff and faculty need to engage in aggressive recruitment strategies including face-to-face visits with students early in their high school years, offering scholarships and/or apprenticeships, and engaging faculty in the recruitment process. SDSU should expand its offerings in the American Indian Studies department. SDSU should work in cooperation with all South Dakota tribes to develop current, living “memorandums of understanding.” These documents should be available to the entire campus (through a web site).

Management of growth

As is evident in a number of the elements of the assurance section of this report, SDSU has grown rapidly but now needs to address how best it can manage its growth. Physical facilities
are expanding rapidly, new doctoral programs have been implemented, and enrollment has
grown. A challenge going forward will be to manage this growth so that the institution is not
stretched beyond its resources. Staff, especially, have increasingly broad responsibilities. Utility
costs continue to grow. Faculty teaching loads are significant. All of these issues, and more,
need to be addressed in a way so that the institution does not grow beyond what can be managed.
While we think institutional leaders are well aware of these challenges, we recommend that the
challenges should be visited on a regular basis so that circumstances do not become unmanageable.

**Increased staffing (faculty, nonexempt professional staff and merit staff)**

SDSU has a higher student-to-staff ratio than any of the universities against which it
benchmarks. Staffing should be increased to support the continuing growth in enrollment and
expansion of the research agenda, or students and faculty will face a reduction in the level of
services available. The SDSU Factbook tracks the numbers of faculty over time and calculates a
student-to-faculty ratio; this should be done for the non-instructional staff as well. In addition,
increased staffing should be a priority for the current fund raising campaign.

**Additional library support**

Libraries are critical to the success of every university, and especially to the success of research
universities. Library staff noted that funding for libraries had been flat for the past decade,
despite the significant increase in the cost of journals. Faculty report that the library collection
does not currently meet their needs. While there is some sharing of resources with other South
Dakota and Minnesota university libraries, faculty cannot always obtain the materials they need
in a timely manner. Given the increased emphasis on faculty research and the growth in the
number of doctoral programs, it is critical that SDSU direct additional resources to the library.

**Support for GLBTQ students**

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 terms of “safe
zone” programming. The team recommends that SDSU make a concerted effort to increase its
support for GLBTQ students.

**Generating more information/data about doctoral programs**

SDSU currently has 12 doctoral programs and is considering the addition of several more. The
Graduate School should begin tracking several metrics in order to better understand their
doctoral students’ progress and outcomes, including doctoral completion rates, time to degree
completion, and placements. The Council of Graduate Schools has developed a method and
useful tools for tracking doctoral completion rates, and information can be found on their website
information necessary to track completion rates and time to degree completion. Placement information can be obtained either from the National Science Foundation’s Survey of Earned Doctorates (SED), or from departments. The SED also provides self-reported information about students’ time to degree completion.

**Professional development support for faculty and training for staff**

While SDSU has developed some impressive on campus programs to support faculty development, the amount of funding available to support travel to conferences appears to be inadequate. If faculty members are to be successful in continuing to increase recognition for their own research, scholarly and creative work and that of their students, travel to present work at national and international conferences and to support participation as officers in professional organizations needs to be adequately supported. A minimum allocation for travel expenses sufficient to support travel and attendance to at least one national conference each year should be given a priority.

Opportunities for off campus staff training should also be given some priority funding. Staff can learn new ideas at regional and national conferences and infuse them into campus operations at regional or national conferences. They also can develop a network of colleagues on other campuses who can be a valuable source of assistance and support.

Notable and useful investments have been made to support increasing activity in grant and contract work. Awards have nearly doubled in the past two years. However, many research-active faculty indicated that the institution will soon reach its administrative capacity for grant writing and contract work unless there are additional resources devoted for support personnel in pre-award, post-award, technology transfer and intellectual property protection area. College level pre and post award staff members would be an important first step in encouraging more faculty to compete for grants and contracts to support their scholarly and creative endeavors.

The four-four teaching load imposes a barrier to increased faculty productivity in research and graduate student mentoring. Although academic administrators indicated that the workload issues are being resolved in most areas, many faculty members did not express confidence that this was changing during on campus conversations. Academic Affairs needs to develop plans for reducing the teaching workload of its faculty members if it hopes to achieve greater productivity in research, scholarship and creative activities.

**Make sure that the person hired to lead diversity initiatives participates in the administrative council**

Interviews with administrators, faculty and staff indicated that the search for an upper-level diversity administrator will be launched soon. It is recommended in order to effectively bring leadership, visibility and cohesion to existing campus diversity efforts, this position also should become a member of the senior administrative council.

**Funding of professorships**

5 (November 30, 2009)
Campus leaders are encouraged to collaborate with the SDSU Foundation to seek funding for endowed faculty chairs and professorships. At the present, SDSU has a modest portfolio of professorships (4) in comparison to the size and the excellence of its faculty. Endowed chairs and professorships are acknowledgements of achievement and future potential as well as mechanisms for retaining outstanding senior faculty.

**Signage needs improvement**

Although the SDSU campus is under construction and certainly a hub of activity, it appears that improving signage could enhance navigation of the campus. Prominent street signs, building signs at the curbs, and occasional “you are here” signs would make traversing the campus easier than currently is the case.

**Engagement and Outreach**

In keeping with its land-grant mission, South Dakota State University has done exemplary work in reaching out to the state's rural community. A new economic landscape has called for new and innovative interventions, such as the Horizons project, and SDSU has responded remarkably well in forging them. These efforts are particularly evident in the attempts of the institution's extension service to redefine its mission in terms of community development and increased integration of engagement efforts for maximum impact. For a land-grant institution, this new and particularly significant turn in extension service delivery is worthy of applause, and the team recommends that the institution continue to support the ongoing efforts in this regard.
III. RECOGNITION OF SIGNIFICANT ACCOMPLISHMENTS, PROGRESS, AND/OR PRACTICES

TRANSITION TO NCAA DIVISION 1
SDSU completed a transition to Division 1 athletics in 2008 following a five-year process. The transition will place the university in a position to compete with inspirational peers in athletics and achieve more prominence for its athletics programs. We learned that one consequence of the transition is that more students stay on campus on weekends to attend sporting events.

FUND RAISING
SDSU has been engaged in a fund raising campaign since 2008 that is designed to raise $190 million. While we were on campus we learned that more than $100 million had been raised. The institution is to be commended for launching such an ambitious campaign and for experiencing such a high level of success to date.

DEVELOPMENT OF SUPERB, NEW FACILITIES
Renovations and new construction are evident throughout the campus. New state-of-the-art research facilities are being constructed with input from the faculty who will use them. Classrooms are all technology enhanced, and many provide advanced features, such as the capability of displaying material from both the instructor’s computer and an individual student’s laptop on side-by-side screens at the front of the class.

EXCELLENT STUDENT LEADERSHIP
An example of outstanding student leadership is the students’ role in establishing a campus-community Wellness Center. The SA President and other SA members collected over 2,700 student signatures to support an increase in the general activity fee to help fund the new Wellness Center, lobbied the SD Legislature and Governor to approve a bill allowing the increase to provide additional funding, and worked with the city to secure additional funding. Ultimately, the new $12 million center on the SDSU campus celebrated its grand opening in fall 2008. While the students were modest in describing their role in this endeavor, faculty, staff, and administrators praised their leadership. Student leadership was credited for the tenacity to see the multi-million dollar project from concept to completion.

SDSU recognizes that students are the university’s most important constituent group. The Students’ Association serves as the official representative body, and students serve on multiple university committees. In addition to their contributions to the Wellness Center, the students were integral in improving internship opportunities and providing input in the development of the residence halls and food service models.

SDSU PROVIDES STATEWIDE LEADERSHIP FOR HIGHER EDUCATION AND CONTRIBUTES TO THE STATE HIGHER EDUCATION SYSTEM
The board of regents’ staff referred to SDSU as a “good citizen.” They cited the programs that SDSU has taken to the learning centers in Pierre, Rapid City and Sioux Falls. Also cited by the board staff were the piloting of the first research park in the state in Brookings and SDSU’s
attention to tech transfer. The board staff also expressed admiration for the Jackrabbit Advocates, an SDSU alumni network that has played a significant role in keeping education issues in general and SDSU issues in particular in the forefront of legislators.

CONSULTATION WITH ACADEMIC SENATE LEADERS BY CURRENT INSTITUTIONAL LEADERS
Academic Senate leaders observed that the current institutional leaders have consulted with them on a routine basis over a wide variety of matters. Such has not always been the history of faculty/administrative relationships at SDSU. They indicated that the current administrative leaders took the concept of shared governance seriously and practiced shared governance.

HONORING SHARED GOVERNANCE BY INCLUDING NON FACULTY EXEMPT PERSONNEL
During the strategic planning process and the self-study process, SDSU recognized the need to enhance shared governance. While there is always room for improvement, the team found evidence that the concept of shared governance is understood and practiced at SDSU. In a faculty satisfaction survey conducted in 2007, over 80% of the respondents were somewhat or very satisfied with their authority to make decisions about content and methods in the classes they teach, and more than 70% were somewhat or very satisfied with the authority they have to make decisions about which courses they teach.

In 2008, SDSU conducted surveys on perceptions of governance and administrative structure at SDSU. The majority of the respondents agree or strongly agree with the statement “I have a path to leadership opportunities,” with the highest percentage of agreement reported by non-faculty exempt individuals (79%), followed by faculty (69%), and career service employees (59%). Likewise, there was agreement to strong agreement across faculty (78%), non-faculty exempt (86%), and career service staff (74%) when asked if they have opportunities to work on a team to meet goals or solve problems.

During the creation of the university strategic plan, two leadership summits were held with approximately 50 faculty and staff in attendance at each. These one-half day summits were held to vet a draft of the plan, to gather feedback, and to foster the ongoing development of a more inclusive planning and decision making environment. Open discussion during these summits resulted in valuable, constructive suggestions. After further refinement, the draft plan was posted on the website with e-mails to faculty and staff soliciting feedback through an electronic response system. The framework and the subsequent college and unit strategic plans engaged a broad constituency of administrators, faculty, students, staff, and state advisory and constituency groups.

In the team’s interactions and discussions with various staff and faculty, shared governance was repeatedly conveyed as a part of the fabric of the institution.

EXCELLENT RELATIONSHIPS WITH SDBOR
Two members of the Board of Regents expressed confidence in the current leadership of SDSU and spoke of the key role played by SDSU in the governor’s agenda to grow the number of
degree holders in the state and to develop graduate programs critical to economic development.

TREMENDOUSLY DEDICATED FACULTY AND STAFF
While this can be observed about many institutions of higher education, we were impressed by the dedication of the faculty and staff. The growth of the institution has placed strains on faculty and staff. They are continuously doing more within their areas of responsibility and continuing to provide an excellent education experience for students as well top notch services. Our conclusion was that they should be commended for the splendid contributions they are making toward advancing SDSU.

WINTRODE CENTER AND OTHER SUPPORT FOR STUDENTS
The Wintrode Tutoring Program was started in January of 2005 with a donation from Mr. Virgil Wintrode, an SDSU alumnus. The Wintrode Student Success Center houses several academic support programs. Small group and one-on-one tutoring is offered free of charge to students. Students who have completed training serve as the tutors. Tutors for the Wintrode Tutoring Program are certified at two levels; Level I - Regular and Level II - Advanced. Between spring of 2005 and fall 2008, usage increased from 116 to 546 students. Also housed in the Wintrode Center, is the Writing Center. The number of writing-specific tutors had grown to nine in the fall, 2009. With the move to the Wintrode Center, space more than tripled from what they previously had, and more computers, study tables, and tutoring stations were added. The team’s most refreshing observance was that staff portrays a positive attitude about tutoring, encouraging students to “seek help before they need it.” Any stigmas toward tutoring are non-existent in this space. The team found the center to be filled with students and bustling with activity.

PARTNERSHIP WITH THE CITY IN THE DEVELOPMENT OF THE ARTS AND WELLNESS CENTERS AND RELATIONSHIPS WITH CITY LEADERS
The development of two significant buildings that now serve both the campus and the Brookings community through a shared approach to funding (student fees, donors, city sales tax revenue) is innovative and viewed as a model nationwide for institutions hoping to partner with their communities. Relationships with city leaders were described as very positive by all parties concerned with this aspect of institutional life.

JACKRABBIT ADVOCATES PROGRAM
The Jackrabbit Advocates is a grassroots coalition of alumni, students, and friends of South Dakota State University who share a dedication to public higher education in South Dakota and to SDSU. Members are called upon to build relationships with their legislators and interact with them about specific issues as they relate to public higher education and SDSU (http://www.statealum.com/s/1108/index_alumni.aspx?sid=357&gid=1&pgid=1246).

DEVELOPMENT OF A ROBUST LEARNING ASSESSMENT PLAN THAT IS INTEGRATED THROUGHOUT THE CAMUS
Assessment is well supported by five full-time staff in the Office of Academic Evaluation and Assessment, and has a long history at SDSU; indeed, a paper entitled Assessment Data at South Dakota State University: Analysis, Results, and Recommendations was presented in 1987 at the American Association of Higher Education Assessment Forum. Assessment of undergraduate
student learning is integrated throughout the campus, with each department having an assessment plan for its major. *Assessing the Mathematics Major Through a Senior Seminar,* by SDSU faculty Donna Flint and Daniel Kemp is an assessment plan that provides an exemplar for programs nationwide.

The campus has a complex, 3-tiered (general education, institutional, and program requirements) system for assessing learning outcomes. With assistance from the academic evaluation and assessment office, faculty are directly involved in assessment activities, and assessment findings are used to improve teaching and learning.

**PROGRESS ON DISABILITY ACCESS**
SDSU has made tremendous progress in making the campus accessible to disabled constituents. Building renovations have included accessible entrances and restroom stalls. Elevators have been added to a number of buildings, and curb cuts have been added to make sidewalks accessible.
**Team Recommendations for the**
**STATEMENT OF AFFILIATION STATUS**

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**Summary of Commission Review**

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## ORGANIZATIONAL PROFILE

**INSTITUTION and STATE:** South Dakota State University, SD

**TYPE OF REVIEW (from ESS):** Continued Accreditation

- **x** No change to Organization Profile

### Educational Programs

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### Off-Campus Activities

**In-State:**

- **Present Activity:**
  - Campuses: Pierre (Capital University Center); Rapid City (West River Graduate Center); Rapid City (West River Nursing); Sioux Falls (South Dakota Public Universities & Research Center)
  - Sites: Mission (Mission)
  - Course: 37

**Recommended Change:**

**Out-of-State:**

- **Present Wording:**
  - Campuses: None
  - Sites: Gillette, WY (Gillette)
  - Course: Sioux City, IA (Tri-State Graduate Center)

**Recommended Change:**

**Out-of-USA:**

- **Present Wording:**
  - Campuses: None
  - Sites: None
  - Course: None
  - Locations: None

**Recommended Change:**

**Distance Education Certificate and Degree Offerings:**

Present Offerings:
AA in General Studies offered via Internet; BS Interdisciplinary Studies offered via Internet; BS-RN Upward Mobility offered via Internet; MS Family Financial Planning offered via Internet; MS in Dietetics, GPIDEA offered via Internet; MS in Engineering offered via Internet; MS in Family & Consumer Sci Educ, GPIDEA offered via Internet; MS in Industrial Management offered via Internet; MS in Mathematics offered via Internet; MS in Statistics offered via Internet; MS Merchandising Certificate, Family & Consumer Sciences offered via Internet; MS Merchandising Specialization, Family & Consumer Sciences offered via Internet; MS Nursing offered via Internet; MS Rural Sociology, Community Development Specialization offered via Internet

Recommended Change:
(+ or -)
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

July 1, 2013
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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<th>Description</th>
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<tbody>
<tr>
<td>ABS</td>
<td>Agriculture and Biological Sciences</td>
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<tr>
<td>ACT</td>
<td>American College Testing</td>
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<td>AEA</td>
<td>Academic Evaluation and Assessment</td>
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<td>AIECC</td>
<td>American Indian Education and Cultural Center</td>
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<td>AIHEC</td>
<td>American Indian Higher Education Consortium</td>
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<td>American Indian Studies</td>
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<td>BIA</td>
<td>Bureau of Indian Affairs</td>
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<td>BSA</td>
<td>Black Student Alliance</td>
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<td>CAAP</td>
<td>Collegiate Assessment of Academic Proficiency</td>
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<td>CACG</td>
<td>College Access Challenge Grant</td>
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<td>CAIRNS</td>
<td>Center for American Indian Research and Native Studies</td>
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<td>CDO</td>
<td>Chief Diversity Officer</td>
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<td>CIEE</td>
<td>Council on International Educational Exchange</td>
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<td>CR</td>
<td>Common Read</td>
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<td>EFNEP</td>
<td>Expanded Food and Nutrition Program</td>
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<td>EHS</td>
<td>Education and Human Sciences</td>
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<td>EPSCoR</td>
<td>Experimental Program to Stimulate Competitive Research</td>
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<td>English as a Second Language</td>
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<td>Flandreau Indian School</td>
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<td>Faculty Survey of Student Engagement</td>
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<td>First Year</td>
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<td>HEROH</td>
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<td>Institutional Review Board</td>
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<td>LGBT</td>
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<td>LLC</td>
<td>Living Learning Community</td>
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<td>Native American Club</td>
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<td>National Survey of Student Engagement</td>
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<td>Office of Diversity, Equity and Community</td>
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<td>Office of International Affairs and Outreach</td>
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<td>Office of Multicultural Student Affairs</td>
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<td>RCHS</td>
<td>Red Cloud High School</td>
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<td>SA</td>
<td>Students’ Association</td>
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<td>Strengthening American Indian Generational Educational Success</td>
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<td>School Certifying Official</td>
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<td>University Center at Sioux Falls</td>
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<td>USDA</td>
<td>United States Department of Agriculture</td>
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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 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 ongoing 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 reconnecting. 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>
<thead>
<tr>
<th>Table 1</th>
<th>Diversity-Related Budget Comparison FY09 and FY13</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FY 2009</td>
</tr>
<tr>
<td>Admissions</td>
<td>$40,089</td>
</tr>
<tr>
<td>American Indian Education &amp; Cultural Center*</td>
<td>$0</td>
</tr>
<tr>
<td>American Indians Studies (academic program)</td>
<td>$2,640</td>
</tr>
<tr>
<td>Disability Services</td>
<td>$113,032</td>
</tr>
<tr>
<td>Diversity Enhancement (FY09) Diversity, Equity &amp; Community Office (FY13)*</td>
<td>$210,437</td>
</tr>
<tr>
<td>Engineering Diversity Coordinator</td>
<td>$41,294</td>
</tr>
<tr>
<td>European Studies</td>
<td>$3,500</td>
</tr>
<tr>
<td>International Affairs (Int'l Programs/Affairs &amp; Int'l Student Affairs)</td>
<td>$255,760</td>
</tr>
<tr>
<td>Latin American Studies</td>
<td>$3,500</td>
</tr>
<tr>
<td>Modern Languages &amp; Global Studies</td>
<td>$652,813</td>
</tr>
<tr>
<td>Multicultural Student Affairs</td>
<td>$80,940</td>
</tr>
<tr>
<td>Native American Student Advising</td>
<td>$48,779</td>
</tr>
<tr>
<td>Success Academy</td>
<td>$20,000</td>
</tr>
<tr>
<td>Women's Studies</td>
<td>$39,110</td>
</tr>
<tr>
<td>Total</td>
<td>$1,511,894</td>
</tr>
</tbody>
</table>

*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.
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).
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

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Enrolled</td>
<td>Retained</td>
<td>Percent</td>
<td>Enrolled</td>
<td>Retained</td>
</tr>
<tr>
<td>Non-Resident Alien (AL)</td>
<td>19</td>
<td>17</td>
<td>89.5</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td>American Indian Alaska Native (AM)</td>
<td>39</td>
<td>21</td>
<td>53.8</td>
<td>26</td>
<td>17</td>
</tr>
<tr>
<td>Asian (AS)</td>
<td>17</td>
<td>14</td>
<td>82.4</td>
<td>18</td>
<td>15</td>
</tr>
<tr>
<td>Black or African American (BL)</td>
<td>16</td>
<td>11</td>
<td>68.8</td>
<td>16</td>
<td>11</td>
</tr>
<tr>
<td>Hispanic (HL prev HI)</td>
<td>16</td>
<td>15</td>
<td>93.8</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>2 or more races (MR)</td>
<td>0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Native Hawaiian Pacific Islander (PI)</td>
<td>0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Unknown (Un+OT+IR)</td>
<td>143</td>
<td>107</td>
<td>74.8</td>
<td>173</td>
<td>131</td>
</tr>
<tr>
<td>White (WH)</td>
<td>1,606</td>
<td>1,246</td>
<td>77.6</td>
<td>1,675</td>
<td>1,309</td>
</tr>
<tr>
<td>Total Fall</td>
<td>1,856</td>
<td>1,431</td>
<td>77.1</td>
<td>1,930</td>
<td>1,497</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Fall 01 Cohort</th>
<th>Fall 02 Cohort</th>
<th>Fall 03 Cohort</th>
<th>Fall 04 Cohort</th>
<th>Fall 05 Cohort</th>
<th>US Public*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># Graduated</td>
<td># Graduated</td>
<td># Graduated</td>
<td># Graduated</td>
<td># Graduated</td>
<td>Percent</td>
</tr>
<tr>
<td>Non-Resident Alien (AL)</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>American Indian Alaska Native (AM)</td>
<td>20</td>
<td>5</td>
<td>25</td>
<td>14</td>
<td>5</td>
<td>31</td>
</tr>
<tr>
<td>Asian Pacific Islander (AS)</td>
<td>10</td>
<td>3</td>
<td>30</td>
<td>12</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>Black or African American (BL)</td>
<td>5</td>
<td>1</td>
<td>20</td>
<td>10</td>
<td>3</td>
<td>14</td>
</tr>
<tr>
<td>Hispanic (HL prev HI)</td>
<td>5</td>
<td>3</td>
<td>60</td>
<td>8</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>2 or more races (MR)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Native Hawaiian Pacific Islander (PI)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Unknown (Un+OT+IR)</td>
<td>53</td>
<td>25</td>
<td>47</td>
<td>45</td>
<td>21</td>
<td>53</td>
</tr>
<tr>
<td>White (WH)</td>
<td>1,318</td>
<td>726</td>
<td>55</td>
<td>1,600</td>
<td>850</td>
<td>53</td>
</tr>
<tr>
<td>Total Fall</td>
<td>1,414</td>
<td>763</td>
<td>54</td>
<td>1,692</td>
<td>889</td>
<td>53</td>
</tr>
</tbody>
</table>

Data provided by SDSU Institutional Research (IR) Office IPEDS Data
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 inform 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 Millenium 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 Wintrode 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 Wintrode 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 Wintrode 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, 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 AEICC 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 AIECC, the FYAC, the Wintrode Student Success Center, and Residential Life staff. Interactions related to specific students are frequent, and the FYAC and AIECC staff
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.

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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
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

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Fall 2008</th>
<th></th>
<th>Fall 2012</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Women</td>
<td>Women %</td>
<td>Men</td>
<td>Men %</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>3</td>
<td>0.50%</td>
<td>12</td>
<td>2.01%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>7</td>
<td>1.17%</td>
<td>3</td>
<td>0.50%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>1</td>
<td>0.17%</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>4</td>
<td>0.67%</td>
<td>33</td>
<td>5.54%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>2</td>
<td>0.34%</td>
<td>3</td>
<td>0.50%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>White</td>
<td>219</td>
<td>36.74%</td>
<td>298</td>
<td>50.00%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Race and ethnicity unknown</td>
<td>3</td>
<td>0.50%</td>
<td>8</td>
<td>1.34%</td>
</tr>
<tr>
<td>Total</td>
<td>239</td>
<td>40.10%</td>
<td>357</td>
<td>59.90%</td>
</tr>
</tbody>
</table>

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.
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.

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

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, Taichung, 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.

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

<table>
<thead>
<tr>
<th>Institutional Emphasis Areas</th>
<th>First-Year</th>
<th>Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encourage contact among students from different economic, social, racial, or ethnic background</td>
<td>2.57</td>
<td>2.72</td>
</tr>
<tr>
<td>Included diverse perspective (races, religions, gender, political beliefs, etc.) in class discussions or writing assignments.</td>
<td>2.54</td>
<td>2.77</td>
</tr>
<tr>
<td>Had serious conversations w/ students of another race or ethnicity.</td>
<td>2.12</td>
<td>2.66</td>
</tr>
<tr>
<td>Had a serious conversation with students who are very different from you in terms of their religious beliefs, political opinions, or personal values.</td>
<td>2.41</td>
<td>2.70</td>
</tr>
</tbody>
</table>

Note: 1 = Very little; 2 = Some; 3 = Quite a bit; 4 = Very much
* p<.05, ** p<.01, and *** p <.001-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

<table>
<thead>
<tr>
<th>Priority Statements</th>
<th>South Dakota State University</th>
<th></th>
<th>2010-11 Public</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helping to promote racial understanding</td>
<td>46.4%</td>
<td>44.2%</td>
<td>59.9%</td>
</tr>
<tr>
<td>Racial and ethnic diversity should be more strongly reflected in the curriculum.</td>
<td>56.2%</td>
<td>58.1%</td>
<td>56.5%</td>
</tr>
<tr>
<td>A racially/ethnically diverse student body enhances the educational experience of all students</td>
<td>88.9%</td>
<td>93.1%</td>
<td>93.5%</td>
</tr>
<tr>
<td>Faculty of color are treated fairly here.</td>
<td>New in 2007</td>
<td>87.4%</td>
<td>92.9%</td>
</tr>
<tr>
<td>Gay and lesbian faculty are treated fairly here.</td>
<td>New in 2007</td>
<td>77.3%</td>
<td>82.5%</td>
</tr>
<tr>
<td>There is a lot of campus racial conflict here.</td>
<td>5.2%</td>
<td>5.9%</td>
<td>10.2%</td>
</tr>
</tbody>
</table>

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>
<thead>
<tr>
<th>Priority Statements</th>
<th>South Dakota State University</th>
<th>2010-11 Public</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruit more minority students</td>
<td>41.9%</td>
<td>34.7%</td>
</tr>
<tr>
<td>Create a diverse multi-cultural campus environment</td>
<td>46.4%</td>
<td>37.0%</td>
</tr>
<tr>
<td>Promote gender equity among faculty</td>
<td>46.7%</td>
<td>45.6%</td>
</tr>
<tr>
<td>Increase the representation of minorities in the faculty and administration</td>
<td>40.0%</td>
<td>28.7%</td>
</tr>
<tr>
<td>Develop an appreciation for multiculturalism</td>
<td>New in 2007</td>
<td>41.7%</td>
</tr>
<tr>
<td>Pursue extramural funding</td>
<td>64.8%</td>
<td>79.4%</td>
</tr>
<tr>
<td>Strengthen links with the for-profit corporate sector.</td>
<td>New in 2007</td>
<td>68.7%</td>
</tr>
<tr>
<td>Increase or maintain institutional prestige</td>
<td>57.1%</td>
<td>63.1%</td>
</tr>
<tr>
<td>Enhance the institution’s national image</td>
<td>58.1%</td>
<td>68.1%</td>
</tr>
</tbody>
</table>

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

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

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/JGR 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 Ph.Ds 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.
REFERENCES


Noel-Levitz, 2012 Student Retention Predictor Model, South Dakota State University, March 14, 2012.


South Dakota State University. (n.d.). *Undergraduate bulletin 2012-2013.* Brookings, SD


APPENDICES

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APPENDIX A

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)

Intentional Recruitment Activities
(K-12)
- K-12 Programs
- Recruitment Activities
- TRIO Upward Bound
- New Student Orientation
- Summer Bridge Program *(Summer 2011 Implementation)

Acclimation (Retention) Activities
(Year 1)
- First-Year Experience *(Fall 2011 Implementation)
  - Common Read
  - Consistent Residence Hall Programs
  - Early Alert System
  - Exploratory Studies
  - First-Year Advising Center
  - First-Year Seminar
- Learning and Learning Communities
- Living Communities with Faculty in Residence
- Meet State (extended orientation)
- Peer Mentoring Programs
- TRIO Student Support Services Program
- Re-admit Success Plan
- Honors College
- Wintrrode Tutoring Program
- Supplemental Instruction for DWF Courses

Alignment (Persistence) Activities
(Years 2-3)
- Sophomore-Year Experience *(Fall 2012 Implementation)
  - Common Read
  - Electronic Academic Road Map
  - Faculty/Sophomore Dinners
  - Professional Advisor with Faculty Mentor
  - Service Learning/Civic Engagement Initiatives
  - Sophomore Interactive Portal
  - Sophomore Living/Learning Communities
  - Study Abroad
  - The Lead State Program
  - Welcome Back Event
- Wintrrode Tutoring Program
- Undergraduate Research (creative activities)
- Supplemental Instruction for DWF Courses
- Transfer Program
- Internship Program
- Common Read

Transition Activities
(Year 4)
- Undergraduate Research Symposium
- Capstone Courses
- Career & Placement Center

SIDE NOTES
- The ‘*’ denotes programs that will be required for all first year students.
- The ‘†’ denotes programs or initiatives that don’t currently exist or could be further enhanced, but would be designed to specifically address student success.

TIMELINE
- The initial implementation of this model will occur along a five-year continuum, between the fall of 2010 and the fall of 2014.

Potential Junior-Year Experience (Fall 2013 Implementation)
Potential Senior-Year Experience (Fall 2014 Implementation)
Assessment Plan

First Year
- National Survey of Student Engagement (NSSE)
- College Student Inventory*

Second and Third Years
- Student Satisfaction questions, in conjunction with the Collegiate Assessment of Academic Proficiency (CAAP)

Final Year
- National Survey of Student Engagement (NSSE)
- Placement Survey

Post-Graduation
- Post-graduation Alumni Survey

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.

Selected References


# 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)

<table>
<thead>
<tr>
<th>Cohort</th>
<th>2008</th>
<th>2010</th>
<th>2012</th>
<th>2014 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-year Students</td>
<td>-.29</td>
<td>-.22</td>
<td>-.15</td>
<td>.00 or higher</td>
</tr>
<tr>
<td>Senior Students</td>
<td>-.13</td>
<td>-.12</td>
<td>-.12</td>
<td>.00 or higher</td>
</tr>
</tbody>
</table>

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

### B. Active & Collaborative Learning (ACL)

<table>
<thead>
<tr>
<th>Cohort</th>
<th>2008</th>
<th>2010</th>
<th>2012</th>
<th>2014 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-year Students</td>
<td>-.17</td>
<td>-.22</td>
<td>-.14</td>
<td>.00 or higher</td>
</tr>
<tr>
<td>Senior Students</td>
<td>-.11</td>
<td>-.14</td>
<td>-.05</td>
<td>.00 or higher</td>
</tr>
</tbody>
</table>

Cohen’s d Effect Size
- 20 Small
- 50 Medium
- 80 Large

### C. Student Faculty Interaction (SPI)

<table>
<thead>
<tr>
<th>Cohort</th>
<th>2008</th>
<th>2010</th>
<th>2012</th>
<th>2014 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-year Students</td>
<td>.01</td>
<td>-.04</td>
<td>-.11</td>
<td>.00 or higher</td>
</tr>
<tr>
<td>Senior Students</td>
<td>.11</td>
<td>.07</td>
<td>.10</td>
<td>&gt;.10 or higher</td>
</tr>
</tbody>
</table>

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

### D. Enriching Educational Experiences (EEE)

<table>
<thead>
<tr>
<th>Cohort</th>
<th>2008</th>
<th>2010</th>
<th>2012</th>
<th>2014 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-year Students</td>
<td>-.37</td>
<td>-.47</td>
<td>-.24</td>
<td>.00 or higher</td>
</tr>
<tr>
<td>Senior Students</td>
<td>-.06</td>
<td>-.17</td>
<td>-.06</td>
<td>.00 or higher</td>
</tr>
</tbody>
</table>

### E. Supportive Campus Environment (SCE)

<table>
<thead>
<tr>
<th>Cohort</th>
<th>2008</th>
<th>2010</th>
<th>2012</th>
<th>2014 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-year Students</td>
<td>-.14</td>
<td>-.27</td>
<td>-.07</td>
<td>.00 or higher</td>
</tr>
<tr>
<td>Senior Students</td>
<td>.01</td>
<td>-.09</td>
<td>-.14</td>
<td>.00 or higher</td>
</tr>
</tbody>
</table>
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.

A. RETENTION

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

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Cohort Size</th>
<th>SDSU Retention Rate</th>
<th>CSRDE Benchmark</th>
<th>% Above Benchmark</th>
<th>Average ACT Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-2006</td>
<td>172</td>
<td>78.0%</td>
<td>75.7%</td>
<td>+2.3%</td>
<td>23.0</td>
</tr>
<tr>
<td>2006-2007</td>
<td>179</td>
<td>77.4%</td>
<td>76.4%</td>
<td>+1.0%</td>
<td>23.1</td>
</tr>
<tr>
<td>2007-2008</td>
<td>186</td>
<td>77.1%</td>
<td>76.5%</td>
<td>+0.6%</td>
<td>23.2</td>
</tr>
<tr>
<td>2008-2009</td>
<td>190</td>
<td>77.6%</td>
<td>76.2%</td>
<td>+1.3%</td>
<td>23.2</td>
</tr>
<tr>
<td>2009-2010</td>
<td>198</td>
<td>76.6%</td>
<td>76.3%</td>
<td>+0.3%</td>
<td>23.2</td>
</tr>
<tr>
<td>2010-2011</td>
<td>211</td>
<td>73.5%</td>
<td>76.3%</td>
<td>-2.0%</td>
<td>23.0</td>
</tr>
<tr>
<td>2011-2012*</td>
<td>203</td>
<td>75.0%</td>
<td>76.3%</td>
<td>-1.3%</td>
<td>23.0</td>
</tr>
</tbody>
</table>

Source: CSRDE Annual Reports (2000-2013)
*Pending 2012 data

SIDENOTES

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.

B. GRADUATION

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

<table>
<thead>
<tr>
<th>Academic Year (Enter)</th>
<th>Cohort Size</th>
<th>SDSU Graduation Rate</th>
<th>CSRDE Benchmark</th>
<th>% Above Benchmark</th>
<th>Average ACT Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999-2000</td>
<td>55.0%</td>
<td>45.0%</td>
<td>46.0%</td>
<td>+10.0%</td>
<td>21.8</td>
</tr>
<tr>
<td>2000-2001</td>
<td>54.6%</td>
<td>46.0%</td>
<td>46.0%</td>
<td>+6.6%</td>
<td>22.1</td>
</tr>
<tr>
<td>2001-2002</td>
<td>54.7%</td>
<td>46.2%</td>
<td>46.2%</td>
<td>+6.5%</td>
<td>22.3</td>
</tr>
<tr>
<td>2002-2003</td>
<td>56.7%</td>
<td>46.2%</td>
<td>46.2%</td>
<td>+10.5%</td>
<td>22.3</td>
</tr>
<tr>
<td>2003-2004</td>
<td>55.5%</td>
<td>45.0%</td>
<td>45.0%</td>
<td>+5.6%</td>
<td>22.5</td>
</tr>
<tr>
<td>2004-2005</td>
<td>54.0%</td>
<td>53.2%</td>
<td>53.2%</td>
<td>+0.8%</td>
<td>22.6</td>
</tr>
<tr>
<td>2005-2006</td>
<td>59.5%</td>
<td>54.7%</td>
<td>54.7%</td>
<td>+4.0%</td>
<td>23.0</td>
</tr>
</tbody>
</table>

Source: BOK Outcomes (2004-2011)

SIDENOTES

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

Examples: 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.

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 an arisk 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% |
| Fail 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% |

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.

<table>
<thead>
<tr>
<th>First Year Students</th>
<th>Responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Returning to SDSU next academic year</td>
<td>1,804</td>
<td>94%</td>
</tr>
<tr>
<td>Transferring to another academic institution</td>
<td>70</td>
<td>4%</td>
</tr>
<tr>
<td>Other</td>
<td>36</td>
<td>2%</td>
</tr>
</tbody>
</table>
### 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.**

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

<table>
<thead>
<tr>
<th>Salary Range</th>
<th>Responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than $15,000-29,999 per year</td>
<td>56</td>
<td>23%</td>
</tr>
<tr>
<td>$30,000-49,999 per year</td>
<td>102</td>
<td>43%</td>
</tr>
<tr>
<td>$50,000-79,999 per year</td>
<td>52</td>
<td>22%</td>
</tr>
<tr>
<td>$60,000-100,000 or more per year</td>
<td>30</td>
<td>12%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>State of Employment</th>
<th>Responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>South Dakota</td>
<td>160</td>
<td>66%</td>
</tr>
<tr>
<td>Minnesota</td>
<td>35</td>
<td>14%</td>
</tr>
<tr>
<td>Iowa</td>
<td>15</td>
<td>6%</td>
</tr>
<tr>
<td>North Dakota</td>
<td>6</td>
<td>2%</td>
</tr>
<tr>
<td>Indiana</td>
<td>3</td>
<td>1%</td>
</tr>
<tr>
<td>Missouri</td>
<td>3</td>
<td>1%</td>
</tr>
<tr>
<td>Nebraska</td>
<td>3</td>
<td>1%</td>
</tr>
<tr>
<td>Other (15 states)</td>
<td></td>
<td>&lt;1%</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>While at SDSU, I...</th>
<th>Strongly Agree/Agree</th>
<th>Disagree/Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Improved my ability to accept and understand people with different values and beliefs</td>
<td>123</td>
<td>87.9%</td>
</tr>
<tr>
<td>Became more aware of social problems and issues</td>
<td>116</td>
<td>82.9%</td>
</tr>
<tr>
<td>Developed a better understanding of becoming a more responsible community member and citizen</td>
<td>111</td>
<td>79.3%</td>
</tr>
<tr>
<td>Accessed service or programs to help me be a more successful student</td>
<td>110</td>
<td>78.6%</td>
</tr>
<tr>
<td>Received assistance to help me identify my major and career goals</td>
<td>98</td>
<td>70%</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>SDSU 2008</th>
<th>SDSU 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lower</td>
<td>Upper</td>
</tr>
<tr>
<td>Number of written papers or reports of 20 pages or more</td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>92%</td>
<td>74%</td>
</tr>
<tr>
<td>1</td>
<td>7%</td>
<td>20%</td>
</tr>
<tr>
<td>2-3</td>
<td>0%</td>
<td>4%</td>
</tr>
<tr>
<td>4-6</td>
<td>1%</td>
<td>3%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mental Activity</th>
<th>SDSU 2008</th>
<th>SDSU 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lower</td>
<td>Upper</td>
</tr>
<tr>
<td>Memorizing</td>
<td>12%</td>
<td>7%</td>
</tr>
<tr>
<td>Analyzing</td>
<td>31%</td>
<td>41%</td>
</tr>
<tr>
<td>Synthesizing</td>
<td>33%</td>
<td>43%</td>
</tr>
<tr>
<td>Making Judgments</td>
<td>27%</td>
<td>29%</td>
</tr>
<tr>
<td>Applying Theory</td>
<td>42%</td>
<td>46%</td>
</tr>
</tbody>
</table>

B. ACTIVE & COLLABORATIVE LEARNING (ACL)

<table>
<thead>
<tr>
<th>“Very Often” Responses Only</th>
<th>SDSU 2008</th>
<th>SDSU 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lower</td>
<td>Upper</td>
</tr>
<tr>
<td>How often do students in your selected course section engage in the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work with other students on projects during class</td>
<td>21%</td>
<td>32%</td>
</tr>
<tr>
<td>Participate in a community-based project as part of a regular course</td>
<td>4%</td>
<td>10%</td>
</tr>
</tbody>
</table>
## C. Student Faculty Interaction (SFI)

<table>
<thead>
<tr>
<th>“Very Important” Experience for Undergraduate Students at SDSU</th>
<th>SDSU 2008</th>
<th>SDSU 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lower</td>
<td>Upper</td>
</tr>
<tr>
<td>How important is it to you that undergraduates at your institution do the following?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work on a research project with a faculty member outside of course or program requirements</td>
<td>12%</td>
<td>12%</td>
</tr>
<tr>
<td>Use an electronic medium to discuss or complete an assignment</td>
<td>21%</td>
<td>25%</td>
</tr>
</tbody>
</table>

## D. Enriching Educational Experiences (EEE)

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

## E. Supportive Campus Environment (SCE)

<table>
<thead>
<tr>
<th>Emphasized “Very Much” at SDSU</th>
<th>SDSU 2008</th>
<th>SDSU 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lower</td>
<td>Upper</td>
</tr>
<tr>
<td>To what extent does your institution emphasize:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Providing students the support they need to help them succeed academically</td>
<td>27%</td>
<td>28%</td>
</tr>
<tr>
<td>Encouraging students to participate in co-curricular activities</td>
<td>20%</td>
<td>12%</td>
</tr>
<tr>
<td>Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)</td>
<td>17%</td>
<td>9%</td>
</tr>
</tbody>
</table>
APPENDIX B

January 14, 2018

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 achievement;
- Curiosity and innovation;
- Acceptance and embrace 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 C Sorensen. 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.

LEAD WITH PURPOSE. CHAMPION THE PUBLIC GOOD.

Diversity and Inclusion at SDSU
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 work, 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. Expect new 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.
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
## Strategic Plan Comparison

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify a model through which issues of diversity and inclusion can be addressed systematically</td>
<td>Utilize the <em>Communities of Practice</em> conceptual framework to inform the implementation of the 2013-2018 ODEC strategic plan.</td>
<td>10 Examples/case studies of use of Communities of Practice conceptual framework over 5 year period.</td>
<td></td>
</tr>
<tr>
<td>Increase the number of students from underrepresented populations</td>
<td>Increase enrollment and retention of underrepresented students</td>
<td>Increase the enrollment and retention of students from historically underrepresented groups.</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3% (n=25) increase each year 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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3% (n=4-5) increase each year in enrollment of graduate students from historically underrepresented groups</td>
</tr>
<tr>
<td>Increase the number of faculty and staff from underrepresented groups</td>
<td>Increase faculty diversity</td>
<td>Increase the number of faculty, staff and administrators from historically underrepresented groups.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Implementation of all faculty diversity programs: Minimum of 2 individuals per program each year.</td>
<td>Perceptions of program from participants (mid-term and exit interviews) – 90% positive</td>
<td>Number of faculty, staff and administrators from underrepresented domestic groups increased by 5%.</td>
<td></td>
</tr>
<tr>
<td>Expand the faculty exchange program</td>
<td>Develop new and/or enhance existing outreach efforts</td>
<td>Develop new and continue to enhance existing outreach efforts including:</td>
<td></td>
</tr>
<tr>
<td>Develop collaborative degree programs with tribal colleges in SD</td>
<td></td>
<td>a. outreach program with public high schools in Sioux Falls</td>
<td></td>
</tr>
<tr>
<td>Expansion of Flandreau Indian School-SDSU Success Academy Program to</td>
<td></td>
<td>a. increase in first-year students from underrepresented groups from 713 to 800.</td>
<td></td>
</tr>
<tr>
<td>Additional Tribal High Schools, Engaging Participation of SDBOR Universities Nearest the School</td>
<td>b. MOUs with Tribal High Schools.</td>
<td>b. Increase in the Number of MOUs with Tribal High Schools from 1 to 4.</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>---------------------------------</td>
<td>---------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Institutionalize and Expand Diversity Training for Faculty and Staff</td>
<td>Develop Initiatives That Will Impact Campus Climate</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Expansion of Multicultural Center</td>
<td>Develop Channels of Communication Through Which Diversity/Inclusion Is Presented as an Institutional Value and Intrinsic to SDSU’s Standards of Excellence</td>
<td>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 If 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.</td>
<td></td>
</tr>
<tr>
<td>Develop Service-Learning Opportunities With Diverse Populations</td>
<td>Institutionalize Diversity/Inclusion Through the Curriculum.</td>
<td>Institutionalize Diversity and Inclusion Through the Curriculum. Development of the Following New Courses: • Africana Studies • Social Justice • One Additional Course Yet To Be Identified</td>
<td></td>
</tr>
<tr>
<td>Enhance and Expand the Presence of Diversity Themes and Information in All Curricula</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop a Major in AIS/Dakota Nation Emphasis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native American Cultural and Student Center</td>
<td>Continue to develop the American Indian Education and Cultural Center.</td>
<td>Continue to develop and improve the American Indian Education and Cultural Center.</td>
<td>Number of American Indian students at SDSU who enroll and complete programs increases by 5%. Number of students enrolled in American Indian Studies major: 50 by Fall 2017. Use of AIECC increases by 20%</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>---------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Develop a Native American Elder-in-Residence Program</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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.
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
July 8, 2013

Dr. David L. Chicoine  
President  
South Dakota State University  
Box 2201, AD 222  
Brookings, SD 57007-2298

Dear President Chicoine:

The progress report you submitted to our office has now been reviewed. A staff analysis of the report is enclosed.

On behalf of the Commission, staff accepts the report on the implementation and effectiveness of the University's Diversity Plan. No further reports are required. The institution's next reaffirmation of accreditation is scheduled for 2019 – 2020.

Also enclosed is a copy of the institution's Statement of Affiliation Status, which reflects the actions taken by the Commission. For more information on the interim report process contact Lil Nakutis, Process Administrator, Accreditation Services, at lnakutis@hlcommission.org. Your HLC staff liaison is Steph Brzuzy (sbrzuzy@hlcommission.org); (800) 621-7440 x 106.

Thank you.

HIGHER LEARNING COMMISSION
STAFF ANALYSIS OF INSTITUTIONAL REPORT

DATE: July 8, 2013
STAFF: Steph Brzuzy
REVIEWED BY: Katherine C. Delaney

INSTITUTION: South Dakota State University, Brookings, SD

EXECUTIVE OFFICER: David L. Chicoine, President

PREVIOUS COMMISSION ACTION RE: REPORT: A progress report due 7/1/2013 focused on the implementation and effectiveness of the University's Diversity Plan for the Office that was published in April 2008.

ITEMS ADDRESSED IN REPORT: The office of the Commission received South Dakota State University’s report on the above topic on 6/28/2013.

STAFF ANALYSIS: South Dakota State University hosted a comprehensive visit in November 2009. In reviewing the institution's responses to the previous comprehensive visit in 1999-2000, the visiting team concluded that insufficient progress had been made on issues related to diversity and recommended that the current progress report be submitted on the implementation and effectiveness of the institution’s diversity plan that was published in April 2008.

The University submitted an excellent and thorough report that documented progress in several areas relating to diversity and inclusion. For example:

- 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. A core value of the strategic plan is "Acceptance and embracement of diverse cultures and perspectives." 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. The appendix of the report included the strategic plan for the Office of Diversity, Equity and Community.

- A full-time Chief Diversity Officer (CDO) was hired in 2011; this position reports directly to the President. 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 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.

- 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 AEICC 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.

The progress report provided the following data on undergraduate student enrollment by race/ethnicity:

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Resident Alien</td>
<td>117</td>
<td>146</td>
<td>152</td>
<td>158</td>
<td>183</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>199</td>
<td>212</td>
<td>177</td>
<td>175</td>
<td>159</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>0</td>
<td>96</td>
<td>109</td>
<td>110</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>106</td>
<td>105</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Black or African American</td>
<td>96</td>
<td>114</td>
<td>130</td>
<td>142</td>
<td>164</td>
</tr>
<tr>
<td>Hispanic</td>
<td>76</td>
<td>98</td>
<td>152</td>
<td>166</td>
<td>182</td>
</tr>
<tr>
<td>2 or more races</td>
<td>0</td>
<td>0</td>
<td>169</td>
<td>167</td>
<td>196</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Unknown</td>
<td>643</td>
<td>728</td>
<td>129</td>
<td>62</td>
<td>48</td>
</tr>
<tr>
<td>White</td>
<td>9,295</td>
<td>9,391</td>
<td>10,188</td>
<td>10,155</td>
<td>10,064</td>
</tr>
<tr>
<td>Total Fall Enrollments</td>
<td>10,532</td>
<td>10,794</td>
<td>11,203</td>
<td>11,143</td>
<td>11,118</td>
</tr>
</tbody>
</table>

The progress report also provided commentary on these data:

- 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.
- The University's undergraduate enrollment is 90.5% White (Fall 2012).
- Since 2010 there has been a decline in the number of American Indian/Alaska Native students. 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. 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.

Current enrollment goals related to increasing the number of minority students at SDSU 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.

The monitoring report also addressed the recruitment and retention of underrepresented faculty. A summary of the data was presented:

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.

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.

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 progress report articulated directives for the future of diversity, equity and community at SDSU:

• 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.
• An 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.

Staff comment: It is clear from the very comprehensive and excellent report submitted by South Dakota State University that the University has given high priority and focus to the issues of diversity among students and faculty. The University is commended for the substantial progress it is making in developing a diverse community of learners that are well served by University programs and services.

STAFF ACTION: Accept the report on the implementation and effectiveness of the University's Diversity Plan. No further reports are required. The institution's next reaffirmation of accreditation is scheduled for 2019 – 2020.