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I. South Dakota State University

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

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

Core Values:

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

II. Introduction

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

- Lack of visibility and cohesion of diversity efforts
- Lack of implementation and assessment of diversity initiatives
- Need for enhanced support services for Lesbian, Gay, Bisexual, and Transgender (LGBT) students
- Need for updated course-by-course equivalency articulations/Memorandums of Understanding (MOU) with tribal colleges
- Development of American Indian Education and Cultural Center
- Person hired to lead diversity initiatives needs to participate in the administrative council
In response, a comprehensive review was conducted and based on input from individuals representing key units across campus, from individuals serving on committees and other governance groups, from input during strategic planning listening sessions, and data from surveys and other assessment tools, a progress report was prepared, submitted and approved by HLC in July 2013.

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

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

III. Major Accomplishments: 2013 – 2018

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

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

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

Student enrollment demographics
Overall, the majority (84%) of SDSU undergraduate and graduate students identify as White. However, changes in enrollment numbers have been observed for some student demographics. One racial/ethnic group that has increased is the enrollment of Hispanic/Latino students. In the 2013 fall enrollment, there were 226 (1.8%) students who identified as Hispanic/Latino and by 2016 the number had increased to 252 (2.0%). The fall 2018 enrollment of Hispanic/Latino students was 314 (2.6%). The students who identify as Black or African American has also increased from 216 (1.7%) students in 2013 to 253 (2.1%) students in 2018. The American Indian/Alaska Native populations have fluctuated. For example, in fall 2013, there were 129 (1.0%) students who identified as American Indian or Alaska Native. That enrollment went down to 120 (1.0%) in 2016 but is increasing again
with fall 2018 enrollment at 132 (1.1%). The students who identify as Asian has stayed steady and is currently 141 students (1.2%).

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

<table>
<thead>
<tr>
<th>Table: Student demographic trends by race/ethnicity</th>
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<tbody>
<tr>
<td>2013</td>
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<td>American Indian or Alaska Native</td>
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<tr>
<td>Two or More Races</td>
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<tr>
<td>White</td>
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<tr>
<td>Total</td>
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**Underrepresented student enrollment for Impact 2018 Strategic Plan**

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

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

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

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

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

1) In December 2015, the position of Coordinator of Multicultural Recruitment was established. The individual in this position is a member of the Office of Admissions leadership team. With a renewed focus, the coordinator has enhanced the management and implementation of programs and activities aimed at the recruitment and enrollment of students from diverse backgrounds. The coordinator interacts daily with prospective students from underrepresented backgrounds via phone, email, text and other platforms, providing support and guidance as students navigate the college search process and explore SDSU. Examples of activities include:

   a. Beginning in 2016, SDSU hosts full-day visits for students from diverse backgrounds from surrounding states in the fall term each year. The Office of Admissions provides transportation to the SDSU campus in Brookings from locations in Minneapolis and St. Paul, Minnesota and from Omaha, Nebraska. While on campus, students participate in sessions focused on the college search process, available support services, campus tours, meeting with current SDSU students along with cultural events. SDSU partners with organizations which focus on assisting underrepresented students with the college search process including Advancement Via Individual Determination (AVID), College Possible, Upward Bound and others.

   b. Through AVID, SDSU has provided personnel to visit classrooms in St. Paul to discuss the college search process as well as the benefits/characteristics of pursuing a college degree at SDSU. Since 2016, visits to high schools in the Twin Cities metro area and surrounding suburbs have included the locations of Brooklyn Center, Robbinsdale Cooper, Columbia Heights, Bloomington Kennedy and Park High Schools.
2) In spring 2018, SDSU created a new position focused on recruitment of American Indian students, the Native American Recruitment Coordinator. The position is a member of the American Indian Student Center team and has a strong collaborative relationship with the Office of Admissions. This position’s sole focus is recruitment and pre-college programming to serve the nine tribal nations in South Dakota as well as indigenous populations in the region and nation. Examples of activities for this position include:

a. Beginning in the 2018 spring term, the American Indian Student Center began hosting a traveling new student orientation program entitled SDSU 2 U: College Readiness on the Road. In May 2018, 5 individuals from SDSU including representatives from admissions, the American Indian Student Center, Financial Aid and the First-Year Advising Center visited five reservation high schools including Flandreau Indian School/Flandreau High School, Dupree/Timber Lake High School, Todd County High School, Red Cloud High School and Little Wound High School. SDSU representatives addressed topics including funding for college, residential life, the American Indian Student Center and services specific to American Indian students, advising, and numerous other topics. Staff at the partner high schools reported a high degree of satisfaction and appreciation for the visits. The AISC staff are tracking enrollment and retention rates for students who participated in the visits. Based on preliminary assessment results, the trips will most likely continue every spring and include additional high schools over time. The program will include nine schools in spring 2019.

b. Hosted the first American Indian visit day at SDSU in fall 2018. SDSU hosted 50 students from St Joseph Indian School and St. Paul, Minnesota public schools. Additionally, SDSU hosted 5 school visits on campus in the fall from St. Joseph Indian School, Little Wound, Crow Creek, Enemy Swim, Minnesota Indian Education students.

3) The International Affairs Office is the home for international recruitment and admissions. During 2013-18, SDSU realized a significant increase in international students. In 2016, SDSU reached a high point of 940 international students (including ESL students) attending SDSU. As a result of this increase, a second program assistant position was created with a portion of the position assisting with international student admissions and ESL. Since 2016, SDSU has experienced a decrease in international students. In fall semester 2018, SDSU has 778 international students attending the university. This decline is tracking with national trends caused by the current geo-political climate. Regardless of this decline, recruitment and enrollment of international students remains a priority area for the University.
**Student Retention**

The retention rate for underrepresented students fluctuates from term to term. Between 2013-2018, the fall to fall retention rate for first-time full-time bachelor's cohort student has been between 76-79%. There are some racial/ethnic groups for which the retention rate is lower or fluctuates. For example, the 2013 first-time full-time bachelor's cohort had 20 American Indian or Alaska Native students. Of those, 5 returned the subsequent fall for a retention rate of 20%. From 2014 cohort, 19 students identified as American Indian or Alaska Native. Of these students, 9 returned for a 47% retention rate. Most recently, the 2017 cohort had 21 students identify as American Indian or Alaska Native. In fall 2018, 7 of these students returned (33% retention rate). Students who identify as Hispanic/Latino have had retention rates between 52-79%. Most recently, the 2017 cohort had 44 students identify as Hispanic/Latino. Of these 23 returned in the fall 2018 (52% retention rate). Finally, students who identify as Black or African American have had retention rates between 64-76%. The 2017 cohort had 39 students identify as Black or African American. Of these, 25 returned in the fall 2018 (64% retention rate). In part this range of rates reflects low student numbers in some of the groups as well as the significant challenges some students face in transitioning and progressing within the higher education environment.
Retention rates for international students are consistently high. International students in undergraduate programs who have continued from fall to fall has increased, ranging from 59.5% for the fall 2013 cohort to a high of 91% for the fall 2017 cohort. Graduate student retention rates range from a low of 70.1% for the master’s level students in the 2014-15 class to a high of 97.4% for the PhD level students in 2015-16 cohort.

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

**Student Support Services**

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

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

- Completed the design of a new American Indian Student Center and broke ground for construction in fall 2018.
- Awarded 15 Wokini scholarships ($5K/year renewable for 5 years) to incoming first-year students beginning in academic year 2018-19;
• Re-designed the first-year orientation program for American Indian students;
• Hired a Native American Recruitment Coordinator, who is working full time with schools across the state and with Tribal Colleges and Universities (TCUs);
• Offered 14 Wokini scholarships to graduates of the TCUs in SD who want to come to SDSU for a bachelors or master’s degree ($5K/year renewable for 3 years);
• Launched an educational program for SDSU staff and faculty about Lakota/Dakota/Nakota history and culture.

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

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

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

4) **A Program Advisor for Latino/a students was hired in 2017:** With the increase in the Latino/a/x student population (from 226 in fall 2013 to 314 in fall 2018), funding was reallocated within the Division of Students Affairs for this key position.

5) **The Program Advisor for African American Students** continues to serve the growing number of African American students attending SDSU. This individual provides support to underrepresented students with an emphasis on the African American student population. The position also coordinates educational programs focused on multicultural issues and serves as a retention specialist.

6) **Summer Bridge Program:** The SDSU Summer Bridge program, *Jump Into State*, offers incoming first year students an opportunity to get a head start on their college education during the summer prior to their first semester at SDSU. Summer Bridge is a four-week program run just before the fall semester begins, and is limited to a select group of incoming first-year students including first-generation, minority students and those needing to complete developmental coursework. During this time, students complete courses, receive one-on-one advising, participate in study groups and other planned activities, and become familiar with the SDSU campus and its resources. Summer Bridge has served between 20-130 students each summer since 2011. The participation numbers have varied primarily due to fluctuations in funding available for students. The retention rates of Summer Bridge participants have ranged from 91-96%.

7) **English as a Second Language (ESL):** The English as a Second Language (ESL) program was created in 2013 and began offering courses during fall 2014. The university provided start-up funds for the initiative with the understanding that the program needed to be self-supporting by the end of the second year. SDSU’s ESL program was fully self-supported by the end of the first year due to healthy enrollments.

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

At the start of the ESL program, incoming international students were placed into the appropriate level ESL courses based on a language proficiency assessment that occurred upon arrival. There were three levels of ESL instruction delivered through traditional semester courses and students were placed in the appropriate level according to their assessment results. The program has been non-credit bearing except for the 1 credit cultural course. In addition, intensive courses were offered during the summers before matriculation for those students needing extra language training before taking regular courses.
Due to recent declines in enrollment in SDSU’s ESL program, the ESL program has been restructured to offer one course level that is a combination of levels 2 and 3. Students must now provide SDSU with an initial language proficiency score on either the TOEFL, IELTS or DuoLingo. If applicants can demonstrate that they have earned a composite score of 45 on the TOEFL, 4.5 on the IELTS, or 52 on the DuoLingo exam, then SDSU admits to the ESL program.

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

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

8) International Affairs Office: The International Affairs Office provides student services for international students with a focus on compliance, student programming and international student orientation. In 2013, as the international numbers were increasing, the office added a second international student advisor to meet the needs of current students. Workshops have been added on immigration processes and procedures, along with programs such as InterLink student mentor program, the Friendship Family Program, and International Week. A series of international night celebrations throughout the academic year provide an important venue for international students to share their culture with others.

9) Office of Disability Services: The Office of Disability Services (ODS) provides services for students with disabilities on the main campus in Brookings, for online students and those students at off-campus attendance centers. The ODS office is located within the Office of Multicultural Affairs and shares support staff with this office. The ODS, staffed by one full-time permanent position, assists students with disabilities in obtaining appropriate and reasonable accommodations in their education based on the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, SDSU policy, SDBOR policy, and other applicable state, federal, and local laws. In fall 2018, the ODS provided services to approximately 670 students, an increase from approximately 400 students in fall 2013.

The ODS office ensures that students determined to be eligible are provided with appropriate accommodations and notifies faculty members of course appropriate accommodations and assistive technology. Accommodations are accomplished through positive collaborations and referrals from partners such as faculty, professional and faculty advisors, the Testing Center, Student Health and Counseling, and University Housing. The ODS has seen an increase in students diagnosed with autism spectrum
disorder (ASD) along with an increase in students seeking accommodations for mental health disorders. Students are made aware of the services available in multiple ways including the SDSU website and through referrals from faculty, advisor and staff. Also, as part of the SDSU syllabus template, information is required to be included about disability services with contact information.

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

1) **Supplemental Instruction (SI)** is a series of weekly review sessions for students enrolled in historically difficult courses. This service is provided for all students who want to improve their understanding of course material and improve their grades. The number of students who attend SI has increased since first offered in 2011-2012 from approximately 15,000 visits to nearly 25,000 visits in 2016-17. Assessment results indicate that for students who attend SI, their grade point average is higher than for those who do not. For example, in spring 2017, for students who participated in SI, their average GPA was 2.9 in Accounting 210; for those students who did not participate, the average GPA was 2.4. This pattern is typical for all courses. SI is offered for 14 courses.

2) **The Wintrode Tutoring Program** offers small group and individual tutoring for 24 different courses. All tutors participate in peer educator training courses. Three levels of training are provided, and the courses are certified by the College Reading and Learning Association. Training topics include: role as a peer educator, confidentiality, building relationships, identifying student needs, the learning process, teaching study skills, critical thinking and group dynamics as well as mentoring, leadership theory and constructive criticism and feedback. The number of student visits for tutoring over the course of an academic year averages about 12,000 visits.

3) **The Math Help Center** provides tutoring for all math courses and is located in the Architecture, Mathematics & Engineering Building, Room 292. Walk-In hours are held along with course specific sessions. The center was established in 2004 and continues to be an important source of support and guidance for students. For example, data from spring 2014, in Calculus I students who attended the MHC regularly scored 16 percentage points higher on their homework, 6 points higher on their final exam, and 4 points higher on their overall grade than the average. In pre-calculus, students who attended the MHC regularly scored 13 percentage points higher on their homework, 4 points higher on their final exam, and 8 points higher on their final grade.

4) **The SDSU Writing Center** serves all students enrolled at the university, both undergraduate and graduate. Student can seek guidance and assistance about all types of writing at any stage in the process. Each session is devoted to an active and engaged learning experience in which the tutor and the student work together to improve writing. The number of students who utilize the Writing Center, along with results of a user satisfaction survey (including 2 questions focused on perceived impact on writing skills)
are tracked/gathered each term. The survey gathers data on appointment availability, perceptions of the level of knowledge, helpfulness and approachability of the tutors; the degree to which the session(s) were useful for increasing writing skills; if the experience helped students reach their goals; and if they planned to use the center again. Since fall 2014, 2,414 different students have utilized the writing center (4,024 visits). Over the 8 semesters, the mean scores for all items have been consistently over 4.0, indicating a high degree of satisfaction and helpfulness.

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

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

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

**Employee Demographic Trends**

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

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<tr>
<th>Table: Employee demographic trends by race/ethnicity</th>
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<td>2016</td>
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<tr>
<td>Hispanic / Latino</td>
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<td>Two or More Races</td>
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<tr>
<td>Faculty &amp; Staff Total</td>
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There have been some demographic shifts within employee classifications. First, the number of female faculty at SDSU has increased by 16 from 2012 to 2018. The gap between male and female faculty has narrowed. However, there continues to be gender discrepancies for tenured positions. For example, there were 162 male faculty members who were tenured compared to 73 female faculty members. In terms of race/ethnicity, the trends have remained consistent. Over the last three years, faculty members have been predominately white (80%), Asian (15%), or Hispanic/Latino (2%).
Next, as shown in the graph below, professional staff has an increase in the number of female employees while male employees have stayed somewhat constant. Professional staff are predominately white (93%), Asian (4%), or Hispanic/Latino (2%).

Finally, civil service staff has seen an overall decline in numbers with the number of female civil service staff falling by about 41 positions (as shown below). Civil service staff are predominately white (94%), Asian (2%) or American Indian or Alaska Native (2%).
Programs and Initiatives
Programs designed to increase the diversity of faculty, staff and administrators include:

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

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

3) Academic community-building: Four Affinity Groups have been formed to provide a social and professional network for marginalized faculty and staff. These groups include The Brothers’ Circle, The Sisters’ Circle, Los Hombres, and The Employee Resource Group. Participants have shared how important these groups are to help them feel a part of the community at SDSU and in the Brookings community.

   • The Brothers’ Circle (2015) is an African and African-American male-focused professional faculty/staff group which provides professional and educational advice, guidance and support.
   • The Sisters’ Circle (2014) is an African and African-American female-focused professional faculty/staff group which provides professional and educational advice, guidance and support.
   • Los Hombres Latinos (2018) is a Latino-male focused group with a focus on professional and educational information and support.
   • Employee Resource Group (2017) is a LGBTQIA+ community-focused professional faculty and staff group which provides professional and educational advice, guidance and support.

4) Partner/career assistance: At times, SDSU provides assistance to partners who accompany family members with identifying potential employment both at the University and in the greater community. Since 2014, employment opportunities have been identified for seven individuals. The SDSU Affirmative Action Plan (AAP) identifies
this practice as being used on a limited basis only when the partner is qualified for the position. Such hires are limited to hard to fill positions or at times when the demand for applicants greatly outnumbers the supply of qualified applicants.

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

6) The Title IX/EO Office consistently offers training for SDSU employees on topics related to diversity and inclusion: Since 2013, Title IX/EO has held on-going trainings that cover diversity, discrimination, harassment, bystander intervention training, and understanding the American with Disabilities Act (ADA) in various contexts. Since implementing the practices of having a diversity advocate on all search committees in 2016, this office has also trained individuals on university search committees on the role of the diversity advocate. Examples of additional trainings include:

   a. In 2016, Title IX employees offered a training for the College of Nursing faculty and staff on ADA requirements.
   b. In 2017, training was provided for Facilities and Services employees on their rights as SDSU employees under ADA.
   c. In 2018, equal opportunity training was provided for the Athletics Department focusing on harassment and discrimination.

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

In summary, new programs have been added over the past five years which are designed to increase the number of faculty and staff from underrepresented groups as well as facilitate
their transition to SDSU. The University has also designed programs to build community and foster the development of internal networks to provide professional and educational advice, guidance and support. Small gains have been made; yet due to the newness of the majority of these programs, impact is yet to be determined. While the percentage of female employees has increased, overall, there has been a decrease in the total number of SDSU employees.

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

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

1) Tribal High Schools, Colleges and Universities

Current partnerships and events include:

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

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

2) Tribal Communities

One of the strategic goals for the Wokini Initiative is “to strengthen partnership outreach and research infrastructure with tribal communities in South Dakota through trusting
relationships, strategic networks and ongoing effective communication.” This goal within
the Wokini Strategic Plan will guide the work in this area for the 2018-2023 time period.

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

3) **South Dakota Cooperative Extension**

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

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

4) **International Consortia/Agreements**

SDSU currently has 41 active agreements either as Memorandums of Understanding
(MOU) or Agreement (MOA) on Academic Cooperation and five affiliation agreements
with study abroad providers. Since 2011, the agreements that have been developed in the Office of International Affairs have been called Agreement on Academic Cooperation rather than an MOU or MOA.

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

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

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

5) **Collaboration with Brookings Community**

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

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

In sum, outreach efforts include statewide and local partnerships. Work with tribal communities including tribal colleges and universities has been bolstered with the launch of the Wokini Initiative which has provided more focus and communication about current and future projects. The SDSU Extension Service has been and will continue to be an important
partner for ODIEA to leverage the existing statewide presence of the extension service. This is one area which needs additional attention so as to more fully utilize existing systems. Memorandums of Understanding/Agreement as well as program to program agreements continue to be effective in fostering partnerships and additional student, faculty and staff opportunities. The local Brookings community is a strong partner; where both the university and the local community realize mutual benefit.

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

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

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

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

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

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

2) Equity Lens
In 2017, SDSU developed an Equity Lens rubric, based on a model from Portland State University to assist with the University’s strategic planning process. Being equity-minded is the demonstrated awareness of and willingness to address equity issues by institutional leaders, staff, faculty and students. Using an equity lens helps create a campus climate where diversity is not a simple “add on” to existing practice, but rather, becomes an “add
in” to guide everyday habits and is embedded with the fabric of the institution. Equity categories include: people, place, process, and power. The primary use of the Equity Lens has been as part of the 2018 strategic planning process by applying the lens to all strategic goals and strategies within the *Imagine 2023* Strategic Plan. The lens was also used as part of the preliminary environmental scan exercises during the strategic planning process. The use of the equity lens is also one of the recommendations noted earlier as a result of the Skyfactor Campus Climate Survey findings. Additional information about the Equity Lens is in Appendix C.

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

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

- Completed first Campus PRIDE Index in spring 2017 in collaboration with Gender and Sexuality Alliance (GSA). SDSU received a 2.5 out of 5 stars for the first completion of the index which provides baseline data to inform improvement. The index will be completed again in 2019 to assess progress.

- Developed the **Difference is Dialogue** series designed to create a place for students, faculty, and staff to have meaningful dialogue around diversity and inclusion. The need for civil and constructive conversations are critical to all university communities and are an important component of the developmental process for SDSU students and others. Beginning in 2015, the ODIEA has worked to create safe and brave spaces designed to facilitate intergroup dialogues. Through this experience, participants engage in healthy dialogue. Facilitators participate in a training workshop to prepare for the series and commit to co-facilitate five dialogue sessions. The series kicks-off in the fall of each academic year.

- The **Diversity Summit** is offered in partnership with Residential Life. This annual event began in 2013 and is designed for student leaders to gain an understanding and appreciation for diversity and inclusion. An evaluation feedback form has been provided to all participants for input on questions including: the strengths of the summit, ideas for possible improvements, and key concepts/skills learned. Results have been used to make improvements over time. For example, more active learning opportunities have been added over time. Students reported an improvement in the speakers over time as well. Students have reported an increase in their vocabulary related to diversity, inclusion and equity; an increased understanding of the need to celebrate differences and diversity and that all can learn-unlearn-relearn.

- SDSU has been recognized as a Military Friendly School by Victory Media for the sixth year in a row. Programs offered by the VA Office at SDSU include: tuition assistance; “Horses for Heroes” designed for veterans who may be suffering from PTSD or related challenges; writing workshop and book club in partnership with the English department; fund-raising golf tournament for the Wounded Warrior Program; Armed Forces Association, Warrior Week during the week leading up to Veteran’s Day; veterans’ retreat and scholarships.
The Diversity Academy provides educational training opportunities for faculty, staff, and students. The Diversity Academy is an 8-session series designed to address the needs and challenges of marginalized students, faculty, and staff at SDSU offered in the spring term. The academy is a comprehensive training program designed to develop intercultural competency and knowledge, create more inclusive practices, advance equity and provide more accessible design at SDSU. The first offering was spring 2017 and is planned to be offered again in spring 2018. Those individuals who complete over half of the workshops receive certificates of completion.

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

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

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

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

The Multi-Cultural Center which is currently located in the basement of the SDSU University Student Union will move to the second floor of the Student Union following renovation of the new space. Location matters and these two decisions will provide greater visibility and access.
The focus on building a welcoming and equitable environment at SDSU is more intentional than ever before. Indicators of this commitment include the administration of the Campus Climate Survey and use of findings to generate recommendations for on-going improvement. The survey will be administered again in spring 2019 and every other year into the foreseeable future. The increasing use of the Equity Lens is a mechanism whereby potential changes in policies, procedures and processes can be reviewed and updated to reflect a more inclusive approach. A wide array of programs and events are designed and delivered to increase student, faculty and staff knowledge and skills in working and interacting in a diverse and global world.

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

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

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

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

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

• **Excellence:** Excellence is achieved through assessment, continuous improvement, and accountability. We embrace bold action and adapt to an ever-changing environment, Individually, we are experts at what we do. Collectively, our impact is even greater.

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

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

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

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

   a. Planning the Fall 2015 Conference was entitled, “Making the Global Vision Real”
   b. Developing a Global Engagement Award
   c. Developing a policy entitled, “Study Abroad and US Department of State Travel Warnings”.
   d. Reviewing international affiliation and exchange agreements
   e. Identifying and implementing activities to support the international community at SDSU

3) Three additional teams provide important opportunities for communication and coordination of efforts. These are:
a. **Office of Diversity, Inclusion, Equity and Access (ODIEA) Advisory Team**: Members include the leaders of all diversity and inclusion focused offices/units/programs, thus providing an important avenue for on-going communication across these units so as to identify areas of potential collaboration and support for all units. This group also provides input and advice on strategic direction for the ODIEA. Office/programs represented include the International Affairs Office, Disability Services, Multi-Cultural Center, American Indian Student Center, Gender and Sexuality Alliance (advisor), multi-cultural recruitment and the coordinator of the course entitled, global citizenship and diversity.

b. **Wokini Leadership Council** provides insights into current and future initiatives and recommendations for funding priorities. Members include the Wokini Director, the director of the American Indian Student Center, coordinator of the American Indian Studies program, Food and Families Extension program director, two faculty members, budget specialist, director of the Office of Diversity, Inclusion, Equity and Access, director of marketing and communications, two external liaisons and one student member.

c. **Tiospaye Council** consists of all tribal faculty and staff, other faculty and staff from across campus who have demonstrated a commitment to the work of the Council. Representatives from the SDSU Native American Club and Students’ Association are also welcome. The purpose of the Council is to advocate for Native American students to ensure all receive what they need to succeed in higher education. Council members offer their expertise to students to support their current and future academic and career goals, build knowledge base of current and past issues that impact American Indian student recruitment, retention and success and advocate for effective and inclusive classrooms, program, curriculum and policies that reflect equity and diversity. Current projects include assisting with the annual Wacipi; gathering funds for star quilts awarded to all American Indian graduates; managing a student emergency fund; supporting various Native American Club activities and coordinating campus enrichment activities.

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

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

Numerous positive steps have been accomplished to provide additional opportunities for students and others to learn more about diversity, inclusion and equity as part of their academic program and overall experience at South Dakota State University. Examples include:
1) **Diversity, Inclusion and Equity cross-curricular skills:** The South Dakota Board of Regents (SDBOR Assessment Policy 2:11.5.B) implemented a requirement for all undergraduate programs to incorporate 5 of 11 possible cross-curricular skills into the curriculum. The Faculty Senate (12.13.16 meeting) approved the inclusion of the diversity, inclusion and equity cross-curricular skills for ALL undergraduate programs. Thus, all UG programs include one or more student learning outcomes focused on “the intentional engagement with diversity (i.e., individual differences and group/social differences) in ways that increase awareness, content knowledge, cognitive sophistication, and empathetic understanding of the complex ways individuals interact within systems and institutions leading to opportunities for equal access to and participation in educational and community programs for all members of society.” Individual programs are introduced to and assisted with this specific cross-curricular skill, as well as the other cross-curricular skills on the list, when participating in the SDSU Assessment Academy from 2016-2019.

2) **AHSS 111, Global Citizenship and Diversity course:** The College of Arts, Humanities and Social Sciences (AHSS) designed and now offers the course, AHSS 111, Global Citizenship and Diversity for three credits which is required for all students pursuing degrees in the College of AHSS. This course is designed to enhance students’ understanding of diversity by exploring the complexity of difference across multiple contexts to assess how these constructs shape systems of inequality and privilege. Throughout the course, students reflect on the role of being engaged and informed citizens. Student feedback from the first year offering the course in both fall 2017 and spring 2018 was generally positive as indicated on the IDEA student ratings of instruction. On a scale of 1-5, the average score was a 3.8. Further, students provided extensive feedback, and much of this feedback was either positive (i.e., “great course”, “great instructor”) or constructive with a positive tenor (“enjoyed the course, but here are some suggestions”, “would like to see more of x,y,z”), along with some negative input (“why do I need to take this course”, “the course should be optional”, “this class is nothing more than liberal indoctrination”).

3) **Academic Programs:** Several new minors have been developed and an existing certificate is now approved for online delivery so as to provide increased access to students. Examples include:

   a. Inclusion and Equity minor provides students with broad exposure to issues surrounding gender, racial, global and economic equity. Inherently interdisciplinary, it draws upon critical theory, African American studies, American Indian studies, sociology, history, global studies, political science, and women’s and gender studies. The minor was introduced in 2017.

   b. Peace and Conflict Studies minor was developed in 2010 and provides robust learning experiences in and beyond the classroom designed to increase student’s willingness to be civically engaged, and socially responsible contributors to a more caring and humane society and world, fostering informed citizenship, and enhancing SDSU’s ability to graduate students who are committed to lifelong
learning and service. The minor presents historical and contemporary conflicts through an interdisciplinary lens because the causes of conflicts can usually be attributed to multiple and interwoven cultural, economic, political and historical factors.

c. Women’s and Gender Studies minor is also an interdisciplinary minor enabling the student to select courses dealing directly or indirectly with women and their changing roles in history, the family, the labor force, politics, literature, and other venues. The minor is particularly useful for students expecting to work with women in social work, counseling, nursing, business, or education. This minor has been available since the 1970s. The title was updated in 2016 to include Gender Studies.

d. Workplace Intercultural Competence certificate was authorized in 2017 and is now approved for online delivery. The certificate prepares graduates with the knowledge and skills needed to provide management of diverse workplaces in a variety of settings including business, construction, and agriculture. Students gain a basic understanding of the challenges of second-language acquisition and intercultural communication, and acquire and hone the skills required to work in a diversity-rich setting and engage in intercultural communication. Students are introduced to basic theories and research regarding communication between cultures.

e. The American Indian Studies major and minor are inter-college programs providing a broad base of understanding the past, present and possible futures of American Indian people. The programs recognize the historical and contemporary significance of American Indian experiences.

f. Courses in Africana studies were added in 2016 which focus on the experiences of people of African descent in the Americas (primarily the United States). The courses are within the History department and are thus focused on an historical view from the trans-Atlantic slave trade to modern day.

g. The Global Studies major is focused on building intercultural competence and authentic global citizenship, preparing students through a multi-disciplinary knowledge base and broad understanding of global society and the societies of diverse foreign countries and cultures and to enable students to apply analytical and philosophical tools for interpretation of and critical thinking about global issues and data. Recent graduates from the program are employed by the US Army, US Air Force, the US Department of State and the City of Pittsburgh Housing Authority. Graduates have also secured positions as ESL teachers (3 recent graduates), international student advisor, interpreter and translator, and a city administrator. Others are pursuing graduate studies.

4) The Common Read has continued since its inception in 2009. The idea to launch a common read at SDSU was based on an analysis of the National Survey of Student Engagement (NSSE) data which indicated a need to increase student’s experiences and understanding regarding issues of social, economic and racial diversity. Since the 2013 Diversity Progress Report, the following books have been selected for the Common Read program at SDSU:
a. 2013 – The Heart and the Fist, Eric Greitens
b. 2014 – The Good Food Revolution, Will Allen
c. 2015 – The Other Wes Moore, Wes Moore
d. 2016 – Boy Meets Depression, Kevin Breel
e. 2017 – How Does It Feel to Be A Problem: Being Young and Arab in America, Moustafa Bayoumi
f. 2018, Wrecked, Maria Padian

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

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

Additional curricular and co-curricular options are now available to students and faculty to support the goal of embedding diversity and inclusion in courses, programs and enrichment activities. Vital to these efforts is the on-going assessment of student learning. With the recent addition of the cross-curricular skills, the university will be carefully monitoring to what degree students are meeting the student learning outcomes at the course and program level as well as results in the next two administrations of the National Survey of Student Engagement.
G. ODIEA Strategic Goal #7: Continue to develop and improve the American Indian Education and Cultural Center

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

The new facility will serve as the hub of cultural programming, services and advocacy in support of the recruitment, transition, retention, persistence and degree completion of American Indian students at SDSU. The Center is committed to providing a welcome home place to support those who have courageously chosen to walk the path of higher education. The AISC understands that a vital part of the function involves building relationships and working to encourage students to recognize and develop their voice and help prepare Native students to respond to the call to return home. Key services include academic advising, social, cultural and academic programming, organizational student leadership development, financial aid guidance, enrollment and registration assistance, community and professional referrals, peer mentoring and tutoring. One of the Centers signature programs is the AISC First Year Experience (FYE) which is designed for American Indian students seeking to establish campus connections, create life-long friendships, and crate a support system to facilitate the transition to SDSU and enhance their overall academic experience. The FYE consists of: 1) AISC Orientation Program, 2) Oyate Yuwitaya Tipi Living Learning Community (OYT) and 3) a first-year seminar course for academic credit. Assessment results indicate that student who take advantage of these programs are retained at the university at a higher rate than those who do not.
Additional Accomplishments 2013-2018

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

- **SDSU Strategic Plan, Imagine 2023** – the current strategic plan was developed during the 2017-18 academic year and launched on July 1, 2018. Diversity is identified as one of the core values of the University. This core value emphasizes the university’s commitment to diversity of community and ideas, and the belief in promoting and creating a supportive, inclusive, collaborative, and cohesive environment for all. This core value provides a guiding force for the goals and strategies from the Imagine 2023 plan. For example, one of the strategic goals is to achieve excellence through transformative education by affirming student success as one of the foundational University priorities. One of the action steps is to ensure student success of underrepresented populations through the establishment and continuation of programming and initiatives focused on access. Another strategic goal is to cultivate and strengthen community engagement with tribal communities and underserved populations.

- **The ODIEA Strategic Plan (2018-2023)** aligns with the university level plan with its focus on increasing the number of students, faculty, and staff from underrepresented groups, so as to provide a more multicultural experience for all. The strategic plan emphasizes the importance of disseminating information on university policy, procedures and programming efforts related to diversity, inclusion, and equity in the hopes that this creates university-wide consistency in promoting diversity. Goals also include providing appropriate trainings in order to share the office’s values and initiatives, and to foster collaboration across campus in diversity efforts. The plan calls out the need to continue to provide high quality programs and events that enhance participant knowledge and skills in diversity, inclusion, equity, and access and create meaningful dialogue and action. Finally, with the addition of the ADA Coordinator to the ODIEA office, the strategic plan identifies goals to promote enhanced accessibility and inclusion of people with disabilities university-wide.

- **SDSU Strategic Enrollment Management Plan (2018-2023)** – the first ever strategic enrollment management plan was launched in September 2018. The plan includes enrollment goals which recognize the diversity in student characteristics including age (transfer and non-traditional students), domestic diversity (American Indian and additional underrepresented groups) and international diversity. One of the five themes of the action plan is diversity with strategic goals centered on consistent definitions, intercultural competence and the diversity, inclusion and equity cross-curricular skill, pre-college programming, and the evaluation/assessment of programs and services with the equity lens, identifying opportunities for enhancement to meet the needs of an increasingly diverse student population.
2) **Assessment of Student Learning and Program/Office effectiveness**

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

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

   a. **Chief Diversity Officer:** With the launch of the most current SDSU Strategic Plan, along with the Strategic Enrollment Management Plan, the university is embracing the Chief Diversity Officer (CDO) as the institutional leader focused on enriching the university community’s understanding and appreciation of diversity, inclusion, equity, and access, as set forth in the ODIEA office mission. Since 2013, the position has been titled, Director of Diversity; however, with the increased emphasis on diversity and inclusion at SDSU, the institution has recognized the need to consistently use the CDO title. See Appendix E for job announcement. In addition, the staff size of the ODIEA office increased with the addition of the position of an ADA Coordinator in July 2018 (see Appendix D for job description). The office is currently staffed by the Director of Diversity (to be retitled to Chief Diversity Officer in 2019), the ADA Coordinator, a graduate administrative assistant, and undergraduate student workers. In the past, one professional staff member operated the office. With the increased staff, the office is able to dedicate their energies to the challenges and opportunities of diversity, inclusion, equity and access across the academy (Williams, & Wade-Golden, 2013).

   b. The Wokini Initiative is led by a new position at SDSU, the **Wokini Program Director.** This position was filled in January 2018 to lead a collaborative effort to enhance American Indian student success, tribal relations, research partnerships, and cultural competence of faculty, staff and students.

   c. **The Office of International Affairs (OIA):** Created in 2011 to provide more comprehensive support both for international students coming to the United States and domestic students planning to study abroad. Four key areas are managed by the OIA:

   - International recruitment and admissions
   - International student services
   - Study Abroad
   - English Language and Cultural Institute (since 2014)

During 2013-2018, SDSU has realized a significant increase in international students achieving an overall increase of 126% total number of international
students attending the University. Since 2016, there has been a decrease in international students. This decline is in-line with national trends caused by the geo-political climate. Student services have increased with a focus on immigration compliance, student programming and international student orientation. Study Abroad and the ELCI are addressed in other sections of this report.

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

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

IV. Strengths and On-Going Challenges

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

Observed strengths include the following:

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

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

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

On-going challenges include:

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

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

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

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


VI. Appendices

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

As a land-grant university, South Dakota State University’s (SDSU) mission is to serve the state of South Dakota through providing access to the benefits of higher education for all people. Currently, SDSU’s American Indian student population comprises less than 2 percent of its student body, and those who do attend have a lower graduation rate than their cohort.

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

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

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

- Establishing Wokini scholarships for qualifying students enrolled in a South Dakota tribe;
- Constructing and maintaining a new stand-alone American Indian Student Center (AISC);
- Providing intentional student retention advising, counseling and life-skills programming;
- Recruiting American Indian students utilizing culturally appropriate recruitment strategies and building relationships with their families;
- Offering summer programming to engage American Indian middle and high school students;
- Building authentic and respectful relationships with tribal communities;
- Building an inclusive campus environment;
- Establishing internal Wokini Challenge Grants to SDSU employees to promote innovative student recruitment and retention strategies across campus; and
- Supporting American Indian Studies (AIS) events and other cultural events on campus.
VIII. Wokini Program Director
Shana Harming
605-688-4030
shana.harming@sdstate.edu
www.sdstate.edu/wokini

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

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

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

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

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

XII. Core Values of SDSU
- People-centered
- Creativity
- Integrity
- Diversity
- Excellence

XIII. Accountability
- Ensure the Wokini Five-year Plan is an integral part of the university’s strategic plan, Imagine 2023, and is included in SDSU’s overall goals
  * Begin summer 2018: President’s Council, Wokini Leadership Council and Wokini Program Director
- Promote Wokini across campus community
  * Summer 2018: President, Provost, VP Student Affairs and Wokini Program Director
- Ensure high function of Wokini Leadership Council
  * Summer 2018: Provost, VP Student Affairs and Wokini Program Director

XIV. Overview of Goals
The Wokini Five-year Plan FY2018-2022 consists of three goals. Each is designed to provide a holistic approach to advancing American Indian student success as well as building effective partnerships with tribal communities of South Dakota:
- Transform SDSU to create a welcoming environment for American Indians by increasing SDSU’s staff/faculty capacity, knowledge and understanding of Oceti Sakowin history and culture through training, professional development and other learning and networking opportunities;
- Improve American Indian student enrollment and success by providing effective support in all aspects of the university experience to increase the number of American Indian graduates; and
• Strengthen university partnerships with tribal communities in South Dakota through trusting relationships, outreach, strategic networks and ongoing effective communication.

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

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

• Examine SDSU policies and practices and, if necessary, make recommendations for changes based on adherence to principles of diversity, access, inclusion and equity.
  
  FY 2018-19: President's Council, Wokini Leadership Council and Office of Diversity, Inclusion, Equity and Access

• Provide professional development opportunities for faculty and staff with a focus of Oceti Sakowin Essential Understandings which include: 1) lands and environment, 2) identity and resiliency, 3) culture and language, 4) kinship and harmony, 5) oral tradition and story, 6) sovereignty and treaties, and 7) way of life and development.
  
  FY 2018-19: Center for the Enhancement of Teaching and Learning (CETL) Director, American Indian Student Center (AISC) Director, AIS Coordinator and Wokini Program Director

• Create subsequent professional development programming including, but not limited to, myths versus facts and perpetuating the stereotypical “Indian,” first-generation college students, poverty, historical trauma and adverse childhood experiences, and current issues facing tribal communities and American Indians.
  
  FY 2021-22: CETL Director, AISC Director and Wokini Program Director

• Collaborate with existing grant opportunities to develop and deliver professional development focused on cultural competency for researchers on a consistent and annual basis.
  
  Summer/Fall 2018: Provost, VP of Research and Economic Development and Wokini Program Director

• Develop and implement an annual training calendar on priority topics for staff and faculty using CETL; Office of Diversity Inclusion, Equity and Access; AISC and AIS input and collaboration. Summer 2018: CETL Director and Wokini Program Director
Goal 2: Improve American Indian student enrollment and success by providing effective support in all aspects of the university experience to increase number of American Indian graduates.

Objectives:

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

<table>
<thead>
<tr>
<th>Year</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
<th>2021-22</th>
<th>2022-23</th>
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<tbody>
<tr>
<td>Enrollment</td>
<td>275</td>
<td>325</td>
<td>375</td>
<td>425</td>
<td>500</td>
</tr>
<tr>
<td>Scholarships Awarded</td>
<td>15</td>
<td>45</td>
<td>90</td>
<td>150</td>
<td>210</td>
</tr>
</tbody>
</table>

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

- Provide Wokini scholarships for TCU students who have 1) completed an Associate’s degree and are planning to pursue a four-year degree at SDSU or 2) completed an undergraduate degree and are pursuing a master’s degree at SDSU. *Begin Fall 2018: Provost, VP Student Affairs, AISC Director and Director of Admission*

- Continue providing Wokini scholarships for TCU faculty to support the TCUs goal of strengthening faculty credentials. *Begin Fall 2018: Provost, VP Student Affairs, AISC Director and Director of Admission*

- Provide effective and targeted academic advising, counseling, mentoring and supplemental instruction in key life skills. *Begin Summer 2018: AISC Director and Director of First-Year Advising*

- Enhance student recruitment initiatives for American Indian Students to include effective prospective student outreach and recruitment and precollege programs. *Begin summer 2018: AISC Director and Director of Admissions*

- Establish partnerships among SDSU departments and Wokini leadership to seek collaborative grant applications in the areas of American Indian student recruitment and retention. *FY 2020-21: Provost, VP Student Affairs, Director of First Year Advising and Director of AISC*

- Create opportunities for American Indian students to become involved in research endeavors both on campus and within tribal communities. *FY 2019-20: Provost, VP of Research and Economic Development, Director of Extension, AISC Director, and Wokini Program Director*

- Design and build a stand-alone American Indian Student Center to enhance student connections with one another and the university.
Begin construction Fall 2018, Occupancy January 2020: Associate VP for Facilities and Services and AISC Director

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

<table>
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<tr>
<th>Year</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
<th>2021-22</th>
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<tr>
<td>Programming</td>
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<td>$50,000</td>
<td>$50,000</td>
<td>$50,000</td>
<td>$50,000</td>
</tr>
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Begin summer 2018: President, SDSU Foundation VP for Development and Wokini Program Director

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

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

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

• Establish a President’s Advisory Board consisting of tribal presidents/chairmen or designee from each of the nine Tribal Nations in South Dakota to advise SDSU on current issues/needs. *Fall 2018: President and Wokini Program Director*

• Establish relationships with key stakeholders in tribal communities to build collaborative working relationships focused on the achievement of mutual goals. *Summer 2018: President and Wokini Program Director*

• Develop and maintain memorandum of understandings and articulation agreements with TCUs. *FY 2019-20: Office of Academic Affairs*

• Create online accessible database with a complete inventory of SDSU Extension and research programs including AIs and tribal communities. *FY 2018-19: Director of Institutional Research, Director of Extension and Wokini Program Director*

• Develop a Tribal Outreach and Research Guide that includes cultural competency, best practices and information regarding the nine S.D. tribes and their established research review and approval process. *FY 2020-21: Wokini Program Director and Wokini Leadership Council*

• Develop a long-term research/development strategy with interested TCUs. *FY 2021-22: VP of Research and Economic Development, Director of Extension and Wokini Program Director*

• Establish research-area specific cohorts that include both SDSU and TCU/tribal community members to establish effective lines of communication and collaboration.
FY 2021-22, VP of Research and Economic Development, Director of Extension and Wokini Program Director

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

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

XVI. Evaluation and Assessment

- Campus climate survey customized to evaluate current state and progress toward goals. Fall 2018: Provost; VP Student Affairs; Director of Institutional Research; Wokini Leadership Council; Director of Diversity, Inclusion, Equity and Access; and Wokini Program Director

- Annual review and reporting calendar identifying 1) environments to be reviewed, 2) sections/areas of campus to be reviewed and subsequent report on identified changes. Fall 2018: Wokini Program Director and Wokini Leadership Council

- Track knowledge acquisition (pre- and postknowledge surveys) input, successful interventions and needs in order to develop ongoing training, programming and communications. Summer 2019, then annually: Director of Institutional Research, CETL Director and Wokini Program Director

- Surveys and discussions with SDSU staff/faculty and TCU/tribal entities annually to determine outcomes and effectiveness of projects related to professional development, training and support, and communications. Fall 2019, then annually: Director of Institutional Research, CETL Director, Wokini Program Director and Wokini Leadership Council

- Complete annual progress reports from Wokini Program Director and Wokini Leadership Council to include outcomes and recommendations for continued improvements. Summer 2019, then annually: Wokini Program Director and Wokini Leadership Council

- Assess progress toward goals and outcomes through review of annual progress reports at annual meetings with TCU/tribal partners and make necessary adjustments.
Appendix B
Campus Climate Report, 2017 Executive Summary
The Skyfactor Campus Climate, Safety, and Sexual Assault Assessment measures 15 dimensions of the perceptions of and satisfaction with the institution. In particular, the survey focuses on:

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

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

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

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

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

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

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

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

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

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

- The average response for **perceptions of institution** (factor 1) was 5.14.
  - This was strongly correlated with overall perceptions and considered a high impact factor. Because the mean was less than 5.5, Skyfactor recommends increasing resources to improve performance in this area.
  - There were no statistically significant differences between SDSU and comparison groups.
- The average response for **campus environment** (factor 2) was 5.20.
  - There were no statistically significant differences between SDSU and comparison groups.
- The average response for **visibility** (factor 3) was 4.92.
  - SDSU had a statistically higher mean than the comparative group mean (4.70) and all participating institutions (4.64).
- The average response for **work environment** (factor 4) was 5.77
  - This was strongly correlated with overall perceptions and considered a high impact factor. Because the mean was greater than 5.5, Skyfactor recommends our institution maintain efforts related to this area.
  - There were no statistically significant differences between SDSU and comparison groups.
- The average response for **perceptions of faculty** (factor 5) was 5.43.
  - SDSU had a statistically higher mean than the comparative group mean (5.21) and all participating institutions (5.25).
- The average response for **perceptions of staff** (factor 6) was 5.62.
  - There were no statistically significant differences between SDSU and comparison groups.
- The average response for **perceptions of students** (factor 7) was 5.37.
  - SDSU had a statistically lower mean than the comparative group mean (5.60) and all participating institutions (5.62).
- The average response for **perceptions of administration** (factor 8) was 4.75.
  - This was the lowest rated factor on the employee survey; however, SDSU had a statistically higher mean than the comparative group mean (4.50) and all participating institutions (4.58).
  - This was strongly correlated with overall perceptions and considered a high impact factor. Because the mean was less than 5.5, Skyfactor recommends our institution increase resources to improve performance in this area.
• The average response for **administrative policies** (factor 9) was 5.09.
  - This was strongly correlated with **overall perceptions** and considered a high impact factor. Because the mean was less than 5.5, Skyfactor recommends our institution increase resources to improve performance in this area.
  - There were no statistically significant differences between SDSU and comparison groups.
• The average response for **campus accessibility** (factor 10) was 5.56.
  - There were no statistically significant differences between SDSU and comparison groups.
• The average response for **campus safety** (factor 11) was 5.54.
  - There were no statistically significant differences between SDSU and comparison groups.
• The average response for **individual response to sexual assault** (factor 12) was 5.69.
  - SDSU had a statistically lower mean than the comparative group mean (5.85) and all participating institutions (5.79).
• The average response for **institutional response to sexual assault** (factor 13) was 5.54.
  - This was strongly correlated with **overall perceptions** and considered a high impact factor. Because the mean was greater than 5.5, Skyfactor recommends our institution maintain efforts related to this area.
  - There were no statistically significant differences between SDSU and comparison groups.
• The average response for **personal attitudes and behaviors** (factor 14) was 6.32.
  - This was the highest rated factor on the employee survey; however, SDSU had a statistically lower mean than the comparative group mean (6.48) and all participating institutions (6.50).
• The average response for **overall perceptions** (factor 15) was 5.45.
  - There were no statistically significant differences between SDSU and comparison groups.
Employee Survey Conclusions

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

1) Perceptions of Institution
   - Actions should a) strengthen the efforts to make the institution more welcoming and respectful, b) encourage free and open discussion on difficult topics, c) be more intentional about making individuals feel included as a member of the community, and d) encourage faculty and staff to openly share their ideas.

2) Perceptions of Administration
   - Actions should a) strengthen administrators concern for employee welfare, b) be respectful of what faculty and staff think, and c) value the work employees do.

3) Administrative Policies
   - Actions should a) strengthen efforts to proactively develop and implement policies that prevent discrimination related to abilities/disabilities, age, gender, political ideology, race, religion/faith, sexual orientation, and socioeconomic status.

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

1) Work Environment
   - Actions should strengthen a) supervisors’ treatment of employees with respect, b) the use of appropriate and inclusive language used in work environment, c) supervisors demonstrated valuing of the work employees do, and d) employees feeling welcomed in their work environment

2) Institutional Response to Sexual Assault
   - Actions should strengthen a) keep the confidentiality of the knowledge of reports limited to those who need to know, b) administration of formal procedures to address complaints of sexual assault fairly, c) support of the person making the report, d) take disciplinary action against the offender, e) the process of forwarding report outside the campus to criminal investigators, and f) the process of taking corrective action to address factors which may have led to the sexual assault.
Students Results

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

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

- The average response for policies (factor 8) was 5.33.
  - SDSU had a statistically higher mean than the comparative group mean (5.22) but lower than the Carnegie class (5.45).

- The average response for campus accessibility (factor 9) was 5.89.
  - This was the highest rated factor on the student survey.
  - There were no statistically significant differences between SDSU and comparison groups.

- The average response for campus safety (factor 10) was 5.65.
  - SDSU had a statistically higher mean than the comparative group mean (5.25), the Carnegie class (4.92), and all participating institutions (5.43).
  - This was strongly correlated with overall satisfaction and considered a high impact factor. Because the mean was greater than 5.5, Skyfactor recommends our institution maintain efforts related to this area.

- The average response for sexual assault (factor 11) was 5.47.
  - SDSU had a statistically higher mean than the comparative group mean (5.31) and the Carnegie class (5.30).

- The average response for campus training (factor 12) was 5.36.
  - SDSU had a statistically lower mean than the Carnegie class (5.59).
  - This was strongly correlated with overall learning and considered a high impact factor. Because the mean was less than 5.5, Skyfactor recommends our institution increases resources to improve performance in this area.

- The average response for overall learning (factor 13) was 5.32.
  - SDSU had a statistically lower mean than the comparative group mean (5.43), Carnegie class (5.43), and all participating institutions (5.55).

- The average response for overall satisfaction (factor 14) was 5.68.
  - SDSU had a statistically higher mean than the comparative group mean (5.49) and the Carnegie class (5.48).
**Student Survey Conclusions**

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

1) **Perceptions of Administration**
   - Actions should a) strengthen administrators’ fair treatment of students, b) be respectful of students think, c) strengthen administrators concern for student welfare, d) demonstrated leadership that fosters diversity, and e) strengthen efforts to regularly speak about the value of diversity.

2) **Campus Training**
   - Actions should strengthen a) sexual assault training to make it more engaging, b) the amount valuable information provided, and c) the presentation of information in an organized manner.

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

1) **Co-curricular Environment**
   - Actions should strengthen a) making student organizations feel welcomed, b) making student organizations reflect diverse groups of people c) developing student activities that enhance student abilities to work with people who are different than themselves, d) developing student activities that enhance student abilities to value, respect, and interact with people who are different than themselves.

2) **Perception of the Institution**
   - Actions should strengthen a) making students feel more welcomed and respected and b) students’ feelings about being treated fairly regardless of their abilities/disabilities, age, gender, political ideology, race, religion/faith, sexual orientation, and socioeconomic status.

3) **Campus Safety**
   - Actions should a) strengthen the safety and protection of students b) ensuring adequate outdoor lighting, and c) making the institution safe to walk around at night.

4) **Perception of Faculty/Staff**
   - Actions should strengthen a) valuing different perspectives in the classroom, b) treating students with respect, c) turning controversial topics into constructive discussions, d) demonstrating concern about the welfare of students, and e) supporting students from diverse background, creating an environment that accepts students from diverse backgrounds.

5) **Personal Attitudes and Behaviors**
   - Actions should strengthen a) students feeling comfortable interacting with students from diverse backgrounds, b) having friends from diverse backgrounds, c) having roommates or neighbors from diverse backgrounds, d) having discussions with people whose ideas and values are different from their own, and e) feeling comfortable bringing up issues of discrimination or harassment.
Appendix C
Equity Lens
Using an Equity Lens

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

<table>
<thead>
<tr>
<th>EQUITY CATEGORY</th>
<th>IMAGINE 2023: CORE VALUES (People Centered, Creativity, Integrity, Diversity, &amp; Excellence)</th>
</tr>
</thead>
<tbody>
<tr>
<td>People</td>
<td>People-Centered: We recognize leadership is derived from service to others. We are committed to creating a culture where all thrive and are supported on their own personal and professional paths toward lifelong learning, growth, and leadership. <em>(Example: Global Citizenship Courses—College of AHSS)</em></td>
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<tr>
<td></td>
<td>An equity minded person will ensure that:</td>
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<tr>
<td></td>
<td>...the operational processes are inclusive, and the elements of the process do not create barriers to meaningful participation.</td>
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<tr>
<td></td>
<td>...multiple underrepresented stakeholder groups are included.</td>
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<td></td>
<td>...processes address the need to include underrepresented stakeholders more actively address the need for more inclusion.</td>
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<tr>
<td>Place</td>
<td>Excellence: Excellence is achieved through continuous improvement, assessment, and accountability. We embrace bold action and adapt to an ever-changing environment. Individually, we are experts at what we do. Collectively, our impact is even greater. <em>(Example: Wokini Initiative- President’s Office)</em></td>
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<td></td>
<td>An equity minded place:</td>
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<tr>
<td></td>
<td>...compensates for access limitations of various stakeholder groups.</td>
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<tr>
<td></td>
<td>...supports access of marginalized community stakeholders.</td>
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<tr>
<td></td>
<td>...addresses the need for physical space and geographical location that meets the need of marginalized population (e.g., access, proximity, and centrality).</td>
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<tr>
<td>Process</td>
<td>Creativity: Creativity is our cornerstone to expand knowledge, develop human understanding, and enrich quality of life. We believe that education and research/scholarship/creative activity reinforce one another, and the best academic programs bring innovative teaching and rigorous research together. <em>(Example: Search Committee Diversity Advocates-Human Resources)</em></td>
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<tr>
<td></td>
<td>An equity minded process:</td>
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<tr>
<td></td>
<td>...supports the empowerment of communities historically most affected by inequities</td>
</tr>
<tr>
<td></td>
<td>...ensures that participants’ emotional and physical safety needs are addressed</td>
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<tr>
<td></td>
<td>...support participants’ need to be productive and feel valued.</td>
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<td></td>
<td>...builds ongoing community capacity for involvement with SDSU (beyond the strategic planning process) by those communities historically most affected by inequities.</td>
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<tr>
<td>Power</td>
<td><strong>Integrity:</strong> We act with organizational and personal integrity, through honest interactions, professionalism, transparent and accountable decision-making, and respect for others <em>(Example: Affinity Groups-ODIEA)</em></td>
</tr>
<tr>
<td>-------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>An equity minded person acknowledges that <strong>power</strong> systems should:</td>
<td>…support the empowerment of people from historically marginalized communities.</td>
</tr>
<tr>
<td></td>
<td>…address inclusion and equity and is expected to reduce disparities and advance social justice.</td>
</tr>
</tbody>
</table>
Appendix D
ADA Coordinator Job Description
The Office of Diversity, Inclusion, Equity and Access at South Dakota State University is seeking a talented and highly motivated individual to join our team as an Americans with Disabilities Act (ADA) Coordinator. The ADA Coordinator will oversee the university’s compliance with and implementation of ADA standards and procedures. This position will also contribute to the university’s mission of providing access and opportunity by supporting the Office of Diversity, Inclusion, Equity, and Access programming and development. This position reports to the Director of Diversity, Inclusion, Equity, and Access.

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

OVERVIEW OF RESPONSIBILITIES:

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

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

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

SPECIFIC DUTIES:

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

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

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

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

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

Coordinates with a variety of other offices to ensure the timely filing of all required compliance reports.
Develops and implements internal measures and/or reports which inform the university administration of the status of ADA compliance and opportunities for people with disabilities.

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

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

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

SALARY:
Commensurate with education, experience, and internal equity.

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

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

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

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

South Dakota State University is a tobacco free environment.

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

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

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

XVII. RESPONSIBILITIES:
The Chief Diversity Officer will perform the following functions:

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

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

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

XX. SALARY:
Commensurate with qualifications.

XXI. UNIVERSITY/COMMUNITY:
South Dakota State University’s (SDSU) mission is to offer a rich academic experience in an environment of inclusion and access through inspired, student-centered education, creative activities and research, innovation and engagement that improve the quality of life in South Dakota, the region, the nation, and the world. Our vision is to be a premier land-grant university recognized for high value, innovation, and bold impact. Our core values are straightforward, but challenging: people centered; creativity; integrity; diversity; and excellence.
South Dakota State University is the state’s largest, most comprehensive higher education institution. South Dakota State University had a fall 2018 enrollment of 12,107 students. There are ongoing efforts to bring a greater global perspective to the campus to increase diversity. The work of the university is carried out on a resident campus in Brookings, at sites in Sioux Falls, Pierre, Rapid City, and through Extension offices and Agricultural Experiment Station research sites across the state.

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

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

The top-ranked Brookings School District offers small classroom sizes and highly qualified, experienced teachers. The city boasts an abundance of attractions and activities such as the Children’s Museum of S.D., Dakota Nature Park, S.D. Art Museum, McCrory Gardens, S.D. Ag Heritage Museum, Outdoor Adventure Center of S.D., Downtown at Sundown, and the Brookings Summer Arts Festival. Brookings is consistently ranked as a top place to live. Recent accolades include: #1 Best Place to Live in S.D., #25 Best City for Entrepreneurs, #2 Best School District in S.D., Top 10 Best Small Towns in America, Safest College Town in America, and the Top 25 Safest Cities in America. Learn more about Brookings by visiting https://www.youtube.com/watch?v=IT8OnH5elgQ&feature=youtu.be.

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

XXII. APPLICATION PROCESS:
SDSU accepts applications through an on-line employment site. To apply, visit: https://yourfuture.sdbor.edu, search by the position title, view the job announcement, and click on “apply for this job.” The system will guide you through the electronic application form. The employment site will also require the attachment of a cover letter, which should specifically address how the candidate meets the qualifications as outlined in the advertisement; resume; and a reference page with the contact information for three professional references. Please contact SDSU Human Resources at (605) 688-4128 if you require assistance with the electronic application process.
SDSU actively seeks to increase social and intellectual diversity among its faculty and staff. Women, veterans, persons with disabilities, and minorities are encouraged to apply. Any offer of employment is contingent on the university’s verification of credentials and other information required by law and/or university policies, including but not limited to, a criminal background check.

South Dakota State University is a tobacco free environment. For questions on the position, contact Dr. Rebecca Bott-Knutson, Honor College Dean (605) 688-5268 or Rebecca.bott@sdstate.edu. South Dakota State University is committed to affirmative action, equal opportunity and the diversity of its faculty, staff and students. Women, veterans, persons with disabilities, and minorities are encouraged to apply. Arrangements for accommodations required by disabilities can be made by emailing HR@sdstate.edu. SDSU prohibits discrimination on the basis of race, color, creed, religion, national origin, citizenship, ancestry, gender, marital status, pregnancy, sexual orientation, age, disability, veteran’s status or any other protected class in the offering of all educational programs and employment opportunities. Individuals with concerns regarding discrimination should contact: Equal Opportunity Officer/Title IX Coordinator, Human Resources, Morrill Hall 100, SDSU, Brookings, SD 57007. Phone: (605) 688-4128.
Diversity and Inclusion Committee Annual Reports for 2014-2018
Self-Assessment Evaluation
Submitted by: Yung Huh, Chair

Committee Name: Diversity and Inclusion Committee

Date Submitted: May 11, 2014

I. List of members and officers.

<table>
<thead>
<tr>
<th>Diversity and Inclusion Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
</tr>
<tr>
<td>Jim Burns</td>
</tr>
<tr>
<td>Lorna Saboe-Wounded Head</td>
</tr>
<tr>
<td>Thomas Stenvig, Vice Chair</td>
</tr>
<tr>
<td>Richard Meyers</td>
</tr>
<tr>
<td>Yung Huh, Chair</td>
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<tr>
<td>Charles Woodard</td>
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<tr>
<td>C.D. Douglas</td>
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<tr>
<td>Samantha Contarino</td>
</tr>
<tr>
<td>Akimoto Ichinomiya</td>
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<tr>
<td>Karla Howard, Recorder</td>
</tr>
<tr>
<td>Libby Trammell</td>
</tr>
<tr>
<td>Shaheed Shihan</td>
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</tbody>
</table>

II. If Sub-Committee(s), please list each Sub-Committee and membership of each.
NONE

III. Please list all members whose term expires this year. Indicate if any of these members would like to be considered for renewal for a second term of service. Also list any members who resigned during their appointment.

Expiring Terms (3 vacancies)
- Tom Stenvig, At-large faculty, 2nd term expired
- Lorna Saboe-Wounded Head, At-large faculty, 2nd term expired
- Samantha Contarino, Staff, 1st term expired.

New Member
- Laura “Renee” Chandler was recommended from the committee. She agreed to serve on the committee starting from fall 2014, upon approval from the Committee of the committees.

IV. List and briefly describe any activities planned/implemented/evaluated during the reporting period.
- The committee played a key role with representation on the task force in conducting SDSU’s first-ever Climate survey in October, 2014.
The committee will also be central in disseminating the survey results, and recommending action plans following the survey results.

The Climate Survey status:
- Faculty/staff: 715 completed (343 dropouts) for a total of 1,085.
- Students: 2,919 completed (1630 dropouts) for a total of 4,549.

The committee incorporated the President’s Advisory Council on Diversity. Richard Meyers, and Charles Woodard joined the committee in October, 2013.

External speakers were invited. Dr. Jordan Landry presented a workshop on the student LGBT experience in October 2013. Topics included LGBTQ history, symbols, definitions, identity/identity development theory, transgender identity, and intersections of identities.

It was reported that students in wheelchairs missed classes due to snow and ice around the residential halls. The accessibility throughout the campus should be looked closely.

The committee will collaborate with campus groups, with a help of Dean Papini, to identify ways to emphasize “Integration, Breaking walls, and Social Justice” across the curriculum. Provost Nichols has been very supportive of curriculum ideas.

Jamie will reach out to Tim Reed to see if he would be available to meet with this committee to report on what some of the students focus groups from last year reported. The city of Brookings maintains a website to report any bias incidents at engagebrookings.com.

The committee continued to provide and assist in Safe Zone training. As of spring 2014, all students’ Association (SA) officers attended the Safe Zone training.

SA passed a Resolution 13-14-R requesting (1) the SDSU SA wants the SDSU faculty to be able to accurately and truthfully facilitate discussions [on safe Zone], and (2) the SDSU SA strongly recommends the SDSU faculty senate introduce a legislation pushing for the Safe Zone certification for faculty in March, 2014. This SA resolution was presented to the faculty senate by Ben Stout, the President of SA.

The committee works together with “Residential Life Inclusion Council” to promote diversity and inclusion in the residential halls.

V. List discussion topics and recommendations during the reporting period.

- Committee members, Jim Burns, Tom Stenvig, and Lorna Saboe-Wounded Head will lead the analysis of the Climate Survey. The committees strongly recommend that they should be supported summer stipends.
- Discussion was made regarding an article from the “Inside Higher Ed” reporting an incident at a college campus. A transgender student was questioned by authority for using a gender-specific restroom. This could happen at SDSU, and we should prepare policies regarding similar situations.
- Shaheed went to a “Teach-in” seminar. It seemed a great way to bring students and faculty together along with community members. The topic in March, 2014 was related to Women’s history month.
- According to an article in the Collegian on April 9, 2014, it was suggested that the Multicultural Center should be re-located on Main level to represent diversity on campus better.
- Discussion was made to assure, and support campus-wide blue-print to monitor and promote a healthy and safe campus free from discrimination and harassment.
- Campus diversity activities should be advertised through social media including emails, facebook, twitter, and website announcement.
VI. List key goals/focus areas for next year.

- The committee will play a key role in analyzing the Climate Survey.
- The committee will disseminate the Climate Survey results to the university and community.
- Action plans will be prepared by the committee based on the survey results.
- The committee will look on university policies and make recommendations on the discrimination incidents, gender issues, and bias incidents.
- The university should have a written policy on reporting bias incidents.
- The “bias incident reporting system” should be available on campus. It would be easier for students to report incidents of bias over their phone.
- To continue to support and promote diversity programs such as Heritage months.
- To continue to host external speakers to present diverse opinions. Jamie will look into budget to cover any expenses.
- To have regular meetings with students’ organizations to listen to their opinions.
- To have regular meetings with administrators to convey students’ concern and try to resolve any problems.
- To continue to support and assist in the Safe Zone training to students and faculty who is willing to participate.

VII. List other key outcomes of the Committee this year.

None
Committee Name: Diversity and Inclusion Committee

Date Submitted: May 15, 2015

I. List of members and officers.

2014-2015

Yung Huh, Chair
* Jim Burns, At-Large Faculty
Laura Chandler, At-Large Faculty
Richard Meyers, At-Large Faculty
* Charles Woodard, At-Large Faculty
SunWoo Kang, At-Large Faculty
C.D. Douglas, Professional Staff/NFE (Student Affairs)
Kas Williams, Professional Staff/NFE (Student Affairs)
* Akimoto Ichinomiya, Professional Staff/NFE (non-Student Affairs)
Karla Howard, Civil Service, Recorder
* Jacob Sutton, Student
* Ruth Latterell, Student

Dean Sam Jennings, Administrative Liaison

* Members whose term expires.

2015-2016

Yung Huh, Chair
+ Vickie Mix, At-Large Faculty
Laura Chandler, At-Large Faculty
Richard Meyers, At-Large Faculty
+ Hande Bridgick, At-Large Faculty
SunWoo Kang, At-Large Faculty
C.D. Douglas, Professional Staff/NFE (Student Affairs)
Kas Williams, Professional Staff/NFE (Student Affairs)
+ Stephane Bebensee, Professional Staff/NFE (non-Student Affairs)
Karla Howard, Civil Service, Recorder
+ Semehar Ghebrekidan, Student
+ Nethaniel Condelli, Student

Dean Sam Jennings, Administrative Liaison

+ New member

II. If Sub-Committee(s), please list each Sub-Committee and membership of each.

NONE

As of May 2015, the committee voted in favor of forming a “Native American Wacipi” sub-committee. Its guidelines and membership for the sub-committee will be finalized in Fall 2015.
III. Please list all members whose term expires this year. Indicate if any of these members would like to be considered for renewal for a second term of service. Also list any members who resigned during their appointment.

Members whose term expiring
- Jim Burns, At-Large Faculty
- Charles Woodard, At-Large Faculty
- Akimoto Ichinomiya, Professional Staff/NFE (non-Student Affairs)
- Jacob Sutton, Student
- Ruth Latterell, Student

New Members in the coming year
- Vickie Mix, At-Large Faculty
- Hande Briddick, At-Large Faculty
- Stephane Bebensee, Professional Staff/NFE (non-Student Affairs)
- Semehar Ghebrekidan, Student
- Nethaniel Condelli, Student

IV. List and briefly describe any activities planned/implemented/evaluated during the reporting period.

- Played a crucial role in the initial analysis and dissemination of the Campus Climate Survey to the University Executive Members.
  - October, 2013: Climate Survey conducted at SDSU
  - A total of 5,647 surveys were returned by Faculty, Staff, and Students.
- October 30, 2014: Executive Summary presented by the Committee (Jim Burns) to the President.
- December, 2014: A list of nomination to the President to form the Task Force.
- December, 2014: The Campus Climate Task Force (CCTF) led by Mary Emery formed.
- March, 2015: The Final recommendation to the President by the CCTF.
- Native American Wacipi-powwow event on the SDSU campus, February 20, 2016
- American Indian Studies Regional Meeting, March 30-31, 2015
- 3rd Annual Student Summit on Diversity & Inclusion, March 21, 2015
- Spanish Undergraduate Research Conference, SDSU, March 2015 – financial support
- Promotion of the Multicultural Center Monthly events.

V. List discussion topics and recommendations during the reporting period.

- **Sub-Committee:** Richie and Ernest provided the background on the Wacipi event and why the Diversity and Inclusion Committee is being asked to create a subcommittee for this event. This event is scheduled for February 20, 2016 in the Volstorff Ballroom.
- **Recruitment and Retention of under-represented faculty and staff:** After a discussion regarding who requested the committee create a document similar to this and who the committee would report to regarding the request, it was determined that Yung would set up a meeting with the President to get clarification before the committee begins the work. He will request the President give the committee the charge regarding this
request. Once this has been received, Yung, Richie, and C.D. will begin to work on creating a draft for the committee to review in the fall.

- Rich Meyers completed his report on American Indian Studies, and posted it here. [https://goo.gl/rlfXDM](https://goo.gl/rlfXDM)
- A list of recommendation to form the Campus Climate Task Force in December, 2014.
- Areas of focus shall include Developing a robust understanding of diversity and a welcoming campus climate; Recruiting, retaining and successfully graduating a diverse student body; Recruiting, advancing and retaining and diverse faculty and staff; Diversifying SDSU’s leadership and management; Integrating diversity across the institution’s teaching, research and co-curricular programs; and Bringing the university’s resources to bear in respectful, responsive service to diverse communities.
- Faculty Classroom Intervention Training: by utilizing the current CETL program.
- The incidence of student’s comments on Dr. Chandler in October 2014.
- The campus safe-zone training, and working closely together with the residential life inclusion council.

VI. List key goals/focus areas for next year.

- To invite Nancy Hartenhoff-Crooks, Coordinator-disability Service in the first committee meeting in the fall of 2015.
- To develop Action Steps according to the Campus Climate Task Force recommendation
- To form a sub-committee under the Committee
  - Native American Wacipi sub-Committee
  - LGBTQ sub-Committee
  - Monthly Heritage events sub-Committee
- To identify and to develop action steps to advocate and promote the Diversity and Inclusion of the under-represented faculty and staff in campus.
- To prepare for the next round of Campus Climate Survey (~ in 2016)

VII. List other key outcomes of the Committee this year.

None
Committee Name: Diversity and Inclusion Committee

Date Submitted: May 16, 2016

I. List of members and officers.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vickie Mix</td>
<td>At-Large Faculty</td>
</tr>
<tr>
<td>SunWoo Kang</td>
<td>At-Large Faculty</td>
</tr>
<tr>
<td>Laura Chandler</td>
<td>At-Large Faculty</td>
</tr>
<tr>
<td>Richard Meyers, Vice Chair</td>
<td>At-Large Faculty</td>
</tr>
<tr>
<td>Yung Huh</td>
<td>At-Large Faculty</td>
</tr>
<tr>
<td>Hande Briddick, Chair</td>
<td>At-Large Faculty</td>
</tr>
<tr>
<td>C.D. Douglas</td>
<td>Professional Staff/NFE (Student Affairs)</td>
</tr>
<tr>
<td>Kas Williams</td>
<td>Professional Staff/NFE (Student Affairs)</td>
</tr>
<tr>
<td>Stephanie Bebensee</td>
<td>Professional Staff/NFE (non-Student Affairs)</td>
</tr>
<tr>
<td>Karla Howard, Recorder</td>
<td>Civil Service</td>
</tr>
<tr>
<td>Semehar Ghebrekidan</td>
<td>Student</td>
</tr>
<tr>
<td>Nathaniel Condelli</td>
<td>Student</td>
</tr>
</tbody>
</table>

II. If Sub-Committee(s), please list each Sub-Committee and membership of each.

Inclusion Subcommittee: Kas Williams and Hande Briddick

Education Subcommittee: Stephanie Bebensee, Vicki Mix,

Visibility: Karla Howard, C.D. Douglas,

Wacipi: Yung Huh, Richard Meyers, & Semehar Ghebrekidan

III. Please list all members whose term expires this year. Indicate if any of these members would like to be considered for renewal for a second term of service. Also list any members who resigned during their appointment.

Vickie Mix – Term is renewed until 2019

Richard Meyers – Term is renewed until 2019

Hande Briddick – Term is renewed until 2019

Yung Huh – Term is renewed until 2019

These individuals were reappointed by Faculty Senate.
IV. List and briefly describe any activities planned/implemented/evaluated during the reporting period.

1. **Revised Funding Proposal Application Form:** The committee revised an already existing application form to support activities in the university community with regard to diversity.

   The committee funded the application of three graduate students (Alaina Hanks, Wiyaka His Horse Is Thunder, and Cora Nelson) who presented at the ACPA conference in Spring of 2016 on the topic of ally identity development of underrepresented students in colleges and universities. As the requirement of the fund, the students agreed to make the same presentation to the university community. The place and time will be determined next academic year.

2. **Community Dialogue:** December 4, 2015

   The event is hosted together with the Undergraduate Student Experience Committee. The purpose of this event was to create a safe environment for SDSU students to engage in a dialogue related to current diversity issues.

3. **Wacipi Event:** February 19, 2016.

   Wacipi subcommittee worked closely with Ms. Eastman in coordination of the event at the Student Union.

4. **Coffee with Provost Nichols:** February 29th, 2016.

   The committee hosted this event to encourage an open and engaging conversation on diversity related issues with faculty members and other academic staff. The written feedback we received was positive. A significant number of attendees asked for continuation of this type of dialogue. The committee is appreciative of Provost Nichols and her support of this event.

5. **Coffee with the Interim VP of Student Affairs Dr. Doug Wermedal:** April 8th, 2016.

   Similar to the Coffee with the Provost program, the committee hosted this event to encourage an open and engaging conversation with student affairs professionals. The written feedback was very positive. A significant number of attendees asked for continuation of this type of dialogue. The committee is appreciative of Dr. Wermedal and his support of this event.
V. List discussion topics and recommendations during the reporting period.

1. The committee met with a number of administrators to not only better understand their departments but also the needs of the population(s) they serve. During the first semester we met with

   Office of International Affairs & Outreach: Ms. Kathleen Fairfax, Assistant VP Academic Affairs and Outreach
   American Indian Education and Cultural Center: Ms. April Eastman
   Multicultural Center: Mr. C. D. Douglas
   Center for Enhancement of Teaching and Learning: Dr. Kevin Sackreiter.

2. The committee explored and discussed the importance of a better organizational structure that will serve to unite different departments and committees that work on issues related to diversity. It is possible that absence of such a structure may actually undermine the effectiveness of diversity work conducted by each individual department.

3. The committee explored ways to increase cultural sensitivity and responsiveness of faculty and staff members via effective educational programs

4. Office of Diversity, Equality and Community: Our discussions centered around changing leadership and future endeavors of the office.

VI. List key goals/focus areas for next year.

   1. Completing the “Success Model” for underrepresented students
   2. Processing the results received from Climate Survey and using the data to address critical needs
   3. Reviewing the membership and charter closely

VII. List other key outcomes of the Committee this year.
Committee Name: Diversity and Inclusion Committee  
Date Submitted: April 20, 2017

I. List of members and officers.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Position</th>
<th>Affiliation</th>
<th>Term Expiration</th>
<th>Term</th>
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<tbody>
<tr>
<td>Vickie</td>
<td>Mix</td>
<td>Recorder</td>
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<td>2019</td>
<td>2</td>
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<tr>
<td>VACANT</td>
<td>VACANT</td>
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<td>At-Large Faculty</td>
<td>2017</td>
<td>1</td>
</tr>
<tr>
<td>Laura</td>
<td>Chandler</td>
<td></td>
<td>At-Large Faculty</td>
<td>2017</td>
<td>1</td>
</tr>
<tr>
<td>VACANT</td>
<td>VACANT</td>
<td>Chair</td>
<td>At-Large Faculty</td>
<td>2019</td>
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</tr>
<tr>
<td>Yung</td>
<td>Huh</td>
<td>Vice Chair</td>
<td>At-Large Faculty</td>
<td>2019</td>
<td>2</td>
</tr>
<tr>
<td>Hande</td>
<td>Briddick</td>
<td></td>
<td>At-Large Faculty</td>
<td>2019</td>
<td>2</td>
</tr>
<tr>
<td>Aaron</td>
<td>Aure</td>
<td></td>
<td>Professional Staff/NFE (Student Affairs)</td>
<td>2019</td>
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</tr>
<tr>
<td>Kas</td>
<td>Williams</td>
<td></td>
<td>Professional Staff/NFE (Student Affairs)</td>
<td>2017</td>
<td>1</td>
</tr>
<tr>
<td>Stephanie</td>
<td>Bebensee</td>
<td></td>
<td>Professional Staff/NFE (non-Student Affairs)</td>
<td>2018</td>
<td>1</td>
</tr>
<tr>
<td>Danielle</td>
<td>Schulz</td>
<td></td>
<td>Civil Service</td>
<td>2019</td>
<td>1</td>
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<tr>
<td>Semehar</td>
<td>Ghebrekidan</td>
<td></td>
<td>Student</td>
<td>2017</td>
<td>2</td>
</tr>
<tr>
<td>Iris</td>
<td>Le</td>
<td>Student</td>
<td>Student</td>
<td>2017</td>
<td>1</td>
</tr>
</tbody>
</table>

II. If Sub-Committee(s), please list each Sub-Committee and membership of each.
   - Wacipi – this sub-committee was not staffed in the 2016-17 academic year. Role, activity, and scope of this sub-committee will be reviewed.

III. Please list all members whose term expires this year. Indicate if any of these members would like to be considered for renewal for a second term of service. Also list any members who resigned during their appointment.

   - Considered for Renewal
     - Kas Williams – Renewal requested (term expiration may not be accurate on table above)
   - Shall be replaced
     - SunWoo Kang; At-Large Faculty; (no longer at SDSU)
     - Richard Meyers; At-Large Faculty; resigned from the Committee
     - Laura Renee Chandler; At-Large Faculty; Not considering renewal
     - Vickie Mix; At-Large Faculty; Retiring
     - Semehar Ghebrekidan; Student; No longer Senator
     - Iris Le; Student; Graduating

IV. List and briefly describe any activities planned/implemented/evaluated during the reporting period.
   - Promotion of diversity & multicultural events on campus
   - Provide input for the position of Director of Diversity, Equity, Inclusion & Access-one committee member serves on Search Committee
   - Learn from International Affairs regarding concerns for International...
Students impacted by U.S. government executive orders
  • Provide statement of support for Wokini Initiative

V. List discussion topics and recommendations during the reporting period.
  • Position description and rank of new hire for Diversity-committee recommended rank be assigned at a Vice Presidential level rather than Director. The President’s Chief of Staff expressed desire for a coordinator/director versus a Vice President.
  • Strategies for academic and moral support of International Students in addressing impact of proposed government policies and potential campus climate issues
  • Strategies for supporting Student Association transportation and food programs for students
  • Leadership challenges of committee: Professional appointment of Chair vs. Faculty appointment.
  • Discussed access to funds to support or provide diversity and inclusion activities or opportunities

VI. List key goals/focus areas for next year.
  • Facilitate communication, coordination and collaboration on matters of diversity and inclusion by providing advice and counsel to the President, Provost, VP for Student Affairs, Director of Diversity and Faculty Senate.
  • Evaluate results of the Campus Climate Survey to develop an understanding University strengths and weaknesses in the areas of diversity, inclusion and welcoming campus climate to make recommendations for action toward an inclusive campus climate
  • Assist new Director of Diversity, Equity, Inclusion and Access in transitioning to South Dakota State University and establishing collaborative and cooperative relationships
  • Evaluate committee charter after the Director of Diversity, Equity, Inclusion and Access position is filled and active
  • Representation of multiple diverse communities to present or meet with committee
  • Request resources for supporting or providing diversity and inclusion activities or opportunities
  • Being more visible on campus

VII. List other key outcomes of the Committee this year.
  NA
7. **Committee Structure and Governance**
   - The size of the Committee is appropriate.
     • Yes
   - The Committee has the appropriate mix of members, skills, experience, and other characteristics to be effective.
     • Recommend changes to sub-committees or ex-officio membership to more accurately represent needs of diverse communities
   - The Committee Charter provides effective guidance in conducting Committee affairs.
     • Will be reviewed under new leadership
   - The Committee adequately performs all of its duties set forth in the Committee’s Charter.
     • Yes
   - Committee members have access to and receive appropriate orientation upon joining the Committee.
     • No orientation – introduction to committee and general roles, typically at first meeting
     • Improvements could be made to provide foundational documents, historical activities, and a review of the impact of the committee
     • Administrative liaison could be charged with providing the Chair access to information and orientation

8. **Meetings**
   - The Committee has the appropriate number of meetings per year.
     • Yes
   - The agenda items for Committee meetings are appropriate.
     • Yes
   - The Committee members receive adequate materials in advance of meetings of the Committee.
     • No – if material is distributed, it is usually at the meeting
   - The quality of the presentations to the Committee is satisfactory.
     • Yes
   - There is sufficient time at Committee meetings for the presentation and full discussion of the matters addressed.
     • Yes
   - The Committee has open and constructive deliberations.
     • Yes
   - Committee members’ attendance at Committee meetings is acceptable.
     • Yes
   - Committee members are well prepared for meetings.
     • Yes
   - The staff and related support for Committee meetings and functions is adequate.
     • NA
   - The Committee has effective leadership.
     • Yes
   - Committee reports give the appropriate amount and quality of information to the corresponding Administration, Faculty Senate, Professional Staff Advisory Council, Civil Service Advisory Council, or Students’ Association.
     • Yes
9. **Key Committee Responsibilities**
   - The Committee is effective in reviewing their charter and understanding their role.
     - Yes
   - The Committee is effective in devising an annual plan of work.
     - Yes, within constraints of changing / temporary leadership and removal of budget
   - The Committee effectively initiates an action plan with specific timelines for implementation of recommendations.
     - Needs improvement
   - With respect to areas within the Committee’s charge, the Committee members stay abreast of the university’s current status, recent or pending changes, on-going issues, needs and peer/national trends.
     - Yes
   - The Committee effectively monitors progress.
     - Needs improvement

10. **Committee and Administration**
    - The Committee members have adequate access to administration.
      - No; vacant diversity director position has restricted direct communication with University leadership regarding diversity and inclusion topics and issues
      - To achieve an inclusive community, it is critical that members of University leadership identified in the charter are invited to committee meetings each semester
      - The Committee encourages a culture that promotes candid communication and rigorous decision making.
      - Yes, within the committee
    - The Committee encourages and ensures open lines of communication between Committee members and governance bodies (Administration, Faculty Senate, Professional Staff Advisory Council, Civil Service Advisory Council, and Students’ Association).
      - Encourage open lines of communication, but not always ensured
    - The Committee is both sufficiently challenging and supportive of administration to ensure high mutual integrity and honest exchange of ideas.
      - No; modification of the diversity director position without solicitation of feedback from this committee is an example of a gap of exchange of ideas
    - Administration follow-up on Committee requests or initiatives is responsive.
      - Responses are provided even if not aligned with the recommendations of the committee
    - The Committee has adequate resources to discharge its responsibilities including adequate staffing.
      - No.
11. **Additional Considerations**

- In your opinion, what are the three most important matters we cover each year in Committee meetings?
  1. Campus climate
  2. Commitment to diversity evidenced through filling of appropriate positions on campus
  3. Charter review

- Are there matters we are spending too much time on?
  - More clearly defining role and impact

- Are there matters we are not spending enough time on?
  - Disability services (and other underrepresented groups)
  - Visibility of committee
  - Voice of committee
  - Action-oriented evidence-based interventions to improve campus climate including policy review
  - Active inclusion of faculty and staff needs in addition to students

- Are there any topics not covered in this evaluation that you would like to address?
  - No.

12. **Committee Charter Review**

In preparing for the annual evaluation of the Committee’s performance, please review the Committee’s charter, and recommend any improvements that you think are necessary or desirable.

Revised 4/20/17
Executive Committee Summary and Review (Redlin—7/8/17)

Overview: The annual report indicates that the objectives and goals of the Diversity committee are well-formulated and their work in the past year has met those goals and objectives. This committee has been working without a clear administrative leader in Diversity, although that difficulty should be remedied for the coming year. However, the committee notes that the change in the level of that position (from Asst. VP to Director) was not discussed with the committee.

Issues raised: There is a lot of turnover on this committee, and a clear issue with continuous leadership. The committee indicates as well a lack of budgeting for specific activities that was previously present.

Charter changes proposed: None indicated

Assessment Summary: There are both membership and leadership issues in this committee. I recommend that Senate leadership meet with faculty members of the committee to establish most consistent membership and leadership.
International Committee Annual Reports for 2014-2018
I. Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Affiliation</th>
<th>Term Exp.</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Ball</td>
<td>At-Large Faculty</td>
<td>2016</td>
<td>2</td>
</tr>
<tr>
<td>Randy Clark</td>
<td>At-Large Faculty</td>
<td>2016</td>
<td>1</td>
</tr>
<tr>
<td>Molly Enz</td>
<td>At-Large Faculty</td>
<td>2014</td>
<td>1</td>
</tr>
<tr>
<td>Niall Hanan, Vice Chair</td>
<td>At-Large Faculty</td>
<td>2016</td>
<td>1</td>
</tr>
<tr>
<td>Jane Hegland</td>
<td>Department Head</td>
<td>2016</td>
<td>2</td>
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<tr>
<td>Tessa Suzanne Jennings</td>
<td>Domestic Student</td>
<td>2014</td>
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<tr>
<td>Eckhard Rolz</td>
<td>At-Large Faculty</td>
<td>2016</td>
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<tr>
<td>Xiao Qin</td>
<td>At-Large Faculty</td>
<td>2015</td>
<td>1</td>
</tr>
<tr>
<td>Shaheed Shihan</td>
<td>Int'l Student</td>
<td>2014</td>
<td>1</td>
</tr>
<tr>
<td>Jolane Tomhave</td>
<td>Prof. Staff/NFE</td>
<td>2014</td>
<td>1</td>
</tr>
<tr>
<td>Evert Van der Sluis, Chair</td>
<td>At-Large Faculty</td>
<td>2016</td>
<td>2</td>
</tr>
</tbody>
</table>

II. Subcommittees

- Subcommittee on Health and Safety, comprised of Molly Enz and Jane Hegland.
- Subcommittee on Faculty Award for Global Engagement, with members Molly Enz, Jane Hegland, and Jolane Tomhave.

III. Members with Expiring Terms

- At-large faculty members whose terms expire in 2014 are Molly Enz and Jolane Tomhave. Both would like to be considered for renewal for a second term of service.
- Nadim Wehbe resigned from the Committee and was replaced by Xiao Qin.

IV. Activities Planned and Implemented During the Reporting Period

The following topics were considered by the International Committee in close association and collaboration with Assistant Vice President for International Affairs and Outreach Kathleen Fairfax.
## Planned vs Implemented

<table>
<thead>
<tr>
<th>Planned</th>
<th>Implemented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assist with policy development, particularly pertaining to a Health and</td>
<td>The subcommittee completed the Study Abroad and U.S. Department of State Travel Warnings Policy document. The document was approved by SDSU Faculty Senate May 2014. See: <a href="http://www.sdstate.edu/policies/upload/Study-Abroad-and-U-S-Department-of-State-Travel-Warnings.pdf">http://www.sdstate.edu/policies/upload/Study-Abroad-and-U-S-Department-of-State-Travel-Warnings.pdf</a></td>
</tr>
<tr>
<td>Safety Policy for Study Abroad programs and activities.</td>
<td></td>
</tr>
<tr>
<td>Assist in developing selection criteria and the selection process for</td>
<td>New criteria and guidelines involved with nominating individuals for the Faculty Award for Global Engagement were developed and implemented.</td>
</tr>
<tr>
<td>the 2013 Faculty Award for Global Engagement.</td>
<td></td>
</tr>
<tr>
<td>Encourage faculty to nominate, and select nominees to receive, Faculty</td>
<td>Three individuals were nominated for and accepted the award: Molly Enz, Li Feng, and Michael Wimberly.</td>
</tr>
<tr>
<td>Awards for Global Engagement.</td>
<td></td>
</tr>
<tr>
<td>Finish old business from the previous year, including the revision of</td>
<td>Final changes to SDSU’s Globalization Requirement (Institutional Graduation Requirement III) were approved in fall 2013</td>
</tr>
<tr>
<td>the globalization requirement.</td>
<td></td>
</tr>
<tr>
<td>Consider newly developing issues.</td>
<td>The Committee approved agreements with universities abroad: (1) an agreement for exchange between SDSU and the École d’Ingénieurs de Purpan, in Toulouse, France; and (2) an affiliation agreement between SDSU and CAPA International Education.</td>
</tr>
</tbody>
</table>

### V. Discussion Topics and Recommendations During the Reporting Period

The International Committee:

- Provided input in the process of developing SDSU’s Globalization Requirement (Institutional Graduation Requirement III)
- Discussed ways to enhance the role that the Office of International Affairs plays in curricular issues, with the overall aim to ensure our graduates are “globally competent”
- Was informed about developments of the Office of International Affairs, including the hiring of ESL Director Nathan Ziegler, the hiring of the International Student Advisor, Amir Maleki,
- Made suggestions for faculty development programs related to international programs
- Discussed organizational and staffing issues
- Examined possible ways to enhance international marketing of SDSU
- Considered opportunities for fundraising among alumni

### VI. Areas of Focus for 2014-15

1. Replace expired term Committee members, and select Chair, Vice Chair and reporter.
2. Assist with policy development in the area of international programs.
3. Review the committee’s charter.
4. Encourage faculty to nominate candidates for annual Faculty Awards for Global Engagement, and administer the selection of nominees.
5. Participate in review, and possible redesign, of the SDSU Multicultural Festival
6. Review exchange agreements with institutions of learning abroad.
7. Consider newly developing issues.

Submitted by Evert Van der Sluis, Chair, and Niall Hanan, Vice Chair
I. Members

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<th>Name</th>
<th>Affiliation</th>
<th>Term Exp.</th>
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<td>Nick Lorang</td>
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II. Subcommittees

- Subcommittee on Health and Safety, comprised of Molly Enz and Jane Hegland, with additional committee members not on the International Committee (Dean of Students, University Counsel, Dean of the Graduate School). The subcommittee is facilitated by AVP Kathleen Fairfax.
- Subcommittee on Faculty Award for Global Engagement, with members Jane Hegland, Evert Van der Sluis and Niall Hanan.

III. Members with Expiring Terms

- Domestic student, Nick Lorang, was unable to attend IC meetings during the 2015 academic year. Domestic and International student representative terms expire in 2015. Replacements have been identified by the Student Association for the 2015-2016 Academic Year.
- Xiao Qin resigned from the Committee in preparation for his departure from SDSU.

IV. Activities Planned and Implemented During the Reporting Period

The following topics were considered by the International Committee in close association and collaboration with Assistant Vice President for International Affairs and Outreach Kathleen Fairfax.

1. Health & Safety Sub-Committee: Implementation of the Travel Warning Policy for Study Abroad programs in countries with US State Department Travel Warnings. As outlined in the policy, approved in 2014, the subcommittee this Year reviewed one request for a student program in a country with an active Travel Warning. The subcommittee met and reviewed the case, with input from faculty organizers, and sent recommendations to the provost. Both the requesters (Pharmacy faculty) and the subcommittee members felt the process went smoothly, and the program (to Honduras) was approved and occurred without incident.
2. **Faculty Award for Global Engagement.** An ad-hoc committee reviewed applications and recommended two faculty (Dr. Eckhard Rolz & Dr. Mark Cochrane) to receive awards this year for their exceptional contributions to international engagement and research.

3. **Review of Selection Criteria for Faculty Awards for Global Engagement.** At the request of the IC, a sub-committee reviewed the criteria for the Global Engagement awards to better reflect intent to consider up to two awards each year, for (a) International Education and Student Engagement, and (b) International Research (maximum of one each per year). The IC reviewed and approved the new wording with minor modifications.

4. **International Agreements:** The IC reviewed and forwarded recommendations on agreements between SDSU and several international institutions of higher education: (a) Seoul National University of Science & Technology, Korea; (b) Bahcesehir University, Turkey; and (c) International Studies Abroad (ISA).

5. **Procedures for Review of Proposed International Agreements.** The IC revised its procedures for review of proposed agreements (memoranda of understanding, etc.) with international institutions. Two guideline documents were drafted (a) Procedures for New International Agreements (to guide faculty and staff) and (b) Review Criteria (to guide IC). The IC will review written agreements before meeting with the proposing faculty or staff member to discuss the proposal. The dialogue ensures the committee is able to conduct due diligence in reviewing new agreement proposals and deciding whether to recommend approval to President and Provost (see additional comments in following sections).

6. **2015 Fall Faculty Conference.** Several IC committee members are working with a subcommittee of the Faculty Development Committee to promote the theme of internationalization for the Fall Faculty Conference.

7. **International Committee Charter.** The IC reviewed and proposed changes to the Committee Charter to reflect existence of two standing sub-committees (Health & Safety, and Awards) not currently mentioned in the Charter. The IC also took the opportunity to make minor editorial changes to the Charter to improve clarity. See Attachment.

V. **Discussion Topics and Recommendations During the Reporting Period**

1. **International Student Celebrations:** The International student representative on the IC highlighted problems encountered in arrangements with Aramark for use of kitchens during International nights in the student union. AVP Fairfax initiated discussions to find solutions to avoid major additional cost burden on student organizations leading these important campus events.

2. **International Committee Briefings:** The IC requested presentations provide more insight into the activities, challenges and opportunities faced by the Office for International Affairs and Outreach and other offices with International responsibilities across campus. A first presentation by Nathan Zeigler (ESL Director) outlined the rapid success and expansion of the ESL program.

3. **Discussion of procedures for International Agreements.** The IC discussed confusion relating to which proposed international agreements should be reviewed by the IC. The VPRED also has responsibility for agreements when exchange of funds is involved and University Council Tracy Greene is currently reviewing.
4. **Ebola:** The IC discussed implications of the 2014 ebola crisis on SDSU, international students coming to SDSU and SDSU traveling abroad, noting that the University Emergency Management Team has also considered the issues.

**VI. Areas of Focus for 2015-16**

**A. Recurring Activities**

1. Review exchange agreements with institutions of learning abroad, as they arise.
2. Review Travel Advisory waiver requests, as they arise.
3. Evaluate nominations and recommend awardees for the Faculty Awards for International Engagement.
4. Assist Office of International Affairs and Outreach with policy development in the area of international programs for students, faculty and the SDSU campus.
5. Consider newly developing issues at the request of Administration or others on campus

**B. Possible Focus Areas for 2015-16**

1. Continue informational sessions (“briefings”) with presenters from Office of International Affairs and Outreach (and other offices).
2. Participate in developing an international Theme for the Faculty Fall Conference.
3. Review and recommend quantitative evaluation procedures for study abroad and other international student-centered programs to enhance effectiveness and assess progress towards goals for study abroad and SDSU internationalization.
4. Clarify the role of the Office for International Affairs and Outreach, and the IC, in review and recommendation of International Agreements given that many agreements are also processed through the Office of the Vice President for Research and Economic Development. Procedures are currently being reviewed by University Council. With further clarification, IC should finalize the documents drafted this year (i.e. the “Procedures for New International Agreements” and “Review Criteria”).
5. Promote programs for faculty exchange to enhance international collaborative education and research opportunities.
6. Initiate discussions within the IC to review the recommendations of the External Consultants (Wyly & Kellogg, July 2010) and evaluate progress towards the strategies and goals recommended in that report.

Submitted by Niall Hanan, Chair and Randy Clark, Vice Chair

**Attachments:**

1. Proposed revised wording for the Charter of the International Committee: The proposed revisions add two standing sub-committees to the Charter, and outline their respective responsibilities: (a) The **Global Engagement Awards Subcommittee** and (b) The **International Health and Safety Subcommittee**. Minor edits for clarity are also proposed.
International Committee
Proposed Revisions to Charter

**Overview:** Advise on strategic direction and strategy for International Affairs. Explore and develop new international initiatives and strengthen existing programs and services so as to achieve the institution’s mission of providing a global education for all students. This is a joint Committee of the administration and Faculty Senate.

**Composition and Appointment:** Administrative, Professional Staff/NFE, Civil Service Employees, Students and other Committee members (who are not faculty members) shall be nominated through the appropriate self-governing body or administrator and forwarded to the President who shall appoint the member. Faculty Committee members shall be appointed by the Executive Committee of the Faculty Senate and recommended for approval by the Faculty Senate. The Committee shall be composed of eleven (11) members including seven (7) faculty members (At-Large), one (1) department head, academic center director, or dean nominated by the Provost, one (1) Professional Staff/NFE member from Student Affairs staff other than International Student Affairs nominated by the Professional Staff Advisory Council, one (1) domestic student member with substantial study abroad or other international experience recommended by the Office of International Affairs and nominated by the Students’ Association, one (1) international undergraduate or graduate student member recommended by the International Students’ Association and nominated by the Students’ Association. Committee members will serve three-year staggered terms and can serve two successive terms. Student members will serve one-year terms with potential for reappointment for one additional year (two year term limit).

**Responsibilities:** The overarching responsibility of the Committee is to serve in an advisory capacity to university leadership on international strategies for the institution. This will include planning, partnerships, programming, recruitment, services, and other efforts to more fully internationalize the campus and provide a global education for all students. More specifically it will perform the following:

- Advise university leadership on appropriate strategic direction regarding international affairs and activities.
- Serve as liaison between all units to build cohesiveness within and between units for international education and activities.
- Explore and develop new international initiatives; review existing international activities for effectiveness.
- Review the policies and regulations, programs, and the administrative arrangements within the University for conducting and improving international programs and affairs.
- Consult with other entities on campus regarding international faculty development and recognition, international student recruitment, orientation and completion, and internationalizing curricula.
- Serve as liaison between people and programs that are focused on internationalization and those designed for diversity enhancement, both domestically and internationally.
- Review and provide guidance for existing and new agreements with international universities.
- Advise on strategic use of resources for international education and faculty development.
- Assess the effectiveness of international efforts and movement toward strategic goals.

**Sub-Committees:** There are two standing subcommittees. The *Global Engagement Awards Subcommittee* is assigned the responsibility of selecting the award winner(s) of the Faculty Awards for Global Engagement each Fall, to be presented at the Faculty Excellence event in the spring. Nominations for this award are submitted to the Office of Academic Affairs, following guidelines that are established by the International Committee. The *International Health and Safety Subcommittee* serves to review policies and practices related to the health and safety of SDSU students who study abroad, and develop new policies and procedures as warranted. The International Health and Safety Subcommittee is comprised of two members of the International Committee, plus the following individuals: Dean of Students, University Counsel, and the Dean of the Graduate School. The Assistant Vice President for International Affairs and Outreach serves as an *ex officio* member of the subcommittee. The subcommittee will review all requests for a waiver to SDSU policy 2.11 regarding study abroad in countries with an active US State Department Travel Warning.

**Structure, Meetings and Staff Support:** The Committee will elect a chair and vice-chair from the faculty membership to serve one or two-year terms as determined by the Committee. The chairperson must have served on the Committee for at least one year prior to serving as chair. A staff member from the Assistant Vice President for International Affairs and Outreach will provide support to the Committee. Meetings will be scheduled monthly during the academic year. The chairperson, with input from other members of the Committee, will formulate the meeting agendas with support from the Assistant Vice President for International Affairs and Outreach.

**Accountability and Reporting:** The Committee’s agenda, work activities, accomplishments and recommendations will be reported once per semester to the Executive Committee of the Faculty Senate and President through the Assistant Vice President of Academic Affairs: International Affairs and Outreach. A self-evaluation assessment shall be completed by the Committee no later than May 15 of each year and submitted as part of the year-end report.
I. Members

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<td>Semehar Ghebrekidan</td>
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II. Subcommittees

- Subcommittee on Health and Safety, comprised of Molly Enz and Jane Hegland, with additional committee members not on the International Committee (Dean of Students, University Counsel, Dean of the Graduate School). The subcommittee is facilitated by AVP Kathleen Fairfax.
- Subcommittee on Faculty Award for Global Engagement, with members Jane Hegland, Evert Van der Sluis and Niall Hanan.

III. Members with Expiring Terms

- Domestic students, Thomas Cox and Semehar Ghebrekidan terms expire in 2015. Replacements will be identified by the Student Association for the 2016-2017 Academic Year.
- At-large faculty members’ terms expiring include Drs. John Ball, Randy Clark, Eckhard Rolz and Evert van der Sluis. New faculty members have been nominated by the Faculty Senate for AY17, including Christi Garst-Santos (College of Arts and Sciences), Jason Curtis (Library), Qiquan Qiao (Engineering) and K. Muthukumarappan (ABS). Each will join the IC with an initial 3-year term.
- Department head member Dr. Jane Hegland’s term is also expiring. Interim Provost Dr. Dennis Hedge has nominated Dr. Om Perumal (Pharmaceutical Sciences) to join the committee in AY17.

IV. Activities Planned and Implemented During the Reporting Period

The following activities of the International Committee were implemented in close association and collaboration with Assistant Vice President for International Affairs and Outreach Kathleen Fairfax.

1. International Committee Retreat (26 August 2015): the IC started the 2015-2016 Academic Year with a half-day retreat designed to orient new committee members to the role of the IC, promote discussions between the committee and key SDSU staff, and jump-start committee planning of activities for the year. The retreat was considered a great success by all participants.
and led on to the major strategic review and planning activity that has been the main focus for the committee during the year. The IC will plan a similar retreat to initiate the 2016-2017 AY.

2. **IC Strategic Review (Fall semester 2015):** The IC embarked on a comprehensive review of progress relating to international dimensions at SDSU during Fall 2015. We used the Wyly and Kellogg consultant report (*Report to South Dakota State University Regarding the Status of International Affairs at the University, July 29, 2010*) as a guide to assess progress (2011-2015) towards the university’s goals for enhanced international awareness, education and research. Three study groups (Strategic Planning, Fundraising and Incentives & Barriers) met at intervals and their deliberations were carried forward to the IC Strategic Plan in Spring 2016.

3. **IC Strategic Plan (“International Impact 2018”):** During Spring 2016 the IC strategic planning activity was designed to build on the progress made since Wyly and Kellogg with targeted recommendations for new activities and initiatives that will consolidate and enhance SDSU’s ability to develop and maintain a diverse and high quality portfolio of international programs. These recommendations will be presented for consideration by University Administrators prior to the next AY.

**V. Discussion Topics and Recommendations During the Reporting Period**

1. **Health & Safety Sub-Committee: Implementation of the Travel Warning Policy for Study Abroad programs in countries with US State Department Travel Warnings.** As outlined in the policy, approved in 2014, the subcommittee this Year reviewed one (1) request for SDSU student programs in countries with active State Department Travel Warnings (Kenya). The subcommittee typically meets to review requests, with input from faculty organizers, and then sends their recommendations to the Provost. The faculty organizer (Hanan) was encouraged to ensure that communication options are readily available, and to have clearly-developed emergency procedures in case of need. Both the faculty and the subcommittee members felt the process went smoothly. The program was approved and took place without incident. A Pharmacy program in Honduras also went ahead without incident under the 2-year waiver granted in the previous year (AY2015).

2. **Faculty Award for Global Engagement.** The Awards Committee reviewed four applications and recommended Dr. Robert Thaler for the Award for International Education and Student Engagement & Dr. Jihong Cole-Dai for the award for International Research.

3. **International Agreements:** The IC reviewed and forwarded recommendations on two international agreements: (a) an agreement between SDSU Department of Music and Shaanxi Normal University, Xi’an, China for visiting international students was recommended by the IC and signed by the BOR at its December 2015 meeting; and (b) a 2+2 agreement between SDSU Department of Electrical and Computer Engineering and the Beijing Institute of Technology, Zhuhai (ZHBIT) was recommended and approved by the BOR at its May 2016 meeting.

4. **Alumni Engagement:** The IC drafted a letter to SDSU faculty and staff to request contact information for international alumni (i.e. non-US nationals when they initially came to SDSU). The international alumni database will be developed using web-enabled data-entry to allow the Office of International Programs and SDSU Foundation to provide them specialist information of particular interest regarding international programs at SDSU.
5. **International Committee Charter.** At the request of the Faculty Senate, the IC reviewed and proposed changes to the Committee Charter to clarify appointment criteria for the Committee Chairperson. See Attachment.

**VI. Areas of Focus for 2016-17**

**A. Recurring Activities**

1. Review exchange agreements with institutions of learning abroad, as they arise.
2. Review Travel Warning waiver requests, as they arise (Health & Safety sub-committee).
3. Evaluate nominations and recommend awardees for the Faculty Awards for International Engagement (International Awards sub-committee).
4. Assist Office of International Affairs and Outreach with policy development in the area of international programs for students, faculty and the SDSU campus.
5. Consider newly developing issues at the request of Administration or others on campus

**B. Possible Focus Areas for 2016-17**

1. Review and recommend quantitative evaluation procedures for study abroad and other international student-centered programs to enhance effectiveness and assess progress towards goals for study abroad and SDSU internationalization.
2. Promote programs for faculty exchange to enhance international collaborative education and research opportunities.
3. Assess opportunities for engaging international faculty in enhancing study abroad programs and international recruitment.
4. Assist the University with detailed planning towards implementation of recommendations in the IC Strategic Plan (“International Impact 2018”).
5. Discuss charter revisions to mandate representation by all Colleges.

Submitted by Niall Hanan, Outgoing Chair and Madhav Nepal (Incoming Chair)

**Attachments:**

1. Proposed revised wording for the Charter of the International Committee: The proposed revisions clarify appointment criteria for the Chairperson.
International Committee
Proposed Revisions to Charter

**Overview:** Advise on strategic direction and strategy for International Affairs. Explore and develop new international initiatives and strengthen existing programs and services so as to achieve the institution’s mission of providing a global education for all students. This is a joint Committee of the administration and Faculty Senate.

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- Serve as liaison between all units to build cohesiveness within and between units for international education and activities.
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- Review the policies and regulations, programs, and the administrative arrangements within the University for conducting and improving international programs and affairs.
- Consult with other entities on campus regarding international faculty development and recognition, international student recruitment, orientation and completion, and internationalizing curricula.
- Serve as liaison between people and programs that are focused on internationalization and those designed for diversity enhancement, both domestically and internationally.
• Review and provide guidance for existing and new agreements with international universities.
• Advise on strategic use of resources for international education and faculty development.
• Assess the effectiveness of international efforts and movement toward strategic goals.

**Sub-Committees:** There are two standing subcommittees. The *Global Engagement Awards Subcommittee* is assigned the responsibility of selecting the award winner(s) of the Faculty Awards for Global Engagement each Fall, to be presented at the Celebration of Faculty Excellence event in the Spring. Nominations for this award are submitted to the Office of Academic Affairs, following guidelines that are established by the International Committee. The *International Health and Safety Subcommittee* serves to review policies and practices related to the health and safety of SDSU students who study abroad, and develop new policies and procedures as warranted. The International Health and Safety Subcommittee is comprised of two members of the International Committee, plus the following individuals: Dean of Students, University Counsel, and the Dean of the Graduate School. The Assistant Vice President for International Affairs and Outreach serves as an *ex officio* member of the subcommittee. The subcommittee will review all requests for a waiver to SDSU policy 2.11 regarding study abroad in countries with an active US State Department Travel Warning.

**Structure, Meetings and Staff Support:** The Committee will elect a chair and vice-chair from the faculty membership. The chairperson must have served on the Committee for at least one year prior to serving as chair and is elected to a 2-year term. A staff member from the Assistant Vice President for Academic Affairs: International and Outreach, will provide support to the Committee. Meetings will be scheduled monthly during the academic year. The chairperson, with input from other members of the Committee, will formulate the meeting agendas with support from the Assistant Vice President for Academic Affairs: International and Outreach.

**Accountability and Reporting:** The Committee’s agenda, work activities, accomplishments and recommendations will be reported annually to the Executive Committee of the Faculty Senate and President through the Assistant Vice President for International Affairs and Outreach. A self-evaluation assessment shall be completed by the Committee no later than May 15 of each year and submitted as part of the year-end report.

Revised 2/24/16
International Committee

I. Members
Name Affiliation Term Exp. Term
Charles Fenster At-Large Faculty 2017 1
Jason Curtis At-Large Faculty 2019 1
Jolane Tomhave Prof. Staff/NFE 2017 2
Kasiviswanathan Muthukumarappan At-Large Faculty 2019 1
Kay Foland At-Large Faculty 2019 1
Laura Schmit Domestic Student 2019 1
Madhav Nepal, Chair At-Large Faculty 2018 1
Molly Enz At-Large Faculty 2017 2
Om Perumal, Vice Chair Department Head 2018 1
Petru Enache International Student 2019 1
Qiquan Qiao At-Large Faculty 2019 1

II. Subcommittees
• Health and Safety subcommittee comprised of Dr. Kasiviswanathan Muthukumarappan with additional committee members not on the International Committee (Dean of Students, University Legal Counsel, Dean of the Graduate School). The subcommittee is facilitated by AVP Kathleen Fairfax.
• Global Engagement Awards subcommittee on Faculty Award for, with members Jolane Tomhave, Madhav Nepal (Chair) and Bob Thaler (2016 awardee).
• Four ad hoc subcommittees were formed for the task specified below
  o International Community Support comprising members Dr. Charles Fenster, Jolane Tomhave, Laura Schmit and Petru Enache to assist strategies addressing contemporary issues involving SDSU international community.
  o Study Abroad with members Drs. Qiquan Qiao and Molly Enz to assist in SDSU study abroad program strategies.
  o English as Second Language (ESL) program with members Drs. Kay Foland and Om Perumal to assist in SDSU ESL program strategies.
  o International Student Recruitment with members Drs. Jason Curtis and Madhav Nepal to assist in international students recruitment strategies.

III. Members with Expiring Terms
At-large faculty members with terms expiring include Drs. Charles Fenster and Molly Enz. The Faculty Senate has recently conducted elections to fill in the two positions. Drs. Maria Ramos-Garcia and William Briddick are joining to fill in the vacant positions for a 3-year term starting AY18.

IV. Activities Planned and Implemented During the Reporting Period
The following activities of the International Committee were implemented in close association and collaboration with Assistant Vice President for International Affairs and Outreach Kathleen Fairfax.

**International Committee Retreat (September 7th, 2016)**

A half-day IC retreat was held on Wednesday, 9/7/2016 at Dakota Nature Park. The retreat was designed to a) recognize the service of the outgoing members, b) orient new committee members to the role of the IC, c) promote discussions between the committee and key SDSU staff, and d) jumpstart committee planning of activities for the year. The outgoing members recognized for their service were John Ball, Randy Clark, Niall Hanan, Jane Hegland, Eckhard Rolz, Evert Van der Sluis, Thomas Cox and Semehar Ghebrekidan. The new members joining IC included Jason Curtis, Charles Fenster, Kasiviswanathan Muthukumarappan, Kay Foland, Laura Schmit, Om Perumal, Petru Enache and Qi quan Qiao.

SDSU President Barry Dunn and Provost Dennis Hedge provided feedback on the International Committee Strategic Plan document. The retreat was a great success the committee focused on brainstorming ideas on implementation of the strategic plan and planning activities during the year.

**Revision and Sharing IC Strategic Plan**

The IC strategic plan developed in 2015 was revised and shared with Faculty Senate, Dean’s Council, Provost Hedge and President Dunn. The feedback received so far are positive, and we will continue to share IC strategic plan with other stakeholders so that internationalization becomes a part of the University’s 2023 strategic plan.

**Ad hoc committees**

International committee invited the unit leaderships under the Office of International Affairs, to present the current status of their program. After hearing the presentations/reports, IC decided to form four ad hoc committees to assist in strategies specific to student recruitment, study abroad, ESL program and international community support. The subcommittees have begun their work and will continue their work in FY18.

**V. Discussion Topics and Recommendations During the Reporting Period**

**Health & Safety Sub-Committee**

Implementation of the Travel Warning Policy for Study Abroad programs in countries with US State Department Travel Warnings. As outlined in the policy, approved in 2014, the subcommittee this Year reviewed a request from College of Pharmacy to waive the university policy prohibiting study abroad in countries with a Travel Warning. Jodi Heins, Assistant Department Head and Professor, Department of Pharmacy Practice, requested the waiver for students to travel to Honduras as part of their student practicum experience. There were some concerns expressed by the committee members during their October meeting. The committee decided to reach out to the IHS organization. After reaching out to the IHS organization that oversees the program for SDSU Pharmacy students in Honduras, we were reassured from John Pope, Project Director and IHS VP (more than 17 mission trips to Honduras) who had just returned from Honduras in October that it is much safer to travel to
big cities in Honduras with no danger.

**Faculty Awards for Global Engagement**

The Awards Committee reviewed three applications and recommended Dr. Christine Garst-Santos for the Award for International Education and Student Engagement & Dr. Qiquan Qiao for the award for International Research. The awards review subcommittee comprised Dr. Madhav Nepal (Chair), Dr. Bob Thaler and Jolane Tomhave.

**International Agreements**

The IC reviewed and forwarded its recommendations of the following international agreements to the SDBOR for approval:

i. Chung-Ang University, South Korea (2+2/Dual Degree academic program) proposed by Dr. Sung Shin from the Department of Electrical Engineering & Computer Science.

ii. Dong-Guk University, South Korea (2+2/Dual Degree academic program) proposed by Dr. Sung Shin from the Department of Electrical Engineering & Computer Science.

iii. Euroace, S. L. Valencia, Spain proposed by Dr. Christi Garst-Santos from the Department of Modern Languages.

iv. Gyeongnam National University of Science and Technology of Jinju, South Korea proposed by Dr. Junwon Seo from the Department of Civil & Environmental Engineering, Jerome J. Lohr College of Engineering.

v. Indian Institute of Technology of Kharanpur, India proposed by Dr. Kasiviswanathan Muthukumarappan from the College of Agriculture & Biological Sciences, Agricultural & Biosystem Engineering Department, Food & Bioprocess Engineering.

vi. Kumoh National Institute of Technology, South Korea proposed by Dr. Junwon Seo from the Department of Civil & Environmental Engineering, Jerome J. Lohr College of Engineering.

vii. Kyungpook National University, South Korea (2+2/Dual Degree academic program) proposed by Dr. Sung Shin from the Department of Electrical Engineering & Computer Science.

viii. Sungkyunkwan, University, South Korea (2+2/Dual Degree academic program) proposed by Dr. Sung Shin from the Department of Electrical Engineering & Computer Science.

ix. University of Ulsan, South Korea (2+2/Dual Degree academic program) proposed by Dr. Sung Shin from the Department of Electrical Engineering & Computer Science.

x. Kwame Nkrumah University of Science and Technology of Kumasi, Ghana proposed by Dr. Greg Heiberger from the Department of Biology & Microbiology.

xi. National Engineering Research Center for Seafood School of Food Science & Technology, Dalian Polytechnic University, China proposed by Dr. Srinivas Janaswamy from the Department of Dairy & Food Science.

xii. State Key Laboratory of Food Science & Technology, Jiangnan University, China proposed by Dr. Srinivas Janaswamy from the Department of Dairy & Food Science.

**1. International Committee Charter**

The international Committee charter remains unchanged this year.
VI. Areas of Focus for FY18

Recurring activities

i. Review international agreements, as they arise.

ii. Review Travel Warning waiver requests, as they arise (Health & Safety sub-committee).

iii. Evaluate nominations and recommend awardees for the Faculty Awards for International Engagement (International Awards sub-committee).

iv. Assist Office of International Affairs and Outreach with policy development in the area of international programs for students, faculty and the SDSU campus.

v. Consider other international affairs related items at the request of Administration or others on campus.

Possible focus areas for AY18

i. Assist the office of International Affairs in strategic planning of international student recruitment, study abroad and ESL programs.

ii. Assist the office of International Affairs in strategies in creating supportive environment for international community at SDSU.

iii. Assist the University with detailed planning towards implementation of recommendations in the IC Strategic Plan.

iv. Promote programs for faculty exchange to enhance international collaborative education and research opportunities.

v. Assess opportunities for engaging international faculty in enhancing study abroad programs and international recruitment.
VI. Self-assessment 2017
The International Committee (IC) has two more scheduled meetings (4/20th, and 5/8th) for this academic year. As the committee reports are due 4/15th, we briefly discussed the self-assessment at our last meeting on 3/23rd and through emails. We will update our self-assessment at our last meeting scheduled for May 8th, 2017.

i. Committee Structure and Governance
The IC Charter revised in 2016 remains unchanged this year although some members suggested including members representing each of the SDSU colleges in future revision. In 2016, we faced a huge membership turnover. Finding a technology enhanced meeting room was sometime difficult to accommodate members attending the remotely. The IC annual retreat has been a new mechanism to provide orientation for new members, recognize the service of outgoing members and enhance communication within the IC and between the IC and OIA staff. Overall, IC performed its duties following its charter.

ii. Meetings
The International Committee meets once a month during the Academic semester, with occasional interim meetings of sub-committees and ad-hoc working groups. Members generally agreed that the conduct of meetings, support from the administration, and reporting are effective.

iii. Key Committee Responsibilities
During the 2016-2017 Academic Year the IC reviewed the Committee Charter and discussed the extent to which we are meeting the objectives of the Committee. Administration updated the IC regularly on relevant issues at the University and national level. The planning process during the last year was enhanced by the retreat that helped kick-off new ideas for the Fall 2016 semester.

iv. Committee and Administration
IC members feel that they have excellent relationships with, and access to, the AVP for International Affairs and Outreach and her staff. IC members also strongly support university goals for increasing global awareness and linkages for students, faculty, staff and the university.

v. Additional Considerations
The IC has recurrent responsibilities relating to Health & Safety issues, globalization awards, international agreements and oversight of study abroad and student exchange programs. The IC is willing to take a more active role in promoting new ideas aligned to land grant mission of the university.
Executive committee summary and review of International Committee annual report and self-evaluation (Salehnia)

Overview: The annual report indicates that the objectives and goals of the International committee are well-formulated and their work in the past year has met those goals and objectives. The committee has a clear plan for orientation for new members annually, and that the committee takes time to visit the sites under discussion. The working relationship with the Administrative Liaison is effective, which adds to the strength of this committee’s work. Goals for the coming year are also very clear and build on previous success.

Issues raised: There was no major issues. The committee seems to be cohesive and work well together. Concern is noted in ensuring leadership transition; although the current Vice-Chair will move to Chair in the coming year, the self-evaluation suggests there is as yet no identification of a Vice-Chair for the coming year. This committee is the hardest working committee on campus since it has to deal not only SDSU issues but also with the universities and colleagues overseas. The self-evaluation notes is complete.

Charter changes proposed: There was no charter changes this year since the charter was changed last year.

Assessment Summary: This committee has been both effective and well-managed in the past year. Their good work, efficient organization, and solid goals for the coming year are exemplary and a strong model of shared governance.
University Committee Annual Report

Date: 04/16/2018

Committee Name: International Committee
Submitted By: Madhav Nepal

List of Officers:
Madhav Nepal-Chair
Om Perumal-Vice Chair

List of Members:
ChrisBriddick
KayFoland
MadhavNepal
LindaKang
MariaRamos-Garcia
QiquanQiao
KasiviswanathanMuthukumarappan
OmPerumal
KristenKpnyoh
RishardRameez
IrakozeNaftari

Sub-Committees:
1. Health and Safety subcommittee: Kasiviswanathan Muthukumarappan and Maria Ramos-Garcia with additional committee members not on the International Committee (Dean of Students, University Legal Counsel, Dean of the Graduate School). The subcommittee is facilitated by AVP Kathleen Fairfax.
2. Global Engagement Awards subcommittee: Madhav Nepal (Chair), Qian Qiquan and Kasiviswanathan Muthukumarappan,
3. Study Abroad: Qiquan Qiao, and Linda Kang (Chair)
4. International Community Support: Maria Ramos-Garcia, Rishard Rameez, Irakoze Naftari, Kristen Kpnyoh (Chair) and Kasiviswanathan Muthukumarappan
5. International Students Recruitment: Kay Foland (Chair), Rishard Rameez, Kristen Kpnyoh
6. English as Second Language: Kay Foland (Chair), Om Perumal and Chris Briddick

Committee Members whose term expires:
At-large faculty member: Madhav Nepal
Student members: Rishard Rameez (international) and Irakoze Naftari (domestic).

Activities planned/implemented/evaluated during the year:
1. International Committee Retreat (January 18th, 2018) focused on Imagine 2023: A half-day International Committee (IC) Retreat was held on Thursday, January 18th in the University Student Union. The retreat, focused on the Strategic Plan of the Office of
International Affairs (OIA), was attended by current and outgoing IC members, OIA unit leaders and guest speakers including President Dunn and Provost Hedge. At the retreat, two outgoing members Jolane Tomhave and Molly Enz were recognized for their two-term service (six years) to the International Committee. The SDSU President Barry Dunn and Provost Dennis Hedge attended the retreat, explained/clarified various aspects of Imagine 2023. Provost Hedge appreciated the IC feedback on the draft strategic plan and explained how they were incorporated in the revised version. Dr. Hedge was actively involved throughout the retreat activities including strategic planning sessions of the Office of International Affairs. The Office of International Affairs sponsored the retreat.

2. Election of International Committee Chair: With the current Chair Nepal’s term expiring, the international committee elected Maria Ramos-Garcia as the new Chair at the committee’s April meeting. Incoming Chair Maria will lead the committee for the next two years.

3. Subcommittees Targeted Specific Areas: IC subcommittees/working groups continued their work in the respective areas of the Office of International Affairs.
   a) Health & Safety subcommittee: The Health and Safety Subcommittee heard one request for a waiver to the University’s Travel Warning policy. The request was made by Dr. Evren Wiltse and Dr. Molly Enz, for a spring break faculty-led program to Mexico (which had a Travel Warning). The Committee discussed the request with the faculty members, and among themselves, and recommended to the provost that the program be allowed to continue as planned. The provost concurred, and the program took place without incident.
   b) Faculty Awards for Global Engagement subcommittee received and reviewed faculty nominations for global engagement awards. The award decisions were sent to the provost office through AVP Kathleen Fairfax. Dr. José Alvarez received the Award for Excellence in Fostering Student Engagement in Global Engagement, and Dr. Heike Bücker received the Award for Excellence in Global Research.
   c) Study Abroad subcommittee continued working with Dr. Sally Gillman, the Director of SDSU Study Abroad, throughout the year.
   d) International Community Support subcommittee is committed to cultivate and strengthen community engagement. Changing US international relations, travel ban and emerging policies implying to international community became the topics of discussion in the majority of the IC meeting. Certain action items we discussed were implemented, while many were beyond the scope of the committee. IC members in this subcommittee took outreach activities on cultural awareness and globalization to Brookings school classrooms. International committee offered suggestions and discussions on various OIA events/activities engaging both University and Brookings communities. Student IC member Rishard Rameez was actively engaged in conversation for providing easy transportation to SDSU students around the campus, scholarship opportunities for international students and was instrumental in organizing ‘Honors/International Student Mixer’ last April. The event was the first event of its kind and the goal was to have both domestic and international students acquainted and worked together.
e) International Students Recruitment subcommittee continued working with the International Students Program Director Greg Wymer for strategies on international student recruitment and retention.

f) English as Second Language subcommittee continued working with the ESL program Director Lauren Kinter and were engaged in strategizing the ESL program, as the program is currently facing financial challenges due to low enrollment.

Discussion topics and recommendations:

a) International Committee Name Change: The International Committee unanimously passed a motion to change its name from “International Committee” to “International Affairs Committee”.

b) International Student Recruitment and Scholarship Fund: IC discussed the need of fund for international student recruitment and retention, and recommended to work with SDSU foundation for identifying potential donors.

c) International Agreements: IC reviewed and forwarded its recommendations of nine international agreements to the SDBOR for approval.

d) International Committee Member Recruitment: Recruit dedicated faculty members, perhaps “international-program inclined” for the best functioning of the committee.

e) Cultivate & Strengthen Community Engagement: IC recommends that SDSU works directly with city council and community members for promoting international businesses and entrepreneurial activities. Faculty scholarships and outreach can also be expanded to 1) impact and improve education of spouse and children of the international students, faculty and staffs and 2) equip them with resources to navigate diversity on campus, melding with community, teaching in the US etc.

Key goals/focus areas for next year:
Recurring activities:

- Review international agreements, as they arise.
- Review Travel Warning waiver requests, as they arise (Health & Safety sub-committee).
- Evaluate nominations and recommend awardees for the Faculty Awards for International Engagement (International Awards sub-committee).
- Assist Office of International Affairs and Outreach with policy development in the area of international programs for students, faculty and the SDSU campus.
- Consider other international affairs related items at the request of Administration or others on campus.

Possible focus areas for FY19:

- Assist OIA to finalize its 2023 Strategic Plan, and assist in implementation strategies. IC subcommittees plan to continue working with the corresponding units of the OIA for their strategies. The ESL Program is currently facing a financial challenge due to reduced student numbers. Therefore, IC should be helping the OIA in strategies for better restructuring of the program.
- Work with SDSU foundation and seek out scholarship opportunities for international undergraduate students. Work with the office of Student Enrollment to set equivalent eligibility criteria for scholarship opportunities for international students.
• Assist the office of International Affairs in strategies in creating supportive environment for international community at SDSU.
• Assess opportunities for engaging international faculty in enhancing study abroad programs and international recruitment. Seek out grant and scholarship opportunities to support further growth of study abroad program.
• Promote programs for faculty exchange to enhance international collaborative education and research opportunities.

Other key outcomes from this year:
See above
May 29, 2019

Dr. Paul Beran
306 East Capitol Avenue
Pierre, SD 57501

Dear Dr. Beran,

South Dakota State University has proudly prepared a comprehensive report surrounding our diversity-related activities. We are pleased to provide this response for you to forward to Representative Sue Peterson.

You asked specifically for an explanation of our “informal and formal reporting structure regarding diversity and diversity offices within the university setting as well as to the Board office.” SDSU’s formal organizational chart clearly indicates the reporting lines for all of our diversity related offices. For your reference, I have attached a copy of this organizational structure and have highlighted all offices that have responsibility for diversity or diversity related activities.

I have also attached a variety of documents to address Representative Sue Peterson’s request. Please find the following attached to this letter:

1. **Reports written by our universities to the Higher Learning Commission regarding diversity.**
   In response to this request we have included the following:
   a. Brief write up of requirements by HLC related to diversity, as well as an overview of our HLC 2009 report, diversity progress report, and our draft reports for our upcoming visit;
   b. Assurance report to HLC (November 30, 2009)
   c. Diversity and Inclusion at SDSU: A Progress Report (July 1, 2013)
   d. HLC Progress report acceptance letter (July 8, 2013)
   e. SDSU’s DRAFT response to criterion specific to diversity (Criterion 1 and Criterion 3)

2. **Regular (annual/quarterly/other) reports that the campus diversity offices file with the central administration on each campus and/or submit to the BOR central office.**
   Each of our diversity-related units prepared a Strategic Planning Crosswalk after SDSU adopted Imagine 2023. These crosswalks specifically outline all strategies and action steps that will performed in order to meet our University strategic goals. They provide tactics, timelines, resources, key performance indicators and accountable office/staff
member for each strategy. Given we are in year one of Imagine 2023, reporting against these crosswalks has not yet occurred.

3. Any other reports which discuss the activities of diversity offices on our campuses. For example, the reports filed annually or quarterly by the presidential councils on diversity, and other similar reports.

SDSU has a formal governance structure with committee assignments aligned with approved charters. Each year, these committees provide a report which is routed for approval through faculty senate, faculty senate executive team, and the President. Two diversity-related committees would be the following: Diversity and Inclusion and International Affairs. Their respective reports are attached (Spring 2019).

I would like to take this opportunity to provide some additions thoughts. SDSU, as a land-grant University, is to provide access for all. Governor Mickelson recognized the need to improve racial relations and declared 1990 the “Year of Reconciliation”. Our Wokini Initiative is on the verge of creating the first in our state, substantial effort since that historic proclamation. Wokini is well received by the tribal communities and has assisted us in building trust. Success is evident through increased student recruitment and retention, as well as nation-wide recognition. SDSU was recently awarded a substantial national grant through the Margaret A. Cargill Foundation, and the word “Wokini” is heard in the halls of U.S. Congress. We have much to be proud of, but we have work to do.

As a part of my responsibilities as President of SDSU, I have the privilege to meet with donors, alumni, and industry leaders throughout the nation. They speak very highly of our graduates in terms of their preparation to meet their professional needs. However, they have challenged me to ensure they are well-rounded and prepared to work in a complex, diverse society. As President, I must meet the needs and requests from a variety of companies to include Avera, 3M, Raven, Sanford, Daktronics, as well as others. It is clear that in order for our graduates to compete for jobs, we need to meet expectations outlined by workforce leaders.

Please let me know if you need any further information or clarification.

I would like to personally invite you and Representative Peterson to campus to discuss this critical issue in further detail. Please feel free to extend this invitation to her on my behalf.

Sincerely,

[Signature]

Barry H. Dunn
President

Attachments
<table>
<thead>
<tr>
<th>Term/Acronym</th>
<th>Definition</th>
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<tbody>
<tr>
<td>ADA</td>
<td>Americans with Disabilities Act</td>
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<td>AI</td>
<td>American Indian</td>
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<tr>
<td>AIS</td>
<td>American Indian Studies</td>
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<tr>
<td>AISC</td>
<td>American Indian Student Center</td>
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<tr>
<td>ASPIRE</td>
<td>Student Affairs state and regional conference for TRIO professionals devoted to educational opportunity for low income and first generation college students</td>
</tr>
<tr>
<td>Assurance Report</td>
<td>HLC conducts an Assurance Review to determine whether an institution on the Standard or Open Pathway continues to meet the Criteria for Accreditation</td>
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<tr>
<td>AVP</td>
<td>Assistant or Associate Vice President</td>
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<tr>
<td>BSA</td>
<td>Black Student Alliance</td>
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<tr>
<td>CETL</td>
<td>Center for Enhancement of Teaching and Learning</td>
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<tr>
<td>College of AHSS</td>
<td>College of Arts, Humanities, and Social Sciences</td>
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<tr>
<td>CRCAIH</td>
<td>Collaborative Research Center for American Indian Health</td>
</tr>
<tr>
<td>Crosswalks</td>
<td>Outline of all strategies and action steps to be performed in order to meet University strategic goals</td>
</tr>
<tr>
<td>DOD</td>
<td>Department of Defense</td>
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<tr>
<td>Equity Lens</td>
<td>A transformative quality improvement tool used to improve planning, decision-making, and resource allocation leading to more racially equitable policies and programs</td>
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<tr>
<td>ESL</td>
<td>English as a Second Language</td>
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<tr>
<td>GA</td>
<td>Graduate Assistant</td>
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<td>HLC</td>
<td>Higher Learning Commission</td>
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<td>IC</td>
<td>International Committee</td>
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<td>IRC</td>
<td>International Relations Committee</td>
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<tr>
<td>IT</td>
<td>Information Technology</td>
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<tr>
<td>Key Performance Indicators</td>
<td>A measurable value that demonstrates how effectively SDSU is achieving key objectives</td>
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<tr>
<td>LASA</td>
<td>Latin American Student's Association</td>
</tr>
<tr>
<td>LGBTQAI+</td>
<td>Lesbian, Gay, Bisexual, Transgender, Queer, Asexual, and Intersex</td>
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<tr>
<td>LLC</td>
<td>Living Learning Community</td>
</tr>
<tr>
<td>MOU</td>
<td>Memorandum of Understanding</td>
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<tr>
<td>NSF</td>
<td>National Science Foundation</td>
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<tr>
<td>NSO</td>
<td>New Student Orientation</td>
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<tr>
<td>Oceti Sakowin (Seven Council Fires)</td>
<td>South Dakota State University is located on the ancestral territory of the Oceti Sakowin, meaning Seven Council Fires which is the proper name for the people commonly called Sioux</td>
</tr>
<tr>
<td>ODIEA</td>
<td>Office of Diversity, Inclusion, Equity, and Access</td>
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<tr>
<td>OIA</td>
<td>Office of International Affairs</td>
</tr>
<tr>
<td>Term/Acronymn</td>
<td>Definition</td>
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<tr>
<td>----------------------</td>
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<tr>
<td>OMA</td>
<td>Office of Multicultural Affairs</td>
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<tr>
<td>OPT</td>
<td>Optional Practical Training for International Students who are studying in the USA under the F1 visa allowing work rights</td>
</tr>
<tr>
<td>RSCA</td>
<td>Research, Scholarship and Creative Activity</td>
</tr>
<tr>
<td>SCO</td>
<td>School Certifying Official</td>
</tr>
<tr>
<td>SDSU Common Read</td>
<td>This initiative is designed to bring together people from all areas of campus and the Brookings community to learn, discuss, and engage a singular, impactful book and associated themes</td>
</tr>
<tr>
<td>Section 504 of the Rehabilitation Act</td>
<td>The first disability civil rights law to be enacted in the United States. It prohibits discrimination against people with disabilities in programs that receive federal financial assistance, and set the stage for enactment of the Americans with Disabilities Act</td>
</tr>
<tr>
<td>SGR</td>
<td>System General Education Requirements</td>
</tr>
<tr>
<td>Skyfactor Campus Climate Survey</td>
<td>Skyfactor Campus Climate, Safety, and Sexual Assault Assessment has the primary purpose to provide SDSU with information to inform policies, programs, and practices that enhance the campus environment</td>
</tr>
<tr>
<td>SSS</td>
<td>Trio Student Support Services</td>
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<tr>
<td>STEM</td>
<td>Science, Technology, Engineering, and Mathematics</td>
</tr>
<tr>
<td>SVA</td>
<td>Student Veteran's Association</td>
</tr>
<tr>
<td>TCU</td>
<td>Tribal Colleges and Universities</td>
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<tr>
<td>Tiospaye Council</td>
<td>An advisory board for the American Indian Education and Culture Center at SDSU</td>
</tr>
<tr>
<td>TRIO Upward Bound</td>
<td>Goal of TRIO Upward Bound is to increase college enrollment and graduation rates for students from low-income households and/or those who will be the first in their families to attend college</td>
</tr>
<tr>
<td>USDA</td>
<td>United States Department of Agriculture</td>
</tr>
<tr>
<td>VA</td>
<td>Veteran's Affairs</td>
</tr>
<tr>
<td>VARC</td>
<td>Veteran's Affairs Resource Center</td>
</tr>
<tr>
<td>Wokini</td>
<td>Translated from Lakota, means &quot;seeking a new beginning&quot;</td>
</tr>
</tbody>
</table>
Request #1

Reports written by our universities to the Higher Learning Commission regarding diversity.
Request #1: Reports written by our universities to the Higher Learning Commission regarding diversity.

Reports from 2009 HLC visit:

South Dakota State University’s last final Higher Learning Commission (HLC) report was done 10 years ago (2009). All SDSU accreditation information can be found at the following website: https://www.sdstate.edu/academics/accreditation.

To specifically answer request #1, we would refer you to the Assurance Section-Report of a Comprehensive Evaluation Visit (November 30, 2009 and labeled as Exhibit #1) found at: https://www.sdstate.edu/sites/default/files/SDSU%202009%20Report%20of%20Comprehensive%20Evaluation%20Visit.pdf

SDSU was required by HLC to submit a Diversity Progress report (July 1, 2013 and labeled as Exhibit #2) found at: https://www.sdstate.edu/sites/default/files/file-archive/2019-05/South%20Dakota%20State%20University%20Diversity%20Progress%20Report.pdf.

The full 2009 self-study report of South Dakota State University can be found at: https://www.sdstate.edu/sites/default/files/file-archive/2019-05/SDSU%20HLC-NCA%20Self-Study%202009.pdf

Current reports and documents:

South Dakota State University (SDSU) is currently in the process of being reaccredited with the visit by the accreditation team scheduled for November 4-5, 2019. Given this, we are currently finalizing all of the documents for our assurance argument. These are due to HLC in September. Several criterion within that document specifically relate to diversity. We have attached our current “DRAFT” document, which addresses Criterion 1 (Mission), and Criterion 3 (Teaching and Learning). This is labeled as Exhibit #1.

For your reference, the following are the specific criterion related to diversity. The highlighted yellow sections are SDSU’s diversity requirements to address.

Criterion 1: Mission: The institution’s mission is clear and articulated publicly; it guides the institution’s Operations.

Core Component 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.
Criterion 3: Teaching and Learning: Quality, Resources, and Support: The institution provides high quality education, wherever and however its offerings are delivered.

Core Component 3.B: The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

3. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
Criterion 1: Mission: The institution’s mission is clear and articulated publicly; it guides the institution’s operation.

Core Component 1.C: The institution understands the relationship between its mission and the diversity of society.

1.C.1. The institution addresses its role in a multicultural society.

The university mission highlights SDSU’s commitment to diversity and inclusion:

South Dakota State University offers a rich academic experience in an environment of inclusion and access through inspired, student-centered education, creative activities and research, innovation and engagement that improve the quality of life in South Dakota, the region, the nation, and the world. (https://www.sdstate.edu/imagine-2023-aspire-discover-achieve)

Moreover, as part of the most recent strategic plan development process (2018), one of the five core values identified was diversity.

Diversity: We are committed to diversity of community and ideas. We believe in a supportive, inclusive, collaborative, and cohesive environment with a focus on access. We actively seek collaboration and we respect individuals with differing perspectives, backgrounds, and areas of expertise.

Another component of the strategic planning process (2018) was the preparation of numerous theme/concept papers on a selected number of topics including diversity and inclusion and international affairs. These papers served as a valuable source of information for the final strategic plan.(https://www.sdstate.edu/imagine-2023-aspire-discover-achieve/strategic-planning-2023/diversity-equity-and-inclusion).

The institution also addresses its role in a multicultural society by:

- Establishing new and enhancing existing organizational units in support of diversity, equity and inclusion such as the Veterans’ Affairs Office, International Affairs Office, LGBTQAI+ Resource Center, American Indian Student Center, Multicultural Center, Office of Disability Services
- Hiring additional personnel to support the success of students from under-represented groups. For example, the hiring of additional minority student recruiters and program directors in the Offices of Admission and International Affairs
- Offering academic programs focused on enhancing student’s and others understanding of diversity, inclusion and equity such as the Global Studies major, Inclusion & Equity minor and the Workplace Intercultural Competence certificate
- Advancing co-curricular activities such as numerous international nights (India, Nepal, African, China, etc.), Black History Month, Diversity Academy, and the Diversity Summit
- Building partnerships across campus, with the local Brookings community and across the state and region including the City of Brookings, Tribal Colleges and Universities, etc.
- Recognizing the origin of the land upon which SDSU is located with the use of the following standard statement: South Dakota State University is located on the ancestral territory of the Oceti Sakowin, meaning Seven Council Fires, with is the proper name for the people commonly known as Sioux. The tribal alliance made up of individual bands of the Seven Council Fires is based on kinship, location, and dialects: Santee-Dakota, Yankton-Nakota and Teton-Lakota. The seven tribes now occupy nine reservations in South Dakota: Cheyenne River, Crow Creek, Oglala Sioux, Rosebud Sioux, Sisseton-Wahpeton Oyate, Standing Rock, Yankton Sioux. As part of our university’s effort to
enact inclusive practices, this acknowledgement serves as a reminder that before this site was called SDSU, it was home to Native Nations indigenous to this location.

1.C.2. The institution’s processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

One outcome of the 2009 HLC comprehensive review/visit was the requirement for SDSU to submit a report on the implementation and effectiveness of the University’s Diversity Plan. A progress report was approved by HLC in July 2013. A subsequent 2013-2018 report was prepared to identify progress and ongoing challenges so as to document and communicate both internally and externally and to inform the ODIEA Strategic plan for 2018-2023.

As noted in both reports, the systematic review of diversity and inclusion initiatives, data and contextual factors has continued, recognizing that such ongoing examination and improvement is essential for the University to meet its mission and live its core values. These reports provide a comprehensive overview of processes and activities which reflect attention to human diversity.

The Office of Diversity, Inclusion, Equity, and Access (ODIEA) (https://www.sdstate.edu/office-diversity-inclusion-equity-access) serves to enrich the university community's understanding and appreciation of diversity, support the practice of inclusion, advance equity and access. The Office is the central hub for promoting diversity in every sector of SDSU and the Brookings community. ODIEA leads and facilitates the development of institutional policies and protocols intended to create a more representative, equitable, and inclusive university. ODIEA has partnered with other units at the University in the following areas:

- Recruiting students from under-represented groups to the university;
- Promoting under-represented and multicultural student organizations;
- Identifying scholarships for underrepresented students, and
- Planning, implementing and assessing educational opportunities for the campus and Brookings community.

Following are additional examples of SDSU’s commitment to diversity, inclusion, equity and access:

The Office of Admissions has made significant strides in providing programs and services which facilitate the increase in students from underrepresented groups including the hiring of a Coordinator of Multicultural Recruitment in 2015 who is responsible for hosting students from locations in Minneapolis and St. Paul, Minnesota and Omaha, Nebraska in partnership with College Possible, Upward Bound and other programs. Additional minority recruiters and program directors have been hired including an American Indian and Latino/a/x recruiter. The university generates and tracks enrollment data on the number of international students and those from historically under-served backgrounds. The enrollment of international undergraduate students has achieved a 253% increase and an overall increase of 126% in regard to the total number of international students attending SDSU since 2011. Enrollment of underrepresented students has also increased …………………… (need specifies here)

Increasing the diversity of faculty, staff and administrators from historically under- represented groups has long been a goal of the institution. The assignment of a diversity advocate to all search committees was a practice adopted in 2016. The Dissertation Fellowship for Underrepresented Scholars is in its fifth year resulting in all of the individuals who have participated in the program successfully completing their doctoral programs. Academic community building has also been a focus area with the establishment of the Brothers’ Circle in 2015, the Sisters’ Circle in 2014, Los Hombres Latinos in 2018 and the Employee Resource Groups in 2017. These affinity groups provide a social and professional
network for marginalized faculty and staff. The Title IX/EO Office consistently offers training for SDSU employees on topics related to diversity and inclusion.

Linkages with Tribal Colleges and Universities (TCUs) as well as tribal communities, partnering with the SDSU Cooperative Extension Service, supporting international consortia and articulation agreements and collaborating with the local Brookings community illustrate some of the focus areas in regard to enhancing diversity and inclusion outreach efforts. One key focus area of the Wokini Initiative is to strengthen partnership outreach and research infrastructure with tribal communities.

Numerous initiatives have been developed to positively impact campus climate over the past 10-year time period. Examples include:

**Campus Climate Survey**
For the purpose of assessing the overall climate at SDSU, the first administration of the Skyfactor Campus Climate, Safety and Sexual Assault Assessment survey was in January 2017. Approximately 68% of SDSU employees and 15% of students participated. Results of the survey were used to generate recommendations including: 1) evaluate policies using the Equity Lens, 2) identify 2-3 additional institutional level initiatives, and 3) increase attendance at diversity trainings and events, to name a few. The survey was administered for a 2nd time in spring 2019. Results indicated (report will be available in June)

**Equity Lens**- in 2017, SDSU developed an Equity Lens rubric, based on a model from Portland State University. Using an equity lens helps create a campus climate where diversity is not a simple “add-on” to existing practice, but becomes a perspective to guide everyday habits and is embedded within the fabric of the institution. SDSU is in the very beginning stages of incorporating such a perspective into its day-to-day operations.

**Difference is Dialog** is a series of conversations around diversity and inclusion. Beginning in 2015, the ODIEA has worked to create safe and brave spaces to facilitate dialog.

The **Diversity Summit** is offered in partnership with Residential Life and is designed for student leaders to gain an understanding and appreciation for diversity and inclusion. Results from assessment efforts have been used to improve the event by providing more active learning opportunities. Participants have also reported an increase in their vocabulary, increased understanding of the need to celebrate differences and that all can learn, unlearn and relearn.

**Diversity Academy** is an 8-session series to develop intercultural competence, create more inclusive practices and advance equity.

The University has also utilized existing channels of communication to send a consistent and strong message in support of diversity and inclusion commitment and efforts. The current institutional strategic plan, Imagine 2023, is a critical mechanism used to communicate the core values and goals. In addition, a strong and inclusive University-level committee structure in support of shared governance includes two committees specifically focused on diversity and inclusion: Diversity and Inclusion Committee and the International Committee. Three additional team provide important opportunities for ongoing communication and coordination of efforts: ODIEA Advisory Team, Wokini Leadership Council, and the Tiospaye Council.

As noted in core component 1.C.1, numerous units are in place at SDSU which provide information, support and services for a variety of students with varying needs. The **Office of Multicultural Affairs** (https://www.sdstate.edu/student-life/multicultural-center) implements campus initiatives that
demonstrate the valued practice and philosophy of multiculturalism within the university community. Programs and activities developed by the office promote high achievement among the increasing number of minority students at SDSU. The office enhances and compliments the University mission by broadening the social, cultural, educational and recreational experience of students. The office works closely with campus support services to provide resources to underrepresented students and cultural organizations. The following are a few of the services the center provides to students:

- Academic Tutorial Services
- Computer Resources
- Cultural Programs
- Multicultural Resource Library
- National Student Exchange Program
- Personal Support
- Social and Educational Activities
- Student Lounge/Study Space
- Weekend Programs

The center supports a number of campus-wide diversity programs, including MLK Observance Week, Black History Month, Hispanic Heritage Month, and Native American Heritage Month. During these events, the university hosts speakers and discussion sessions.

Many student-focused and led groups and organizations are available at SDSU:

**Black Student Alliance (BSA)** ([https://www.sdstate.edu/student-life/multicultural-center/student-organizations](https://www.sdstate.edu/student-life/multicultural-center/student-organizations)) is an organization that offers students a form of identity and social life with diverse activities with emphasis on African American culture. The organization promotes cultural awareness to the SDSU community and to enhance an appreciation for the richness of diversity and complexity within the African American population. It also houses the BSA female and male Step Teams, which share cultural dance with the university, region, and abroad.

**Latin American Students’ Association (LASA)** ([https://www.sdstate.edu/student-life/multicultural-center/student-organizations](https://www.sdstate.edu/student-life/multicultural-center/student-organizations)) informs, educates, and provides the SDSU community with a better understanding of the Latinx culture. LASA provides a support group system for Latinx students at South Dakota State University, the community, staff, faculty, and anybody interested in learning about Latinx culture. LASA develops and implements diverse activities and programs that celebrate the rich heritage, history, and culture of Latin/Hispanic people. They also encourage an appreciation for the richness of diversity and complexity within the Latin American population.

**SDSU Gender and Sexualities Alliance** ([https://www.sdstate.edu/office-diversity-inclusion-equity-access/student-organizations](https://www.sdstate.edu/office-diversity-inclusion-equity-access/student-organizations)) is a campus organization created to promote education of students and community members alike about LGBTQ+ issues and gender identity. Its goal is to break down the walls standing between those of differing sexualities and gender identities and expressions. They provide a safe environment for people of any sexuality or gender identity/expression, and help spread an inclusive mindset to others on campus and in the Brookings community.

Additional student-focused organizations in support of SDSU’s diversity community include:

- Indian Student Association
- Saudi Student Association
- Sri-Lankan Student Association
- Muslim Cultural Student Association
- American Indian Student Association
American Indian Science and Engineering Society
Feminist Equality Movement

Academic success programs are available to assist all students. One example is TRIO Student Support Services (SSS) (https://www.sdstate.edu/trio-programs) that support first generation and income eligible students in college access, preparation, and success. Additional support services include: tutoring, Supplemental Instruction, Writing Center and the Math Help Center. (See 3.C.6 for more detailed information on student support services)

Numerous positive steps have been accomplished to provide additional opportunities for students and others to learn more about diversity, inclusion and equity as part of their academic program and overall experience at SDSU. Several examples are outlined below.

The SDSU Common Read (https://www.sdstate.edu/van-d-and-barbara-b-fishback-honors/common-read) champions a campus and community Common Read experience. This initiative brings people together from all areas of campus and the Brookings community to learn, discuss, and engage in a singular, impactful book and its associated themes. The Common Read started in 2009 and was designed to raise the level of academic rigor at SDSU, enhance awareness of diverse perspectives, increase faculty and student interaction, and promote enriching/engaging educational experiences both in and outside class. Each year training, education, and numerous events are designed to encourage participation and employ critical thinking around the text. Throughout the fall semester, the Common Read Committee partners with the Brookings Human Rights Commission and other campus and community groups to sponsor and support Common Read events.

The South Dakota Board of Regents (SDBOR) implemented a requirement for all undergraduate programs to incorporate five of eleven possible cross-curricular skills (PDF of SDBOR Policy 2:11.5.B) into the curriculum. The SDSU Faculty Senate (12.13.16 meeting minutes) approved the inclusion of the diversity, inclusion and equity cross-curricular skill for ALL undergraduate programs.

Numerous academic programs also support student learning in the areas of diversity, inclusion and equity: Inclusion and Equity minor, Peace and Conflict Studies minor, Women and Gender Studies minor, Workplace Intercultural Competency certificate, American Indian Studies major and minor, courses in Africana studies, and the Global Studies major.

Study Abroad opportunities in the form of semester and year-long programs, internships and service learning, leadership and volunteer options in over 70 countries. In fall 2017, Study Abroad increased its emphasis on assessment (PDF of Study Abroad Assessment plan) and is evaluating student learning outcomes with students before and after going abroad to include discipline specific outcomes, critical and creative thinking, intercultural development, travel efficacy, and diversity, inclusion, and equity.

Another focus area over the past several years has been that of the assessment of student learning and program/office effectiveness including units and programs. Beginning in fall 2016, SDSU has offered an assessment academy experience for academic programs and co-curricular activities including many units identified as meeting the goals related to diversity, inclusion and equity. Representatives from the ODIEA, Multi-Cultural Center, International Affairs Office (Study Abroad and ESL) have all participated in the one of the cohorts. All are required to develop and present an assessment plan for key programs in their units to inform on-going improvement and enhanced student learning.
Criterion 3: Teaching and Learning: Quality, Resources, and Support: The institution provides high quality education, wherever and however its offerings are delivered.

Core Component 3.B: The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

3.B.4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

Within the general education and academic program curricula, human and cultural diversity are significant student learning outcomes. For example, general education courses that meet SGR Goal #3 and SGR Goal #4 focus on the diversity of human community and experiences through the study of social science and arts and humanities. (SDBOR 2:26; SDBOR 2:7; SDBOR Academic Affairs Guidelines 8.3; SDBOR Academic Affairs Guidelines 8.4). In addition, each academic program has a Diversity, Inclusion, and Equity student learning outcome that is included in curriculum requirements and assessed as part of program-level assessment.

Specific courses have also been designed and structured that support students’ awareness, respect, and understanding of diversity. For example, the College of Arts, Humanities and Social Sciences recently added AHSS 111: Introduction to Global Citizenship & Diversity. This three-credit course enhances students’ understanding of diversity by exploring the complexity of difference across multiple contexts. Numerous academic programs are available including the Inclusion and Equity minor, Intercultural Communication in the Workplace certificate, Global Studies major and minor and American Indian Studies major, to name a few.

In addition to academic offerings, SDSU has a number of offices that provide students co-curricular experiences focused on diversity and cultural awareness and knowledge. For example the Multicultural Center promotes multiculturalism within the university through a wide range of programming. In addition, the Office of Diversity, Inclusion, Equity and Access (ODIEA)’s primary role is to enrich the university community’s understanding and appreciation of diversity, practice of inclusion, advancement of equity, and integration of access. For example, ODEIA provides advocacy and resources for the LGBTQ+ community (LGBTQIA+ Resource Center) and Safe Zone training program. ODEIA created the Diversity Academy, which is a “comprehensive training program created to develop intercultural competency and knowledge, create more inclusive practices, advance equity, and provide a more accessible design at South Dakota State University”.

As a land grant institution located on the ancestral territory of the Oceti Sakowin (Seven Council Fires), SDSU established the Wokini Initiative. The initiative’s title derives meaning from the Lakota word for “new life” or “a new beginning”. The primary goal is to strengthen American Indian student success by providing effective support in all aspects of the university experience (Wokini Strategic Plan). Students have access to academic, personal, health and financial wellness resources needed to succeed at SDSU and in life after graduation. In addition, Wokini hopes to transform SDSU by creating a “welcoming environment for American Indians by increasing SDSU’s staff/faculty capacity, knowledge and understanding of Oceti Sakowin
history and culture through training, professional development and other learning and networking opportunities SDSU (Wokini Goal 1).
Request #2

Regular (annual/quarterly/other) reports that the campus diversity offices file with the central administration on each campus and/or submit to the BOR central office.
Request #2: Regular (annual/quarterly/other) reports that the campus diversity offices file with the central administration on each campus and/or submit to the BOR central office.

In preparation for our upcoming HLC visit, SDSU prepared a Diversity and Inclusion report (3-1-2019). This document provides a comprehensive report of major accomplishments from 2013-2018 as they align to our Office of Diversity, Inclusion, Equity and Access (ODIEA) strategic goals. This document is the culmination of our previous strategic plan (Impact 2018) which ended June 30, 2018. This report can be found at:

Each of our diversity-related units prepared a Strategic Planning crosswalk or document after SDSU adopted Imagine 2023. These crosswalks specifically outline all strategies and action steps that will performed in order to meet our University strategic goals. They provide tactics, timelines, resources, key performance indicators and accountable office/staff member for each strategy. Given we are in year one of Imagine 2023, reporting against these crosswalks has not yet occurred.

The following units’ strategic documents have been attached for your information:

- American Indian Student Center (Exhibit #2)
- Diversity, Inclusion, Equity and Access (Exhibit #3)
- International Affairs (Exhibit #4)
- Student Support Services & Multicultural Affairs (Exhibit #5)
- Veteran’s Affairs (Exhibit #6)
- Wokini Initiative (Exhibit #7)
South Dakota State University
American Indian Student Center Strategic Planning Crosswalk to University Strategic Plan

SDSU Strategic Goal 1: Achieve Excellence Through Transformative Education
SDSU Strategic Goal 2: Cultivate and Strengthen Community Engagement
SDSU Strategic Goal 3: Foster Innovation and Increase Research, Scholarship and Creative Activity (RSCA)
SDSU Strategic Goal 4: Be a Growing, High-Performing and Healthy University

College/Department/Unit Strategic Goal 1: Recruitment: The American Indian Student Center will design a robust recruitment plan that aligns with the Wokini Initiative’s goal to increase the number of American Indian students attending SDSU.

<table>
<thead>
<tr>
<th>College/Department/Unit Strategies</th>
<th>Relationship to University Goals and Strategies</th>
<th>Tactics</th>
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</table>
| Strategy/Action Step 1             | Goal 1.2.C.                                   | 1. Identify 15 first time, full-time tribally enrolled students eligible to receive the Wokini Scholarship.  
2. Identify Tribal College Transfer students to receive a Wokini Transfer scholarship.  
3. Provide input on the Wokini scholarship renewal criteria focused | On-going; annual May awarding cycle. | 1. Award 5-year renewable scholarships valued at $5,000 annually.  
2. Award 3-year renewable scholarships valued at $5,000 annually. | 1. 15 scholarships awarded annually.  
2. Funding for 8 transfer students; two from each SD TCU.  
3. Pre & Post test for Wokini scholarship recipients. | 1. Director of Admissions and AISC American Indian Recruitment Coordinator  
2. Director of Admissions, AISC  
3. Recruitment Coordinator and Admissions |
| Strategy/Action Step 2 | Goal 2.1.A. | 1. Designed the SDSU 2 U program.  
2. Traveled to 8 SD high schools with a large American Indian student population (based on admissions application list). | Pilot May 2018; Launch May 2019 | $1,500 Wokini Funding | Increase in number of student visits at targeted high schools  
Increase in application completion rate  
Increase in number of AISC Early Orientation participants | Transfer Coordinator  
4. AISC Director, Wokini Director and SDSU Foundation |
| Strategy/Action Step 3 | Goal 1.3.A | 1. Work with SDSU Minority Recruiter to identify SD high school visits  
2. Add travel to MN College Fairs  
3. Design the travel schedule to include at least two visits per semester in order to build relationships with prospective students. | Summer 2018; Implement travel fall/spring | $9,000 Wokini Funding | Travel schedule finalized  
Travel budget finalized  
Travel schedule confirmed with HS counselors | AISC Retention Advisor and the American Indian Recruitment & Retention Committee |
| Strategy/Action Step 4 | Goal 1.3.A | 1. Host the St. Paul Public School Indian Education program  
2. Host prospective students from SD; targeting schools with a large AI student population. | Pilot fall 2018; Launch 2019 | Funding source: TBD | Each event will host 40 students maximum.  
Increase in completed admission application. | AISC American Indian Recruitment Coordinator and SDSU Admissions Office |
| Strategy/Action Step 5 | Goal 1.2.C | 1. Solicit input from SD Tribal Education Directors regarding community needs.  
2. Research best practices and similar programs. | Summer/fall 2018; Planning spring 2019 and host summer 2019 | Funding source: TBD | Funding source secured  
Number of attendees participating | AISC Director and AI Recruitment Coordinator |
**Strategy/Action Step 6**  
Host a HS Counselor training program

| Strategy/Action Step 6 | Goal 1.2.C | 1. Attend College Horizons program to work with Director of program to model at SDSU.  
2. Design the training schedule and curriculum | Summer 2018  
Fall 2018; Pilot program spring 2019 | Wokini Challenge Grant | HS Counselor survey  
Number of HS counselors participating | AISC Director and AI Recruitment Coordinator |

**College/Department/Unit Strategic Goal 2: Retention:** The American Indian Student Center will implement a Retention Advising campaign designed to educate students on the AISC services and increase retention rate.

<table>
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| **Strategy/Action Step 1**  
Implement the AISC Retention Advising Campaign | Goal 2.1.A | Run Advising campaign using ConnectState platform to meet with all self-identified AI students at least once per semester. | Fall 2018 | Utilizes staff time of current personnel | Increase in the number of individual retention advising meetings  
Increase in retention rate | AISC Retention Advisor  
AISC Peer mentors |
| **Strategy/Action Step 2**  
Collaborate with American Indian Studies to design courses that offer co-curricular experiences for students. | Goal 1.2.A | The Wokini Scholarship recipients participate in the First Year Experience, which includes the AIS 100 course. | Offer input on the course content.  
Course offered fall 2018. | Utilizes staff time of current personnel. | Increase in American Indian student enrollment in AIS courses.  
Student course evaluation | AISC Director and American Indian Studies Coordinator. |
| **Strategy/Action Step 3**  
Implement a peer based retention-advising model. | Goal 1.3.B | Design a Sophomore Experience program focused on student leadership development.  
Hire peer mentors, peer tutors, and Tribal Student Ambassadors.  
Implement fall 2019 with 2nd cohort of Wokini Scholarship recipients. | Utilizes staff time of current personnel.  
Estimate of $15,000 to hire peer mentors, tutors, and Tribal Ambassadors | Wokini Scholar renewal criteria stipulates students work as mentor, tutor, or Ambassador.  
Increase in student engagement.  
Track the number of meetings and contact made with students. | AISC Director, Retention Advisor,  
Recruitment Coordinator, First Year Advising Peer Mentoring and Tutoring, SDSU Admissions Ambassador program. |
| **Strategy/Action Step 4**  
Implement student participation incentive program | Goal 1.2.C | Secure donations and purchase items for AISC store | Implement fall 2018. | Donations used to purchase toiletry and food items for | Number of students registered to participate | AISC Retention Advisor |
| College/Department/Unit Strategic Goal 3: Programming | The American Indian Student Center will offer social, cultural, and academic programming that fosters community building, leadership development, and educational pathways for students. |

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</thead>
<tbody>
<tr>
<td>Strategy/Action Step 1</td>
<td>Goal 1.2.C Implement Financial Literacy program initiative</td>
<td>Pilot program with student employees Launch program with Wokini Scholarship recipients</td>
<td>Pilot 2018; Implement Fall 2019</td>
<td>Utilizes staff time of current personnel</td>
<td>Number of student participants Student satisfaction survey</td>
<td>AISC Retention Advisor/Program Coordinator and Extension Field Specialist</td>
</tr>
<tr>
<td>Strategy/Action Step 2</td>
<td>Goal 1.2.C Sophomore Experience Program</td>
<td>Identify student employees Hire and Train Peer Mentors Hire and Train Peer tutors Hire and train Tribal Ambassadors Hire and train student employees</td>
<td>Summer 2018 Fall 2018 Fall 2018 Fall 2018 Spring 2019</td>
<td>$15,000 Wokini funding</td>
<td>Positions filled Employees receive adequate training Services provided Track number of student interactions</td>
<td>AISC Director, Retention Advisor/Program Coordinator and AI Recruitment Coordinator</td>
</tr>
<tr>
<td>Strategy/Action Step 3</td>
<td>Goal 4.3.A Identify one new Academic program/entity to partner with to host a new AISC program</td>
<td>Identify American Indian artist Design the program schedule Launch the Artist-in-Residence program</td>
<td>Summer/Fall 2018 Spring 2019</td>
<td>$3,500 AISC</td>
<td>Establish a new partnership with Academic program</td>
<td>AISC Director &amp; AISC Retention Advisor/Program Coordinator</td>
</tr>
<tr>
<td>Strategy/Action Step 4</td>
<td>Goal 1.1.E Identify and develop student-learning outcomes for programs and services provided through the AISC.</td>
<td>Participate in the SDSU Assessment Academy</td>
<td>2018-2019</td>
<td>Utilizes staff time of current personnel</td>
<td>Assessment plan created</td>
<td>AISC Director</td>
</tr>
</tbody>
</table>
**College/Department/Unit Strategic Goal 4: Collaborative Partnerships:** The American Indian Student Center will identify and establish collaborative and reciprocal partnerships to support student recruitment and retention.

<table>
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</tr>
</thead>
</table>
| Strategy/Action Step 1  
Establish a partnership with Tribal Education Directors | Goal 2.2.C | Email introduction to the 9 SD Tribal Education Directors and request to meet. | Summer 2018; Ongoing | Utilize staff time of cuMorgan -rent personnel | Meeting with the SD Tribal Education Directors. Share brochure and educate tribal communities on the AISC programs and services. | AISC Director and AI Recruitment Coordinator |
| Strategy/Action Step 2  
Develop a Professional Development training series focused on American Indian history, culture, and best practices in recruitment and retention. | Goal 2.1.B | Research existing professional development training available for staff and faculty in higher education  
Collaborate with CRCAIH to design training  
Partner with Center for Enhancement Teach & Learn (CETL) to offer faculty points for participation | Summer 2018 | Utilize staff time of current personnel | Host CRCAIH staff to present current training module | AISC Director, American Indian Studies Coordinator, Wokini Director, Wokini Leadership Council and CETL Director |
| Strategy/Action Step 3  
Increase collaborative relationships with internal and external partners. | Goal 1.3.B | Create an online form for prospective partners to submit a project proposal to the AISC for review. | Ongoing | Utilize staff time of current personnel | Track the number of requests received per semester. Identify new partners to support the work of the AISC and student recruitment and retention. | AISC Staff, AISC Director and Retention Advisor/Program Coordinator |
| Strategy/Action Step 4  
Establish partnerships among Academic departments to seek collaborative grant applications in the areas of American Indian recruitment and retention. | Goal 1.3.B | Identify Faculty mentors  
Secure additional funding to support AISC programs and services through grant funding | 2018-2019 | Utilize staff time of current personnel | Increased recruitment and retention rates. | Provost, VP Of Student Affairs, Student Success Collaborative & Director of AISC |
College/Department/Unit Strategic Goal 5: Wokini Initiative: The American Indian Student Center staff will provide leadership and support to the Wokini Initiative. The AISC Director serves as the Student Success Liaison on the Wokini Leadership Council.

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<tbody>
<tr>
<td><strong>Strategy/Action Step 1</strong></td>
<td>Educate staff, faculty, and community members on the programs and services available through the AISC.</td>
<td>2.2.B</td>
<td>Create a new AISC brochure Print the new brochure Present at the SD Indian Education Summit Present at the National Indian Education Association conference (2 proposals were accepted)</td>
<td>Spring 2018 Summer 2018 September 2018 October 2018</td>
<td>$2,500 design and print cost Wokini funding AISC AISC</td>
<td>Printed materials Raise awareness and understanding of the AISC programs and services and the Wokini Initiative</td>
</tr>
<tr>
<td><strong>Strategy/Action Step 2</strong></td>
<td>AISC Building Project</td>
<td>Goal 1.2.C</td>
<td>Serve as a Facility committee member providing leadership and guidance to the building project.</td>
<td>On-going; expected completion date fall 2019</td>
<td>Private funding Wokini funding</td>
<td>Project completion within budget.</td>
</tr>
<tr>
<td><strong>Strategy/Action Step 4</strong></td>
<td>Track grant proposal requests from SDSU Academic departments</td>
<td>Goal 3.1.B</td>
<td>Create an online request form for grant proposal requests or research partnership requests.</td>
<td>2018-2019</td>
<td>Utilize staff time of current personnel</td>
<td>Annual report tracking the number of requests to collaborate/support grant applications.</td>
</tr>
<tr>
<td><strong>Strategy/Action Step 4</strong></td>
<td>Develop a Tribal Outreach and Research “Tool kit” that includes cultural competency, best practices and information regarding the nine SD tribes and their established human subjects research and protections review and approval process.</td>
<td>Goal 1.1.B</td>
<td>Provide guidance, assistance and support to the development of this project.</td>
<td>2018-2019</td>
<td>Wokini funding</td>
<td>Creation of “Tool kit” Track knowledge pre-post test</td>
</tr>
</tbody>
</table>
Imagine Excellence: Enhancing Diversity and Inclusion at SDSU

Office of Diversity, Inclusion, Equity, and Access Strategic Plan 2019-2023

Introduction:

As a part of its land-grant mission, South Dakota State University (SDSU) strives to serve the state of South Dakota by broadening access and opportunity to the benefits of higher education for all people. As a part of SDSU’s Imagine 2023 strategic plan, the university has identified diversity as one of its core values and recognizes that diversity is an indispensable element of academic excellence. Embracing diversity and equity university-wide is a necessary step in developing an inclusive and dynamic community that echoes the world outside of SDSU. This process will help to enrich the working lives of faculty and staff, welcome community members and university visitors, and ensure that all students are aptly prepared to be informed and conscientious citizens in a diverse and interconnected global society. Through transformational education, diverse learning environments, and exposure to initiatives focused on diversity and inclusion, SDSU will further foster civic learning and engagement and prepare students to function in a dynamic world outside of higher education. These efforts will also provide faculty and staff with the necessary resources to promote a foundational understanding and value of diversity through teaching, research, and outreach. SDSU’s commitment to diversity and inclusion will aid in the assurance that all students have access to academic excellence, have the opportunity to learn and grow in a safe, welcoming, and inclusive environment, and leave the university with the skills, perspectives, and abilities to serve as leaders in their future work, communities, and society.

In conjunction with the development of the University’s HLC Re-Accreditation Diversity Plan, the Office of Diversity, Inclusion, Equity, & Access (ODIEA) has developed its five-year strategic plan to help guide future diversity efforts at SDSU and achieve success in accreditation. The goals outlined in this plan highlight an intentional focus on diversity, inclusion, equity, and access at all levels of the University’s decision-making, programming, policies, and practices. Furthermore, this five-year plan identifies the ODIEA office’s mission and values as a framework for the goals and strategies that mark the next steps for SDSU on its journey to enhanced diversity, inclusion, equity, and access. Through these goals, ODIEA intends to develop, enhance and maintain a working and academic environment in which all individuals in the SDSU community are welcome and can thrive.
Mission:

The Mission of the 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 is committed to promoting diversity in every sector of SDSU and the Brookings community. ODIEA leads and facilitates the development of institutional policies, practices, and protocols intended to create a more representative, equitable, and inclusive university.

Values:

SDSU encompasses diversity as a core value that supports building a vibrant and inclusive campus community. We embrace diversity, equity, inclusion, and access for all students, faculty, staff, campus community, and university stakeholders in the conviction that these are foundational components of university-wide excellence. The ODIEA five-year strategic plan aims to continue past efforts in diversity and expand on these endeavors by identifying goals and strategies grounded in four key principles: Equity, Access, Accountability, and Opportunity.

- **Equity** - We strive to promote an equitable institutional environment where the collaboration of diverse thoughts, identities, and beliefs is valued.

- **Access** – Collaborating to eliminate physical, organizational, and attitudinal barriers ensures necessary compliance and meaningful participation, fosters belonging and inclusion, and affirms the fundamental right of all individuals to participate in every aspect of university life.

- **Accountability** – ODIEA strives to embody and embrace personal, collective, and institutional consistency, integrity, and transparency to continue to offer high quality and transformational educational opportunities, foster excellence and creativity in the workplace, research, and outreach, and build a strong campus culture that welcomes and values all individuals.

- **Opportunity** – Incorporating diversity and inclusion into university life is consistent with SDSU’s land-grant mission to provide access to higher education for all people and enriches the educational experiences, work, research opportunities, extension and outreach services, and programs offered university-wide.
Goals:

The ODIEA 2019-2023 Strategic Plan consists of five goals. Each goal is designed to create a campus culture which embraces diversity, inclusion and collaboration in order to facilitate accomplishing the strategic steps to meet each objective.

Goal 1: Increase the number of and opportunities for underrepresented students from domestic and international backgrounds in undergraduate and graduate programs. – Summer 2019 and Ongoing

Principal Collaborators: ODIEA Office, ODIEA Advisory Team, Office of Admissions, Wokini Program Director, Graduate Admissions Office, Provosts Office

Strategic Actions:

- Research, develop, and implement innovative best practices to improve recruitment of undergraduate and graduate students from underrepresented groups *(Summer 2019)*
- Increase strategic K-12 recruitment efforts focusing on students from underrepresented groups and communities, especially emerging diverse populations within the state of South Dakota *(Spring 2020)*
- Develop purposeful strategies for retaining underrepresented students, both domestic and international *(Spring 2020)*
- Develop and implement the Ready, Set, Graduate Program to increase the persistence and graduation rates of students from underrepresented groups and communities *(Fall 2019)*
- Collaborate with other university departments to enhance research, scholarship, and creative activity for students around topics of domestic and international diversity issues *(Spring 2021)*

Goal 2: Continue to ensure compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, as well as enhance university-wide efforts in inclusion and accessibility for people with disabilities. – Fall 2019 and Ongoing

Principal Collaborators: ADA Coordinator, ODIEA Office, Student Disability Services, Legal Counsel, Facilities & Services, Human Resources

Strategic Actions:

- Develop and implement a university wide ADA Compliance Policy that creates a centralized process for SDSU’s compliance with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, other applicable federal and state law, and current
Board of Regents and SDSU policies and procedures. This will further support integrity and transparency for efforts being made towards enhanced accessibility and inclusion *(Fall 2019)*

- Establish a university Advisory Team on Disability & Accessibility to assist the ADA Coordinator in identifying areas and planning for university wide growth in accessibility and inclusion efforts. This group would also assist in identifying challenges to university wide compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act *(Spring 2020)*
- Conduct a campus-wide self-evaluation of physical accessibility to assess university facilities for physical accessibility compliance with the ADA and develop a transition plan for improving accessibility of campus facilities *(Spring 2020)*
- Provide faculty, staff, student, and classroom trainings regarding accommodations, inclusion, and disability awareness, and disability related topics *(Fall 2019)*
- Work with the Office of Disability Services to increase awareness of campus and community resources, and develop campus-wide initiatives for students with disabilities *(Fall 2019)*

**Goal 3: Increase the number of faculty and staff from diverse domestic and international backgrounds university wide. – Summer 2019 and Ongoing**

*Principal Collaborators: ODIEA Office, Diversity & Inclusion Committee, International Affairs Committee, Human Resources, SDSU Affinity Groups*

**Strategic Actions:**

- Promote and support Equal Opportunity hiring efforts by clearly defining and communicating the role of the diversity advocate on all search committees *(Fall 2019)*
- Expand training for search committee participants to include diversity and inclusion content *(Spring 2020)*
- Review, participate and provide feedback for faculty and staff orientation processes, programs, and materials with regards to diversity, inclusion, equity, and access information and training *(Summer 2019)*
- Explore ways to implement a University-wide policy on exit interviews to better determine perception among faculty and staff members leaving campus. *(Spring 2020)*

**Goal 4: Develop a system of assessment and evaluation for ODIEA and other units focused on diversity and inclusion to ensure transparency and accountability. – Summer 2019 and Ongoing**
Principal Collaborators: ODIEA Office, Office of Institutional Research & Assessment, ODIEA Advisory Team

Strategic Actions:

- Prepare and openly share an annual progress report based on 2019-2023 ODIEA strategic plan goals and metrics *(Fall 2019)*
- Collaborate with other campus entities to continue to administer a campus climate survey and assess the results of the campus climate surveys to improve the university climate based on respondent recommendations *(Summer 2019)*
- Develop an assessment tool for department chairs, deans, directors, and administrative staff to utilize as a performance measure to determine how well each unit engaged in promoting and supporting diversity and inclusion *(Spring 2020)*
- Assess and address policies, practices, and procedures that create barriers to the retention of students, staff, and faculty from underrepresented communities *(Spring 2020)*

Goal 5: Establish a framework for managing, leading, and advocating for diversity, inclusion, equity, and access efforts. – *Summer 2019 and Ongoing*

Principal Collaborators: ODIEA Office, ODIEA Advisory Team, Vice President of Student Affairs, Office of the Provost, Diversity & Inclusion Committee, International Affairs Committee, Wokini Program Director

Strategic Actions:

- Monitor existing and assist in the development of new policies, procedures, protocols, and programs that are consistent with SDSU’s and ODIEA’s values on diversity and inclusion. *(Spring 2020)*
- Continue to offer high quality programs, events and presentations which increase participant knowledge base and skills in diversity, inclusion, equity, and access. *(Fall 2019)*
- Equip the campus community with the language and skills to discuss diversity, inclusion, equity, and access through training and use of the Equity Lens. *(Spring 2020)*
- Partner with other on and off campus organizations and programs to develop signature diversity and inclusion programs and increase resources and services for students, faculty, staff, and the surrounding community. *(Spring 2020)*
- Develop print, web, and social media materials highlighting university efforts and initiatives to advance recognition of and promote further diversity and inclusion endeavors *(Summer 2019)*
South Dakota State University
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SDSU Strategic Goal 1: Achieve Excellence Through Transformative Education
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SDSU Strategic Goal 4: Be a Growing, High-Performing and Healthy University

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<th>College/Department/Unit Strategies</th>
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<td>Position or office with leadership duties and accountability for each item</td>
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<td>Promote academic excellence within the Study Abroad.</td>
<td>Goal 1; Strategy 3.b.</td>
<td>Increase the number of students taking part in international engagement opportunities by 20%</td>
<td>-FY23.</td>
<td>NA</td>
<td>Number of students participating in Study Abroad opportunities will increase by 80 students.</td>
<td>Director of Study Abroad</td>
</tr>
<tr>
<td>Increase Recruitment, retention, and graduation of professionally prepared global citizens.</td>
<td>Goal 1; Strategy 3.a., 3.b.</td>
<td>Increase the number of SDSU faculty-led programs to showcase at least one completed program in each College and include the</td>
<td>-FY23</td>
<td>NA</td>
<td>Each College will have a study abroad opportunity for their students</td>
<td>Director of Study Abroad</td>
</tr>
<tr>
<td>Goal</td>
<td>Strategy 1.b., 3.a., 3.b.</td>
<td>Increase the number of incoming Freshman programs from 1 program to 2 programs attached to a different academic course in the College of AHSS that is required for graduation</td>
<td>-FY20</td>
<td>NA</td>
<td>College of AHSS will have an Incoming Freshman program associated with a required course.</td>
<td>Dean of AHSS Director of Study Abroad.</td>
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<tr>
<td>Goal</td>
<td>Strategy 2.c., 3.a., 3.b.</td>
<td>Target marketing efforts towards identified audiences – males, non-traditional students, Native Americans, first generation students, and students who receive accommodations for specific challenges – to increase the diversity of students who study abroad.</td>
<td>FY20, and annual</td>
<td>Current Resources</td>
<td>Increase the number of underrepresented students participating in study abroad experiences by 5 each year.</td>
<td>Director of Study Abroad Study Abroad Advisor</td>
</tr>
<tr>
<td>Goal</td>
<td>Strategy 1.c., 2.c., 3.a., 3.b.</td>
<td>Pursue outside financial aid for study abroad opportunities by locating grant monies and endowments and collaborating with the SDSU Foundation to generate funding from alumni or alumni parents.</td>
<td>-FY21</td>
<td>TBD</td>
<td>Begin Collaborating with the Foundation Office to secure new donors willing to support this initiative.</td>
<td>AVP for International Affairs Foundation Office Representative</td>
</tr>
<tr>
<td>Goal</td>
<td>Strategy 2.c., 3.b.</td>
<td>Create a vibrant, inclusive International Living Learning Community that enhances student learning, engagement, and success.</td>
<td>-FY21</td>
<td>NA</td>
<td>Promote an overall appreciation for diversity among those students living within Residential Life.</td>
<td>Director of International Students and Scholars Housing Coordinator of LLCs</td>
</tr>
</tbody>
</table>
| Increase Recruitment, retention, and graduation of professionally prepared global citizens. | Goal 1; Strategy 3.b. | Collaborate with the Honors College to increase the number of international students within the Honors Program. | -FY23 | Fits within current scope of budget and responsibilities | Annually, 15 international students will be engaged in Honors Courses. Domestic Honors students will have the opportunity to encounter and engage other cultures. | Director of International Affairs
Dean of Honors |
| Increase recruitment, retention, and graduation of professionally prepared global citizens. | Goal 1; Strategy 3.b. | Re-establish a fund to assist international students in times of personal and/or economic crisis while continuing to collaborate with other campus departments to ensure that the international student population can rely on excellent quality of life at SDSU. | Annual | TBD | Begin collaborating with the Foundation Office to secure new donors willing to support this initiative. | AVP for International Affairs
Foundation Office Representative |
| Affirm student success as a foundational priority of Office of International Affairs. | Goal 1; Strategy 2.c. | Promote the cultural transition of International Students by increasing the number of domestic students participating in the InterLink student mentor program. | Annual | -Fits within International Advisor responsibilities.
- Fits within GA position description. | Increase the number of domestic students participating in the InterLink program to 150 students.
A table will be set up in the union every 2-3 weeks each semester to recruit new participants. | International Advisor
OIA Graduate Assistant |
| Increase Recruitment, retention, and graduation of professionally prepared global citizens | Goal 1, Strategy 3.b. | Cultivate and Enhance the SDSU Alumni Association’s activity abroad to facilitate increased international alumni involvement, faculty engagement, and global visibility | -FY20 | Use current resources to collect information and deliver to Alumni Office | OIA will help the Alumni Office to enhance their database to become more robust with international alumni information. | Coordinator of International Admission and Recruitment
International Advisors |
<table>
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<tr>
<th>Grow international student enrollment through increased efficiencies, proactive recruitment strategies and by developing an engaged SDSU brand in the international market.</th>
<th>Goal 1, Strategy 3.a. 3.b.</th>
<th>Foster an expectation of effective communication by delivering fast response times and accurate information to potential student inquiries, current students and faculty, and external organizations</th>
<th>Within first year and then on-going</th>
<th>NA</th>
<th>Develop Alumni exit survey to be completed when international students apply for OPT. International Alumni will receive a newsletter that connects them to the University no less than 3 times a year. Fundraising opportunities will increase due to more accessible information.</th>
<th>Director of International Students and Scholars  Assistant Vice President for International Affairs President/CEO of Alumni</th>
</tr>
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<tr>
<td>Grow international student enrollment through increased efficiencies, proactive recruitment strategies and by developing an engaged SDSU brand in the international market.</td>
<td>Goal 1, Strategy 3.a.</td>
<td>Develop robust communications and content flow to deliver pertinent messages that are specifically targeted for each stage throughout the recruitment process.</td>
<td>Development of communication plan is currently underway. Completion of the communication plan in year 2</td>
<td>CRM has already been purchased.</td>
<td>Establish constant contact with prospective students as the move through the prospect, applicant, admit and pre-arrival stages.</td>
<td>Coordinator of International Admissions and Recruitment</td>
</tr>
<tr>
<td>Grow international student enrollment through increased efficiencies, proactive recruitment strategies and by developing an engaged SDSU brand in the international market.</td>
<td>Goal 1, Strategy 3.a.</td>
<td>Continue to generate international market presence by attending targeted education fairs with quality marketing materials and a lead nurturing plan to follow-FY20</td>
<td>Recruitment funds have already been designated.</td>
<td>International applications, admits, and enrollments will increase by 5-10%.</td>
<td>Coordinator of International Admissions and Recruitment</td>
<td></td>
</tr>
<tr>
<td>Grow international student enrollment through increased efficiencies, proactive recruitment strategies and by developing an engaged SDSU brand in the international market.</td>
<td>Goal 1, Strategy 3.a.</td>
<td>Focus a comprehensive marketing strategy that addresses the unique needs of target international markets and develop various materials (print, posters, direct mail, email, social media posts, etc.) to engage target audiences.</td>
<td>-FY20</td>
<td>Recruitment funds have already been designated.</td>
<td>Coordinator of International Admissions and Recruitment</td>
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<td>Grow international student enrollment through increased efficiencies, proactive recruitment strategies and by developing an engaged SDSU brand in the international market.</td>
<td>Goal 1, Strategy 3.a.</td>
<td>Enhance web content by developing solid messaging strategies, featuring current international students, and building greater brand presence to improve online recruitment and help prospective students obtain an accurate picture of our current international community.</td>
<td>-Annual, beginning with International Admissions page in year 1.</td>
<td>Marketing funds will be used to help make the website more interactive and engaging.</td>
<td>International web content will become more engaging.</td>
<td>Coordinator of International Admissions and Recruitment</td>
</tr>
<tr>
<td>Achieve academic excellence through SDSU’s ELCI (English Language and Cultural Institute)</td>
<td>Goal 1, Strategy 1.b, 1.c, 1.d, 1.e.</td>
<td>Investigate options for better-coordinated ESL offerings</td>
<td>-FY20</td>
<td>Will need to look for new revenue sources.</td>
<td>Begin collaborating with Modern Languages and the new Center for American Culture.</td>
<td>Director of the Center for American Culture. Coordinator of ESL</td>
</tr>
<tr>
<td>Achieve academic excellence through SDSU’s ELCI (English Language and Cultural Institute)</td>
<td>Goal 1, Strategy 1.b, 1.c, 1.d, 1.e.</td>
<td>Integrate strategic marketing processes to expand the scope of programs to reach audiences abroad and recruit non-native speakers of English.</td>
<td>-FY20</td>
<td>Current recruitment resources</td>
<td>ESL student numbers will increase by 5 each year.</td>
<td>Coordinator of International Recruitment and Admission Coordinator of ESL</td>
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College/Department/Unit Strategic Goal 2: Cultivate and Strengthen Community Engagement

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<td><strong>Enhance the environment of International Affairs by fostering a culture of service, servant leadership, and inclusive excellence.</strong></td>
<td>Goal 2; Strategy 2.e.</td>
<td>Strengthen our international student host program (Friendship Family Program) to foster connections between international students and Brookings community and give students an opportunity to experience US culture and traditions.</td>
<td>-Year 1; -Annual/ongoing</td>
<td>Current Resources</td>
<td>30-50 families in the Brookings community will be engaged in connecting with our International students</td>
<td>Director of International Students and Scholars</td>
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<td></td>
<td>International Affairs Advisor</td>
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<td></td>
<td>International Affairs Intern</td>
</tr>
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<td>Enhance the environment of International Affairs by fostering a culture of service, servant leadership, and inclusive excellence.</td>
<td>Goal 2, Strategy 2.a., 2.e.</td>
<td>Implement a Voluntary Service Initiative to provide volunteer opportunities for international students to engage with the community and enhance cultural learning through exposure to different perspectives.</td>
<td>FY20</td>
<td>Current resources</td>
<td>IRC will work to create 1 community service program per semester.</td>
<td>International Advisor overseeing IRC</td>
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| Enhance the environment of International Affairs by fostering a culture of service, servant leadership, and inclusive excellence. | Goal 2, Strategy 2.c., 2.e. | Work closely with the SD World Affairs Council to provide opportunities for our International Students to engage the K-12 community in Brookings and the surrounding region | FY20-FY23 | Current Resources | 30-50 International Students will have the opportunity to present their cultures to local K-12 students. | Director of International Students and Scholars
World Affairs Council Board Members |
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**College/Department/Unit Strategic Goal 3: Foster Innovation and Increase Research, Scholarship, and Creative Activity (RSCA)**

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| **Innovation and Research, Scholarship and Creative Activity.** | Goal 3; Strategy 1.c., 3.e. | Seek strategic partnerships with foreign governments, universities, and other organizations that foster collaborative research and discovery | FY23; ongoing | NA | Number of faculty engaging in research collaborations with international universities will continue to expand | VP Research  
AVP for International Affairs |
<p>| <strong>Increase, optimize and align the physical resources and investments for innovation,</strong> | Goal 3, Strategy 3.a., 3.c. 3.e. | Work with IT and Research Office to develop plans to develop an accessible Global Scholars Database designed | Database will be created in year 2 and then updating | N/A | Database will be developed and is used by faculty to track where SDSU is | Vice President for International Affairs |</p>
<table>
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<tr>
<th>RSCA and Economic Development</th>
<th>to increase collaborations across departments and disciplines. Database will track of our international research initiatives by subject, department, country, funding, etc.</th>
<th>will be ongoing.</th>
<th>engaged around the world. Faculty would use it on a regular basis to ensure they are collaborating with other University departments.</th>
<th>Vice President for Research and Development Provosts Office Director of International Students and Scholars</th>
</tr>
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<tr>
<td>Strengthen university wide leadership for RSCA to address the needs of the State, Region, Country and World</td>
<td>Goal 3, Strategy 1.a., 1.c., 2.a., 2.c. 2.e., 3.e. Create strategic collaborative agreements with International Universities through MOU’s and Invigorate scholarship through direct faculty exchanges.</td>
<td>-FY20-FY23 NA</td>
<td>New active agreements will be implemented to include Faculty Exchange, Student Exchange and 2+2 agreements.</td>
<td>Various academic departments VP for International Affairs Director of International Students and Scholars</td>
</tr>
<tr>
<td>Strengthen university wide leadership for RSCA to address the needs of the State, Region, Country and World</td>
<td>Goal 3, Strategy 2.a., 2.c. Facilitate intercultural and linguistic training opportunities for faculty doing research abroad.</td>
<td>FY23 TBD</td>
<td>Fundraise to provide opportunity for faculty to study foreign language as they engage in research abroad.</td>
<td>Foundation Office VP of Research AVP for International Affairs</td>
</tr>
<tr>
<td>Increase, optimize and align the physical resources and investments for innovation, RSCA and economic development.</td>
<td>Goal 3, Strategy 2.a., 2.c. 2.e. Foster the development of faculty-led programs by assisting faculty members in pursuing opportunities to infuse the curriculum with study abroad and international education experiences.</td>
<td>-FY20 Current Resources allocated</td>
<td>Provide limited funding to allow for faculty to develop faculty-led programs with curriculum that focuses on international education experiences.</td>
<td>Director of Study Abroad Various Faculty</td>
</tr>
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<td>Increase the number of global engagement opportunities provided to students.</td>
<td>Goal 4, Strategy 1.c, 3.a</td>
<td>Work with faculty to increase the number of Study Abroad Programs each year.</td>
<td>1 new faculty led program per year by FY23</td>
<td>NA</td>
<td>Provide faculty with the opportunities to explore new ideas. New programs will be developed each year.</td>
<td>Director of Study Abroad</td>
</tr>
<tr>
<td>Structure the University’s resources to achieve strategic priorities.</td>
<td>Goal 4, Strategy 3.a., 3.b.</td>
<td>Work with IT and Research Office to develop plans to develop an accessible Global Scholars Database designed to increase collaborations</td>
<td>Database will be created in year 2 and then updating</td>
<td>N/A</td>
<td>Database will be developed and is used by faculty to track where SDSU is engaged around the</td>
<td>Vice President for International Affairs</td>
</tr>
<tr>
<td>Core Values</td>
<td>Goal</td>
<td>Description</td>
<td>Timeframe</td>
<td>Responsible Party</td>
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<tr>
<td>Infuse Core Values throughout all levels of the University.</td>
<td>Goal 4, 1.d.</td>
<td>Increase the visibility of the Office of International Affairs by providing increased programming to the campus and the Brookings’ community.</td>
<td>Ongoing</td>
<td>Office of International Affairs Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grow and sustain resources aligned with the mission of SDSU.</td>
<td>Goal 4, 2.c.</td>
<td>Cultivate and Enhance the SDSU Alumni Association’s activity abroad to facilitate increased international alumni involvement, faculty engagement, and global visibility</td>
<td>-FY20</td>
<td>Coordinators of International Admission and Recruitment, International Advisors, Director of International Students and Scholars, Assistant Vice President for International Affairs, President/CEO of Alumni</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grow and sustain resources aligned with the mission of SDSU.</td>
<td>Goal 4, Strategy 2.b., 2.c,</td>
<td>Continue to generate international market presence by attending targeted education fairs with quality marketing materials and a lead nurturing plan to follow-up with prospective students and families.</td>
<td>-FY20</td>
<td>Recruitment funds have already been designated.</td>
<td>International applications, admits, and enrollments will increase by 5-10%.</td>
<td>Coordinator of International Admissions and Recruitment</td>
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<tr>
<td>Grow and sustain resources aligned with the mission of SDSU.</td>
<td>Goal 4, Strategy 2.c,</td>
<td>Pursue outside financial aid for study abroad opportunities by locating grant monies and endowments and collaborating with the SDSU Foundation to generate funding from alumni or alumni parents.</td>
<td>-FY21</td>
<td>TBD</td>
<td>Begin Collaborating with the Foundation Office to secure new donors willing to support this initiative.</td>
<td>AVP for International Affairs Foundation Office Representative</td>
</tr>
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South Dakota State University
Student Support Services & Multicultural Affairs Strategic Planning Crosswalk

SDSU Strategic Goal 1: Achieve Excellence Through Transformative Education
SDSU Strategic Goal 2: Cultivate and Strengthen Community Engagement
SDSU Strategic Goal 3: Foster Innovation and Increase Research, Scholarship and Creative Activity (RSCA)
SDSU Strategic Goal 4: Be a Growing, High-Performing and Healthy University

Student Support Services & Multicultural Affairs Strategic Goal 1: Inspiring Diversity, Inclusion, Equity and Access: Staff will increase and promote diversity, inclusivity, equity, and access in students, employees, and social and educational programming.

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| Strategy/Action Step 1            | Go 1 & 2                                       | 1. Provide diversity training to student employees  
2. Provide diversity, multicultural, and educational programming | Ongoing implementation | Using existing resources | 1. Training is implemented effectively  
2. Effective programming for all students | Multicultural Latino/a Retention Advisor & Advisor for African American Programs |
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| **Strategy/Action Step 2**        | Continue co-curriculars with Latin American Student Association and Black Student Alliance for enrichment of leadership, teamwork and workplace skill development | Goal 1 & 2 | 1. Advise student organizations  
2. Provide organizations with leadership programming opportunities | Ongoing implementation | Using existing resources | 1. Student leaders take active roles in programming  
2. Student organizations are visible in campus community | Multicultural Latino/a Retention Advisor & Advisor for African American Programs |
| **Strategy/Action Step 3**        | Connect TRIO Student Support Services and OMA students through ConnectState | Goal 1 & 2 | 1. Collaborate with Wintrode Center  
2. Attend ConnectState Training  
3. Identify Target Population | Ongoing implementation | No Cost – using existing software | 1. Adequately utilize ConnectState for student success | TRIO Retention Advisors, Multicultural Latino/a Retention Advisor & Advisor for African American Programs |
<p>| <strong>Strategy/Action Step 4</strong>        | Sustain SSS participant enrollment of 160 each year as determined by the Department of Education | Goal 1 &amp; 2 | 1. Identify &amp; recruit Freshman students from low-income and 1st gen backgrounds | Spring 2019 &amp; Summer 2019 | No Cost | 1. 160 students are served each grant cycle | Program Director for TRIO SSS |</p>
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<td><strong>Strategy/Action Step 5</strong></td>
<td>Promote and deliver diverse social, cultural, and educational programs which support the development of intercultural competence</td>
<td>Goal 1 &amp; 2</td>
<td>Provide Workshops utilizing knowledgeable resources Market and advertise events</td>
<td>Ongoing Implementation</td>
<td>Using existing resources</td>
<td>Workshops are successfully carried-out</td>
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<td><strong>Strategy/Action Step 6</strong></td>
<td>Provide and promote social awareness through service learning opportunities, charitable events, and social behaviors</td>
<td>Goal 1 &amp; 2</td>
<td>1. Coordinate Harvest Table Event 2. Participate in Feeding Brookings</td>
<td>Ongoing Implementation</td>
<td>Using existing resources</td>
<td>1. Participation in identified service projects</td>
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<td><strong>Strategy/Action Step 7</strong></td>
<td>Serve 57 high school students from low income/first generation backgrounds</td>
<td>Goal 1 &amp; 2</td>
<td>1. Identify &amp; recruit HS schools students from low-income and 1\textsuperscript{st} gen backgrounds</td>
<td>Fall 2018</td>
<td>Using existing resources</td>
<td>1. 57 students are served each grant cycle</td>
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| **Strategy/Action Step 8**        | Provide opportunities to learn about diversity, social justice and inclusion through workshops, volunteer opportunities, and exposure to diverse thoughts and perspectives income/first generation backgrounds | Goal 1 & 2 | 1. Provide workshops during Saturday & Summer Programs  
2. Attend diversity, social justice and inclusion events | Spring 2019 | Using existing resources | 1. Coordinate and attend effective workshops, training sessions, and events | Program Director for TRIO Upward Bound |

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| **Strategy/Action Step 9**        | Collaborate with Admissions, New Student Orientation, and faculty/staff to provide and support access | Goal 1 & 2 | 1. Participate in the Campus Resource Fair during (NSO)  
2. Collaborate with Admissions Office during campus visits  
3. Collaborate with faculty to meet student needs in the classroom | Ongoing Implementati on | Using existing resources as needed for accommodations | 1. Meet with students during identified campus visits  
2. Students receive appropriate information and materials about services and resources available | Coordinator for Disability Services |
**Student Support Services & Multicultural Affairs Strategic Goal 2: Inspiring Accountability:** Staff will embrace a culture of accountability and service that challenges individual to act in the best interest of students, student success, and the University.

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| **Strategy/Action Step 1**        |                                               | 1. Work closely with LASA & BSA                                          | Ongoing Implementation | Using existing resources | 1. Student leaders take active roles in programming  
2. Student organizations and mentors are visible in campus community | Multicultural Latino/a Retention Advisor & Advisor for African American Programs TRIO Retention Advisors |
<p>| Provide co-curricular leadership and learning opportunities through clubs and organizations, and student employment | Goal 4                                       | 2. Build heritage and awareness programs                                 |                   |                      | 1. Students attend healthy lifestyles activities and services                                 |                             |
| |                                               | 3. Work closely with student mentors             |                                                                        |                   |                      | 1. Students complete feedback surveys                                                       |                             |
| <strong>Strategy/Action Step 2</strong>        |                                               | 1. Encourage Wellness Center usage                                      | Ongoing Implementation | Using existing resources | 1. Students attend healthy lifestyles activities and services                                 | All Departmental Staff      |
| Promote healthy student lifestyles through student centered services, programs and recreational activities | Goal 4                                       | 2. Refer to Health Services                                              |                   |                      | 1. Students attend healthy lifestyles activities and services                                 |                             |
| |                                               | 3. Implement programs geared for health &amp; fitness |                                                                        |                   |                      | 1. Students complete feedback surveys                                                       |                             |
| <strong>Strategy/Action Step 3</strong>        |                                               | 1. Suggestions Box                                                       | Ongoing Implementation | Using existing resources | 1. Students complete feedback surveys                                                       | All Departmental Staff      |
| Collect student interest and feedback | Goal 4                                       | 2. Student Advisory Board                                                |                   |                      | 1. Students complete feedback surveys                                                       |                             |
| |                                               | 3. Student Organization Leadership              |                                                                        |                   |                      | 1. Students complete feedback surveys                                                       |                             |</p>
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<td><strong>Strategy/Action Step 4</strong></td>
<td></td>
<td>1. Create social media presence</td>
<td>Fall 2018</td>
<td>Using existing resources</td>
<td>1. Campus community is informed and educated</td>
<td>Program Director for TRIO Upward Bound</td>
</tr>
<tr>
<td>Ensure campus community is aware of the purpose of Upward Bound to encourage understanding and interest in the program and the students.</td>
<td><strong>Goal 4</strong></td>
<td>2. Provide promotional advertisement on campus</td>
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<td></td>
<td></td>
<td>3. Classroom presentations</td>
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<tr>
<td><strong>Strategy/Action Step 5</strong></td>
<td></td>
<td>1. Coordinate with Academic Units</td>
<td>Fall 2018</td>
<td>Using existing resources</td>
<td>1. Students receive necessary accommodations</td>
<td>Coordinator for Disability Services</td>
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<tr>
<td>Ensure faculty/staff comply with providing access and accommodations for students</td>
<td><strong>Goal 4</strong></td>
<td>2. Coordinate with Facilities Services</td>
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<td></td>
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<td>3. Collaborate with ADA Coordinator</td>
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### Student Support Services & Multicultural Affairs Strategic Goal 3: Inspiring Personal Growth

Staff will provide social and educational programming that nurtures individual development, encourages persistence to graduation, and prepares students for life and career after college.

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| **Strategy/Action Step 1**  
Continue personal, academic, and professional support and guidance of underrepresented students | Goal 2 & 4 | 1. Build heritage and awareness programs  
2. Provide retention and advising  
3. Continue social media presence  
4. Provide leadership and life skills development through advising, teamwork, and event planning  
5. Establish alumni partnership | Fall 2018 | Using existing resources | 1. Students are informed in utilizing services  
2. Retain and graduate students  
3. Students are successful in and out of the classroom  
4. Student attendance at events | All Staff |

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| **Strategy/Action Step 2**  
Participate in growth opportunities through team building to foster a sense of community among students and staff | Goal 2 & 4 | 1. Offer and coordinate team building activities between staff and students that foster meaningful relationships | Fall 2018 | Using existing resources | 1. Positive and effective rapport established among identified individuals | All Departmental Staff |
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| **Strategy/Action Step 3**        | **Goal 2 & 4**                                | 1. Saturday Program  
2. Mentorship Opportunities  
3. Summer Academy          | Ongoing Implementation | Using existing resources | 1. Coordinate and attend effective workshops, training sessions, and events  
2. Established mentorship pairings work closely to aid mentees’ goals | Upward Bound Staff |
| **Strategy/Action Step 4**        | **Goal 2 & 4**                                | 1. Electronics Textbook  
2. Tutors  
3. Note Takers  
4. Testing Accommodations | Ongoing Implementation | Using existing resources | 1. Students receive appropriate information and materials about services and resources available | Coordinator for Disability Services |
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| **Strategy/Action Step 5**        | Increase educational programming and outreach to faculty/staff and students | Goal 2 & 4 | 1. Provide educational workshops  
2. Conduct classroom presentations  
3. Connect students to resources on/off campus  
4. Serve as an educational resource for faculty/staff  
5. Support students to become self-advocates | Using existing resources | 1. Coordinate and attend effective workshops and training sessions  
2. Students receive appropriate information and materials about services and resources available  
3. Training is implemented effectively | Coordinator for Disability Services |
**Student Support Services & Multicultural Affairs Strategic Goal 4: Inspiring Stewardship:** Staff will demonstrate innovative stewardship of human, financial, facility and technological resources and form collaborative partnerships to benefit the University.

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<td><strong>Strategy/Action Step 1</strong></td>
<td>Connect with BOR institutions to collaborate with and enhance programming</td>
<td>Goal 1 &amp; 3</td>
<td>1. Contact other Multicultural Affairs, Diversity, &amp; Inclusion Offices by email and telephone within BOR System 2. Engage stakeholders to gain feedback on initiatives and processes</td>
<td>Summer 2019</td>
<td>Using existing resources</td>
<td>1. Host a State-wide Event 2. Relationships are formed between offices of the BOR system</td>
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<tr>
<td><strong>Strategy/Action Step 2</strong></td>
<td>Create a state-wide network for Diversity Advocate of Higher Education</td>
<td>Goal 1 &amp; 3</td>
<td>1. Contact other Multicultural Affairs, Diversity, &amp; Inclusion Offices by email and telephone within the State to identify potential members 2. Create Listserv</td>
<td>Summer 2019</td>
<td>Using existing resources</td>
<td>1. Established a Networking Listserv 2. Meeting established 3. Create a Statewide Council</td>
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<td><strong>Strategy/Action Step 3</strong></td>
<td>Cultivate new funding sources for further student assistance and development</td>
<td>Goal 1 &amp; 3</td>
<td>1. Identify and write successful grants</td>
<td>Spring 2019</td>
<td>Using existing resources</td>
<td>1. Grants Awarded</td>
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<td>Strategy/Action Step 4</td>
<td>Goal 1 &amp; 3</td>
<td>1. Educate students on the resources available for facilities and access 2. Collaborate with Facilities and Services 3. Collaborate with ADA Coordinator 4. Collaborate with Parking and Safety Committee</td>
<td>Ongoing Implementations</td>
<td>Using existing resources as needed for accommodations</td>
<td>1. Students receive appropriate information and materials 2. Effectively advocacy for students at campus meetings and events</td>
<td>Coordinator for Disability Services</td>
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**Student Support Services & Multicultural Affairs Strategic Goal 5: Inspiring Employee Wellness:** Staff will establish an environment that fosters employee well-being as a way to create a healthy work environment and a strategy for providing the best service to students and the University.

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| **Strategy/Action Step 1**        | Student Support Services and Multicultural Affairs will provide appropriate professional development to staff to encourage growth. | 1. Encourage staff participation in professional committees and boards  
2. Identify job appropriate professional development opportunities  
3. Support diversified recruitment efforts for hiring  
4. Garner feedback about job satisfaction and morale  
5. Attend ASPIRE State & Regional Conferences  
6. Attend National Conference on Race & Ethnicity  
7. Attend Association on Higher Education and Disability  
8. Encourage continued pursuit of education  
9. Expand legislative knowledge for programming and grant writing execution | Fall 2018 | Use existing resources | 1. Attend Conferences  
2. Diversified Staff  
3. Morale is further strengthen  
4. Grants Received  
5. Staff assigned to committees  
6. Attending classes. | All Departmental Staff |
**Student Support Services & Multicultural Affairs Strategic Goal 6: Inspiring Futures:** Staff will engage in innovative recruitment efforts that align with the University’s Imagine 2023 goals for diversity and overall enrollment levels.

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| Strategy/Action Step 1            | Sustain and expand new programs and services that further aid underrepresented student populations | Goal 1 & 2, Partner with Student Affairs Departments, Academic Units, and surrounding communities | Spring 2019 | Use existing resources | 1. New program initiatives are implemented  
2. Students are attending programs/events | All Departmental Staff |

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| Strategy/Action Step 2            | Sustain and expand recruitment efforts to help increase underserved students | Goal 1 & 2, Partner with Admissions Office  
2. Implement a departmental marketing plan  
3. Build positive relationships with K-12 surrounding schools | Spring 2019   | Use existing resources | 1. Participate in recruitment efforts  
2. K-12 surrounding schools attend departmental programs | All Departmental Staff |
South Dakota State University
College/Department/Unit Strategic Planning Crosswalk to University Strategic Plan

SDSU Strategic Goal 1: Achieve Excellence Through Transformative Education
SDSU Strategic Goal 2: Cultivate and Strengthen Community Engagement
SDSU Strategic Goal 3: Foster Innovation and Increase Research, Scholarship and Creative Activity (RSCA)
SDSU Strategic Goal 4: Be a Growing, High-Performing and Healthy University

Skyfactor Campus Climate Survey Spring 2017 Note: Throughout this document, particularly in the Key Performance Indicators (KPIs) section, references will be made to a Comparison Group score, an All Participating Institutions score, and a Carnegie Classification score. These numbers refer to a seven-point Likert Scale used by survey respondents, with 7 indicating a strongly agree rating, 1 indicating a strongly disagree rating, and 4 indicating a neutral rating. The comparative institutions for students were: Colorado State University, North Dakota State University, Northern Illinois University, South Dakota School of Mines and Technology, University of North Dakota, and the University of Northern Iowa. The comparative institutions for employees were: Colorado Mesa University, South Dakota School of Mines and Technology, Wayne State College (Nebraska), University of Central Arkansas, University of Northern Iowa, and University of Wisconsin-Superior.

College/Department/Unit Strategic Goal 1: Inspiring Diversity, Inclusion, Equity and Access: Student Affairs professionals will increase and promote diversity, inclusivity, equity, and access in students, employees, and social and educational programming.

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<td>Strategy 1</td>
<td>Collaborate with the Wokini Initiative in support of the Native American student recruitment process to ensure that Native American veterans, service members and dependents are given equitable access to education.</td>
<td>Goal 1</td>
<td>1. Develop Native American Military media materials to assist American Indian Student center in their recruitment efforts.</td>
<td>Photo shoot with Native American veteran in uniform fall 2018.</td>
<td>No cost. Collaboration with Continuing and Distance Education.</td>
<td>Number of Native American veteran students on campus increase.</td>
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| Strategy 2                        | Foster diversity by collaborating with the Office of Multicultural Affairs to encourage the inclusion of veterans, service members and dependents from underrepresented backgrounds including students with low socioeconomic status, students with disabilities and ethnically minority students. | 1. Participate in SDSU Veterans and disABILITIES Education Panel.  
2. Participate in Living Library Event as requested as individual who has experienced prejudice and stereotyping. | Panel date set for Fall 2018  
Living Library event set for Fall 2018 | No cost. Utilization of staff time and current personnel. | Utilize campus climate survey to better understand how SDSU Veterans feel about under-represented populations on campus. How they can help change the climate. | Director for Veterans Affairs, Russ Chavez, and Coordinator of Veterans Affairs, Connie Johnson |
**Colleague/Department/Unit Strategic Goal 2: Inspiring Accountability:** Student Affairs professionals will embrace a culture of accountability and service that challenges individuals to act in the best interest of students, student success and the University.

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| **Strategy 1**  
Encourage a culture of accountability by hosting and attending various recommended training conferences and workshops. | Goal 4 | 1. Prepare School Certifying Official workshop for regional SCO’s.  
2. Attend required yearly SCO training  
3. Track and maintain federally required trainings. | Fall 2018  
Spring 2019  
Spring 2019 | Estimated cost $400.00  
Estimated cost $1500.00 per person | Compliance Survey Reports outcomes that will reveal the level of competence in the VA Office. | Director for Veterans Affairs, Russ Chavez, and Coordinator of Veterans Affairs, Connie Johnson |
| **Strategy 2**  
Continue to maintain accurate veteran records that are free from error and in agreement with the "Veterans Educational Benefits Compliance Survey Standards and Best Practices". | Goal 4 | 1. Continue to maintain accurate student information regarding military education benefits.  
2. Sustain low deficiencies and pursue error-free status. | Spring 2019 | No associated cost. | Compliance Survey Results | Director for Veterans Affairs, Russ Chavez, and Coordinator of Veterans Affairs, Connie Johnson |
| **Strategy 3**  
Maintain university standing under Department of Defense Memorandum of Understanding (DOD MOU) eligibility standards. | Goal 4 | 1. Update all data  
2. Collaborate with University staff | Spring 2019 | No Cost to Maintain | This is granted upon proper completion by the DOD. | Director for Veterans Affairs, Russ Chavez, and Coordinator of Veterans Affairs, Connie Johnson |
| **Strategy 4**  
Military-friendly status | Goal 4 | 1. Gather data and complete survey | Spring 2019 | None | Increase the level that is awarded to our University Veterans Affairs, Currently Bronze | Director for Veterans Affairs, Russ Chavez, and Coordinator of Veterans Affairs, Connie Johnson |
**College/Department/Unit Strategic Goal 3: Inspiring Personal Growth:** Student Affairs professionals will provide social and educational programming that nurtures individual development, encourages persistence to graduation, and prepares students for life and career after college.

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<td><strong>Strategy 1</strong></td>
<td>Career – VSO, job services, resume building workshops, chamber</td>
<td>Goal 2</td>
<td>Enhance the support that is provided by the community agencies and continue to build our resume workshops</td>
<td>Fall 2020</td>
<td>Local and Community resources generally at no cost.</td>
<td>Number of resumes and visits per</td>
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<tr>
<td><strong>Strategy 2</strong></td>
<td>Student stuff – VARC, educational liaison (SCO), military advisory committee for Brookings chamber, military-specific scholarships</td>
<td>Goal 2, Goal 4</td>
<td>Maintain/increase the number of Veterans utilizing the VARC by better advertisement of resources available to Veterans</td>
<td>Ongoing</td>
<td>Time and effort of staff and work study</td>
<td>Number of visits per semester to the VARC</td>
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<td><strong>Strategy 3</strong></td>
<td>Mental health – Horses for Heroes, Wellness for Warriors</td>
<td>Goal 1</td>
<td>Write and receive a grant for Horses for Heroes in an effort to grow the program and assist Animal Science with financial support.</td>
<td>Fall 2020</td>
<td>Time to write and gather resources and people to assist with grant writing</td>
<td>Grant award</td>
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**College/Department/Unit Strategic Goal 4: Inspiring Stewardship:** Student Affairs professionals will demonstrate innovative stewardship of human, financial, facility and technological resources and form collaborative partnerships to benefit the University.

<table>
<thead>
<tr>
<th>College/Department/Unit Strategies</th>
<th>Relationship to University Goals and Strategies</th>
<th>Tactics</th>
<th>Timeline</th>
<th>Resource Allocation</th>
<th>Key Performance Indicators</th>
<th>Leader / Accountable Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy 1</td>
<td>$2,000 grant for SVA; grant for adaptive sports</td>
<td>Goal 3</td>
<td>Attain resources and information for the grant, collaborate with colleagues to write grant</td>
<td>Spring 2021</td>
<td>Collaboration with colleagues</td>
<td>Receive the grant</td>
</tr>
<tr>
<td>Strategy 2</td>
<td>Human resources – VFW; Flatlander Militiamen; Game, Fish, Parks; Wounded Warrior Project</td>
<td>Goal 4</td>
<td>Maximize programing and participation with these organizations.</td>
<td>Ongoing</td>
<td>Collaboration and some donated resources</td>
<td>Numbers for activities and programing, scholarships received and donated.</td>
</tr>
</tbody>
</table>
August 20, 2018

Management Team Members,

As we continue to move forward with the Wokini Initiative at South Dakota State University (SDSU), it is time for all of us to become involved. I am pleased to provide you with copies of the Wokini brochure and the Wokini Five-Year Plan for your review. Wokini translates to, “New Beginning” in Lakota and this unprecedented initiative is not only a new beginning for many American Indian students seeking to further their education, but also a new beginning for our entire campus community.

Since President Dunn’s inauguration, many activities have already been accomplished and many are underway. We have:

- completed the design of our beautiful new American Indian Student Center and construction will begin this fall;
- awarded 15 Wokini scholarships ($5K/year renewable for 5 years) to incoming freshman;
- re-designed our freshman orientation/onboarding program for our American Indian freshman students;
- seen enrollment of self-identifying American Indian freshman students jump from 10 last fall to nearly 30 this fall;
- hired a Native American Recruitment Coordinator, Amber Morseau, who is working full time with schools across the state and with Tribal Colleges and Universities (TCUs);
- carefully and thoughtfully developed a five-year plan using an inclusive process. It has goals, targets, action items, assigned responsibilities, and deadlines;
- published a brochure that describes the Wokini Initiative;
- made many visits to reservation communities to visit with tribal leaders, schools and TCUs;
- received additional gifts for scholarships;
- offered 14 Wokini scholarships to graduates of the TCUs in SD who want to come to SDSU for a bachelors or master’s degree ($5K/year renewable for 3 years); and
- begun an educational program for SDSU staff and faculty about Lakota/Dakota/Nakota history and culture;
- worked with South Dakota’s congressional delegation to fund a matching program with Land Grants across the country to better serve American Indian students. It has currently passed both houses and is in conference as part of the Farm Bill; and
- presented the Wokini Initiative to many audiences.
Additionally, several SDSU staff members and departments have been active in various ways, which have had a positive impact on tribal communities and SDSU. A few examples of this work include:

- In May, aviation faculty flew four of our planes to Eagle Butte, SD on the Cheyenne River Reservation and spent two days taking Middle School students for rides in the planes, facilitating flight simulators and presented information to provide students a hands-on experience and introduce them to the field of aviation;
- Biology faculty have a partnership with a high school teacher in Eagle Butte. In May, science students were invited to our campus for a tour, to utilize lab equipment and to enhance their knowledge in the area of Biology;
- Briggs Library acquired the publication *Dakota Tawaxitku Kin*, or *The Dakota Friend*. It is one of the first newspapers dedicated to the Dakota language and is written in both Santee Dakota and English. *The Dakota Friend* is not held by any other library in South Dakota and we currently know of only 10 other copies;
- In June, faculty traveled to Lower Brule with nine undergraduate student mentors to meet students and families that are participating in a summer research program. The nine undergraduates will continue to mentor the students involved in research throughout the summer and the students from Lower Brule will visit SDSU this Fall.

There are many other wonderful events and interactions happening that are too numerous to mention in this letter. These activities were not funded through a grant, but happened due to the commitment of dedicated SDSU staff and faculty.

Wokini is not an organizational structure; it’s a thread that will be woven throughout the fabric of the entire University. Wokini is a holistic campus-wide effort to recruit and retain American Indian students and strengthen our collaborations and research partnerships with tribal communities across South Dakota. We are all a part of Wokini and it will take strong leadership and active participation from all departments to achieve our Wokini goals and objectives.

This fall we are welcoming more American Indian students than we have in decades. We respectfully ask, “What will you do to support their education, value their culture and ensure they have a positive college experience?”

With very best wishes for the academic year,

Dennis D. Hedge, Pharm.D.
Provost and Vice President for Academic Affairs

Michaela Willis, Ph.D.
Vice President for Student Affairs
Introduction

As a land-grant university, South Dakota State University's (SDSU) mission is to serve the state of South Dakota through providing access to the benefits of higher education for all people. Currently, SDSU’s American Indian student population comprises less than 2 percent of its student body, and those who do attend have a lower graduation rate than their cohort.

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

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

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

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

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

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

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

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

Mission Statement

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

Vision Statement

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

Core Values of SDSU

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

- Ensure the Wokini Five-year Plan is an integral part of the university’s strategic plan, Imagine 2023, and is included in SDSU’s overall goals  
  *Begin summer 2018: President’s Council, Wokini Leadership Council and Wokini Program Director*

- Promote Wokini across campus community  
  *Summer 2018: President, Provost, VP Student Affairs and Wokini Program Director*

- Ensure high function of Wokini Leadership Council  
  *Summer 2018: Provost, VP Student Affairs and Wokini Program Director*

Overview of Goals

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

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

- Improve American Indian student enrollment and success by providing effective support in all aspects of the university experience to increase the number of American Indian graduates; and

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

Goals and Projects

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

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

Objectives:

- Examine SDSU policies and practices and, if necessary, make recommendations for changes based on adherence to principles of diversity, access, inclusion and equity.  
  *FY 2018-19: President’s Council, Wokini Leadership Council and Office of Diversity, Inclusion, Equity and Access*

- Provide professional development opportunities for faculty and staff with a focus of Oceti Sakowin Essential Understandings which include: 1) lands and environment, 2) identity and resiliency, 3) culture and language, 4) kinship and harmony, 5) oral tradition and story, 6) sovereignty and treaties, and 7) way of life and development.  
  *FY 2018-19: Center for the Enhancement of Teaching and Learning (CETL) Director, American Indian Student Center (AISC) Director, AIS Coordinator and Wokini Program Director*

- Create subsequent professional development programming including, but not limited to, myths versus facts and perpetuating the stereotypical “Indian,” first-generation college students, poverty, historical trauma and adverse childhood experiences, and current issues facing tribal communities and American Indians.  
  *FY 2021-22: CETL Director, AISC Director and Wokini Program Director*
• Collaborate with existing grant opportunities to develop and deliver professional development focused on cultural competency for researchers on a consistent and annual basis. 
   *Summer/Fall 2018: Provost, VP of Research and Economic Development and Wokini Program Director*

• Develop and implement an annual training calendar on priority topics for staff and faculty using CETL; Office of Diversity Inclusion, Equity and Access; AISC and AIS input and collaboration. 
   *Summer 2018: CETL Director and Wokini Program Director*

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

**Objectives:**

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

<table>
<thead>
<tr>
<th>Year</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
<th>2021-22</th>
<th>2022-23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>275</td>
<td>325</td>
<td>375</td>
<td>425</td>
<td>500</td>
</tr>
<tr>
<td>Scholarships Awarded</td>
<td>15</td>
<td>45</td>
<td>90</td>
<td>150</td>
<td>210</td>
</tr>
</tbody>
</table>

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

• Provide Wokini scholarships for TCU students who have 1) completed an Associate's degree and are planning to pursue a four-year degree at SDSU or 2) completed an undergraduate degree and are pursuing a master's degree at SDSU.  
  *Begin Fall 2018: Provost, VP Student Affairs, AISC Director and Director of Admission*

• Continue providing Wokini scholarships for TCU faculty to support the TCU's goal of strengthening faculty credentials.  
  *Begin Fall 2018: Provost, VP Student Affairs, AISC Director and Director of Admission*

• Provide effective and targeted academic advising, counseling, mentoring and supplemental instruction in key life skills.  
  *Begin Summer 2018: AISC Director and Director of First-Year Advising*

• Enhance student recruitment initiatives for American Indian Students to include effective prospective student outreach and recruitment and precollege programs.  
  *Begin Summer 2018: AISC Director and Director of Admissions*

• Establish partnerships among SDSU departments and Wokini leadership to seek collaborative grant applications in the areas of American Indian student recruitment and retention.  
  *FY 2020-21: Provost, VP Student Affairs, Director of First Year Advising and Director of AISC*

• Create opportunities for American Indian students to become involved in research endeavors both on campus and within tribal communities.  
  *FY 2019-20: Provost, VP of Research and Economic Development, Director of Extension, AISC Director, and Wokini Program Director*
• Design and build a stand-alone American Indian Student Center to enhance student connections with one another and the university.

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

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

<table>
<thead>
<tr>
<th>Year</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
<th>2021-22</th>
<th>2022-23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarships</td>
<td>$115,000</td>
<td>$305,000</td>
<td>$570,000</td>
<td>$870,000</td>
<td>$1,170,000</td>
</tr>
<tr>
<td>Programming</td>
<td>$50,000</td>
<td>$50,000</td>
<td>$50,000</td>
<td>$50,000</td>
<td>$50,000</td>
</tr>
</tbody>
</table>

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

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

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

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

**Objectives:**

• Establish a President’s Advisory Board consisting of tribal presidents/chairmen or designee from each of the nine Tribal Nations in South Dakota to advise SDSU on current issues/needs.

  *Fall 2018: President and Wokini Program Director*

• Establish relationships with key stakeholders in tribal communities to build collaborative working relationships focused on the achievement of mutual goals.

  *Summer 2018: President and Wokini Program Director*

• Develop and maintain memorandum of understandings and articulation agreements with TCUs.

  *FY 2019-20: Office of Academic Affairs*

• Create online accessible database with a complete inventory of SDSU Extension and research programs including AIs and tribal communities.

  *FY 2018-19: Director of Institutional Research, Director of Extension and Wokini Program Director*

• Develop a Tribal Outreach and Research Guide that includes cultural competency, best practices and information regarding the nine S.D. tribes and their established research review and approval process

  *FY 2020-21: Wokini Program Director and Wokini Leadership Council*

• Develop a long-term research/development strategy with interested TCUs.

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

• Establish research-area specific cohorts that include both SDSU and TCU/tribal community members to establish effective lines of communication and collaboration.

  *FY 2021-22, VP of Research and Economic Development, Director of Extension and Wokini Program Director*
• Develop and implement an annual tribal/TCU research partners’ communication plan to include communications from both SDSU and tribal researchers and other key stakeholders. Utilize a variety of methods including meetings, summit, phone conference, Skype and social media.
  *FY 2021-22: VP of Research and Economic Development, Director of Extension and Wokini Program Director*

**Evaluation and Assessment**

• Campus climate survey customized to evaluate current state and progress toward goals.
  *Fall 2018: Provost; VP Student Affairs; Director of Institutional Research; Wokini Leadership Council; Director of Diversity, Inclusion, Equity and Access; and Wokini Program Director*

• Annual review and reporting calendar identifying 1) environments to be reviewed, 2) sections/areas of campus to be reviewed and subsequent report on identified changes.
  *Fall 2018: Wokini Program Director and Wokini Leadership Council*

• Track knowledge acquisition (pre- and postknowledge surveys) input, successful interventions and needs in order to develop ongoing training, programming and communications.
  *Summer 2019, then annually: Director of Institutional Research, CETL Director and Wokini Program Director*

• Surveys and discussions with SDSU staff/faculty and TCU/tribal entities annually to determine outcomes and effectiveness of projects related to professional development, training and support, and communications.
  *Fall 2019, then annually: Director of Institutional Research, CETL Director, Wokini Program Director and Wokini Leadership Council*

• Complete annual progress reports from Wokini Program Director and Wokini Leadership Council to include outcomes and recommendations for continued improvements.
  *Summer 2019, then annually: Wokini Program Director and Wokini Leadership Council*

• Assess progress toward goals and outcomes through review of annual progress reports at annual meetings with TCU/tribal partners and make necessary adjustments.
  *Summer 2019 and annually: Wokini Program Director*
Request #3

Any other reports which discuss the activities of diversity offices on our campuses. For example, the reports filed annually or quarterly by the presidential councils on diversity, and other similar reports.
Request #3: Any other reports which discuss the activities of diversity offices on our campuses. For example, the reports filed annually or quarterly by the presidential councils on diversity, and other similar reports.

SDSU has a formal governance structure with committee assignments aligned with approved charters. Each year, these committees provide a report which is routed for approval through faculty senate, faculty senate executive team, and the President. Two diversity-related committees are the following: Diversity and Inclusion and International Affairs. Their respective reports are attached (Spring 2018) and labeled Exhibit #8 and #9 respectively.
University Committee Annual Report

Date: 04/14/2018

Committee Name: Diversity and Inclusion Committee
Submitted By: Heike Bucking

List of Officers:
Heike Bucking-Chair, Linda Kott-Vice Chair, Recorder-Danielle Schulz

List of Members:
At-Large Faculty:
Chamika Hawkins-Taylor (Pharmacy): Term expiration: 2019, Term: 1
Linda Kott (Information Services Associate Librarian): Term expiration: 2020, Term: 1
Mary Nissen (Nursing): Term expiration: 2020, Term: 1
Bernadette Olson (Health and Nutritional Sciences): Term expiration: 2019, Term: 1
Heike Bucking (Biology and Microbiology)-At-Large Faculty-Term expiration: 2019-Term: 1
Hande Briddick (Counseling and Human Development): Term expiration: 2019 – Term: 2

Professional Staff/NFE (Student Affairs)
Nancy Hartenhoff-Crooks (Coordinator-Disability Service, Student Services Support): Term expiration: 2019-Term: 1
Kas Williams (Program Advisor-African American Programs/Interim Director-IEA, Student Services Support): Term expiration: 2020-Term: 2
Stephanie Bebensee (Assistant Director, University College): Term expiration: 2018-Term: 1

Civil Service
Danielle Schulz (Program Assistant, Academic Affairs): Term expiration: 2019-Term: 1

Student
Kade Walker: Term expiration: 2018-Term: 1
Jordan Hill--Affiliation: Student-Term expiration: 2018-Term: 1

Administrative Liaison
Nathan Ziegler: Left SDSU in February 2018

Guests
CD Douglas- Affiliation: TRiO Program/Multicultural Affairs, Student Services Support
Semehar Ghebrekidan: Graduate Admin Assistant, Diversity,Inclusion,Equity & Access
Sub-Committees:
Charter Review Committee: Kas Williams, Stephanie Bebensee, and Bernadette Olson

Committee Members whose term expires:
Stephanie Bebensee (Professional Staff/NFE, Student Affairs) is willing to serve a second term on the committee
Kade Walker (Student): attended no meeting, and as student member needs to be replaced
Jordan Hill (Student): attended no meeting, and as student member needs to be replaced

Nathan Ziegler served as administrative liaison on the committee. He left the University in February 2018. Currently, Kas Williams serves as the interim Diversity, Inclusion, Equity, and Access director, and she is already member of the committee. It is expected that the new director of the Diversity, Inclusion, Equity, and Access Office will join the committee, when the position is filled. The search committee for the position has been formed, and candidates for this position are currently being evaluated.

Activities planned/implemented/evaluated during the year:
Charter Review
The committee formed a subcommittee to review and revise the charter for the committee. The subcommittee proposed changes to the charter, and the committee approved these changes. The most important changes include a redefinition of the committee's goals and responsibilities, since there was an overall consensus that the previous responsibilities in the charter do not reflect the committee's role.
• The role of the director of the Office of Diversity, Inclusion, Equity and Access as non-voting member of the committee is now considered in the charter. The Director of Diversity, Inclusion, Equity and Access and the Office of Multicultural Affairs will work collaboratively with the Committee's leadership to coordinate the agenda, convene the group, and support the Committee in fulfilling its responsibilities.
• The goals and focus areas of the committee were redefined and are now:
  o Analyze and interpret data, information, and resources that are reflective of diverse populations. Utilizing this evidence, the committee will provide advice and recommendations to the Director of Diversity, Inclusion, Equity, and Access (DIEA) pertaining to: education, programming, and communication for the university community.
  o Advocate for an environment of diversity and inclusion across the institution's teaching, research, and co-curricular programs.
  o Establish a framework to support underrepresented faculty, staff, and student retention.
  o Serve and represent the Diversity & Inclusion Committee on the Diversity Council.
  o Provide guidance and leadership for diversity, inclusion, equity and access for other University committees, departments, units and the campus community.
• The committee leadership was redefined, and now includes the role of a chair and vice-chair, who will serve as chair when the one- or two-year term of the chair has ended.

Discussion topics and recommendations:
Diversity hires
Initiated by Nathan Ziegler, the committee discussed improvements of the hiring process to increase the diversity of new hires to campus. Proposed is (1) the development and implementation of an Equity Lens, (2) the establishment of employee resource groups, (3) an improved training of diversity advocates, (4) the (5) development of a diversity advocate check-list, (6) the development of metrics for search committees to use in the screening process: diversity statement, commitment to service, questionnaire, etc., (7) provide template and guidance for diverse recruitment plans. The equity lens is supposed to serve as a tool to measure the effectiveness of the strategic plan and its outputs to embrace the values of inclusion and equity. The equity lens tool is a systematized metric adopted from Portland State University's Strategic Plan Equity Lens. The equity lens (1) takes the affirmative action statement for equal opportunities and non-discrimination into consideration for search committees, (2) proposes to include into the position advertisements, minority focused professional and academic organizations, (3) asks search committees what efforts were used to reduce conscious or unconscious bias throughout the application review process.

ADVANCE
The committee met with representatives from the team on campus that submitted an Advance proposal to the NSF this year, and the team informed the committee about the data that were collected on campus before the proposal was submitted. Goals of the ADVANCE program are (1) to develop systemic approaches to increase the representation and advancement of women in academic STEM careers; (2) to develop innovative and sustainable ways to promote gender equity that involve both men and women in the STEM academic workforce; and (3) to contribute to the research knowledge base on gender equity and the intersection of gender and other identities in STEM academic careers. The committee hopes that it will receive access to these data to discuss activities of the committee in line with the program goals.

**Other important discussions**
- Information from campus climate survey
- Data about diversity in student enrollment
- Living Library: Linda Kott proposed to organize a living library event at South Dakota State University, that follows the example of the human library. The Human Library is a worldwide organized event that challenges stereotypes and prejudices through the dialogue about books. The Living Library was planned for the Spring semester 2018 but has been postponed to one of the following semesters.
- Diversity Coffee with the provost: The goal of this event is to have an open discussion including diversity with the university administration. The event was originally planned for March 2018, but was postponed to April 26th in the Hobo Day Gallery.
- Role of the Director of Diversity, Inclusion, Equity and Access and the Office of Multicultural Affairs: The discussion started as a result of Nathan Ziegler's resignation from campus in February 2018, and how the role of the director can be strengthened in the university administration.

**Key goals/focus areas for next year:**
According to its newly defined charter, the committee will continue to:
- Analyze and interpret data, information, and resources that are reflective of diverse populations. Utilizing this evidence, the committee will provide advice and recommendations to the Director of Diversity, Inclusion, Equity, and Access (DIEA) pertaining to: education, programming, and communication for the university community.
- Advocate for an environment of diversity and inclusion across the institution's teaching, research, and co-curricular programs.
- Establish a framework to support underrepresented faculty, staff, and student retention.
- Serve and represent the Diversity & Inclusion Committee on the Diversity Council.
- Provide guidance and leadership for diversity, inclusion, equity and access for other University committees, departments, units and the campus community.

**Specific items in the nearer future will include:**
- Continuation of the discussion of how diversity in the hiring process at SDSU can be improved.
- Coordination of a Human Library event at SDSU (see above)
- Coffee with the provost (see above)

**Other key outcomes from this year:**
See above
University Committee Annual Report

Date: 04/16/2018

Committee Name: International Committee
Submitted By: Madhav Nepal

List of Officers:
Madhav Nepal-Chair
Om Perumal-Vice Chair

List of Members:
Chris Briddick
Kay Foland
Madhav Nepal
Linda Kang
Maria Ramos-Garcia
Qiquan Qiao
Kasiviswanathan Muthukumarappan
Om Perumal
Kristen Kponyoh
Rishard Rameez
Irakoze Naftari

Sub-Committees:
1. Health and Safety subcommittee: Kasiviswanathan Muthukumarappan and Maria Ramos-Garcia with additional committee members not on the International Committee (Dean of Students, University Legal Counsel, Dean of the Graduate School). The subcommittee is facilitated by AVP Kathleen Fairfax.
2. Global Engagement Awards subcommittee: Madhav Nepal (Chair), Qian Qiquan and Kasiviswanathan Muthukumarappan,
3. Study Abroad: Qiquan Qiao, and Linda Kang (Chair)
4. International Community Support: Maria Ramos-Garcia, Rishard Rameez, Irakoze Naftari, Kristen Kponyoh (Chair) and Kasiviswanathan Muthukumarappan
5. International Students Recruitment: Kay Foland (Chair), Rishard Rameez, Kristen Kponyoh
6. English as Second Language: Kay Foland (Chair), Om Perumal and Chris Briddick

Committee Members whose term expires:
At-large faculty member: Madhav Nepal
Student members: Rishard Rameez (international) and Irakoze Naftari (domestic).

Activities planned/implemented/evaluated during the year:
1. International Committee Retreat (January 18th, 2018) focused on Imagine 2023: A half-day International Committee (IC) Retreat was held on Thursday, January 18th in the University Student Union. The retreat, focused on the Strategic Plan of the Office of
International Affairs (OIA), was attended by current and outgoing IC members, OIA unit leaders and guest speakers including President Dunn and Provost Hedge. At the retreat, two outgoing members Jolane Tomhave and Molly Enz were recognized for their two-term service (six years) to the International Committee. The SDSU President Barry Dunn and Provost Dennis Hedge attended the retreat, explained/clarified various aspects of Imagine 2023. Provost Hedge appreciated the IC feedback on the draft strategic plan and explained how they were incorporated in the revised version. Dr. Hedge was actively involved throughout the retreat activities including strategic planning sessions of the Office of International Affairs. The Office of International Affairs sponsored the retreat.

2. Election of International Committee Chair: With the current Chair Nepal's term expiring, the international committee elected Maria Ramos-Garcia as the new Chair at the committee’s April meeting. Incoming Chair Maria will lead the committee for the next two years.

3. Subcommittees Targeted Specific Areas: IC subcommittees/working groups continued their work in the respective areas of the Office of International Affairs.

a) Health & Safety subcommittee: The Health and Safety Subcommittee heard one request for a waiver to the University’s Travel Warning policy. The request was made by Dr. Evren Wiltse and Dr. Molly Enz, for a spring break faculty-led program to Mexico (which had a Travel Warning). The Committee discussed the request with the faculty members, and among themselves, and recommended to the provost that the program be allowed to continue as planned. The provost concurred, and the program took place without incident.

b) Faculty Awards for Global Engagement subcommittee received and reviewed faculty nominations for global engagement awards. The award decisions were sent to the provost office through AVP Kathleen Fairfax. Dr. Jose Alvarez received the Award for Excellence in Fostering Student Engagement in Global Engagement, and Dr. Heike Bucking received the Award for Excellence in Global Research.

c) Study Abroad subcommittee continued working with Dr. Sally Gillman, the Director of SDSU Study Abroad, throughout the year.

d) International Community Support subcommittee is committed to cultivate and strengthen community engagement. Changing US international relations, travel ban and emerging policies implying to international community became the topics of discussion in the majority of the IC meeting. Certain action items we discussed were implemented, while many were beyond the scope of the committee. IC members in this subcommittee took outreach activities on cultural awareness and globalization to Brookings school classrooms. International committee offered suggestions and discussions on various OIA events/activities engaging both University and Brookings communities. Student IC member Rishard Rameez was actively engaged in conversation for providing easy transportation to SDSU students around the campus, scholarship opportunities for international students and was instrumental in organizing 'Honors/International Student Mixer' last April. The event was the first event of its kind and the goal was to have both domestic and international students acquainted and worked together.
e) International Students Recruitment subcommittee continued working with the International Students Program Director Greg Wymer for strategies on international student recruitment and retention.

f) English as Second Language subcommittee continued working with the ESL program Director Lauren Kinter and were engaged in strategizing the ESL program, as the program is currently facing financial challenges due to low enrollment.

Discussion topics and recommendations:

a) International Committee Name Change: The International Committee unanimously passed a motion to change its name from "International Committee" to "International Affairs Committee".

b) International Student Recruitment and Scholarship Fund: IC discussed the need of fund for international student recruitment and retention, and recommended to work with SDSU foundation for identifying potential donors.

c) International Agreements: IC reviewed and forwarded its recommendations of nine international agreements to the SDBOR for approval.

d) International Committee Member Recruitment: Recruit dedicated faculty members, perhaps "international-program inclined" for the best functioning of the committee.

e) Cultivate & Strengthen Community Engagement: IC recommends that SDSU works directly with city council and community members for promoting international businesses and entrepreneurial activities. Faculty scholarships and outreach can also be expanded to 1) impact and improve education of spouse and children of the international students, faculty and staffs and 2) equip them with resources to navigate diversity on campus, melding with community, teaching in the US etc.

Key goals/focus areas for next year:

Recurring activities:

- Review international agreements, as they arise.
- Review Travel Warning waiver requests, as they arise (Health & Safety sub-committee).
- Evaluate nominations and recommend awardees for the Faculty Awards for International Engagement (International Awards sub-committee).
- Assist Office of International Affairs and Outreach with policy development in the area of international programs for students, faculty and the SDSU campus.
- Consider other international affairs related items at the request of Administration or others on campus.

Possible focus areas for FY19:

- Assist OIA to finalize its 2023 Strategic Plan and assist in implementation strategies. IC subcommittees plan to continue working with the corresponding units of the OIA for their strategies. The ESL Program is currently facing a financial challenge due to reduced student numbers. Therefore, IC should be helping the OIA in strategies for better restructuring of the program.
- Work with SDSU foundation and seek out scholarship opportunities for international undergraduate students. Work with the office of Student Enrollment to set equivalent eligibility criteria for scholarship opportunities for international students.
• Assist the office of International Affairs in strategies in creating supportive environment for international community at SDSU.
• Assess opportunities for engaging international faculty in enhancing study abroad programs and international recruitment. Seek out grant and scholarship opportunities to support further growth of study abroad program.
• Promote programs for faculty exchange to enhance international collaborative education and research opportunities.

Other key outcomes from this year:
See above