President’s Council on Diversity & Inclusiveness
Annual Report of Activities
2014-2015

The University of South Dakota President’s Council on Diversity & Inclusiveness (“the Council”) was formed and initial appointments were made on August 7, 2013. The Statement of Purpose was as follows:

An inclusive campus requires the University’s sincere willingness to include all its diverse stakeholders in the decision-making process. No individual or group can be marginalized or systematically excluded. The purpose of the President’s Council on Diversity and Inclusiveness is to advise the President on issues of diversity and inclusiveness and to promote diversity and inclusiveness as a strength, a core element in academic excellence, and a reflection of a caring community.

With the support of the Office of the President, the Council seeks to ensure an academic environment that welcomes, recognizes, respects and celebrates the heritage of all campus constituents.

The President’s Council on Diversity and Inclusiveness will advise the President on:

- Policies and programs that increase diversity and create inclusiveness campus-wide.
- Review existing efforts and initiatives that contribute to diversity and inclusiveness.
- Address issues and advise the President on issues related to the campus climate for diversity and inclusiveness.
- Report annually to the President on the activities of the Council.

The Council met on the following dates in the 2014-2015 academic year:
- September 15, 2014
- October 20, 2014
- November 17, 2014
- January 26, 2015
- February 23, 2015
- March 16, 2015
- April 20, 2015
- May 18, 2015

In addition, the Council had opportunities for members to meet with candidates for high level or high diversity-salient positions. This included:
- The Dean of the School of Education
- Vice President for Human Resources
The following issues were addressed over the course of the year:

- **Diversity & Inclusiveness syllabus statement:** At the request of the Council, the University Senate drafted and voted to endorse a diversity and inclusiveness statement that was included on USD syllabi starting in Fall 2014. The statement reads: *The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected.* The Council received numerous reports from students and faculty that it meant a lot to them to see this statement on their course syllabi.

- **Draft Spiritual/Religious Accommodation Policy:** This issue was continued from the previous year. A proposed policy for student excused absences for religious/spiritual observances was expanded to include reasons related to health, medical, and hospitalizations. The proposal has been to the Student Affairs Committee of the University Senate and will be taken up again in Fall, 2015. (Note: There was considerable discussion and controversy about this proposal in the University Senate and it is anticipated that this could continue as the proposal comes out of committee and goes forward for a vote). A second goal was to establish a database of spiritual and religious observance days and holidays that could be used as a resource for scheduling exams and campus events. The development of this resource was accomplished by the Inclusive Excellence Committee of the I.D. Weeks Library and is currently available on both the Library and Diversity Office webpages.

- **Multicultural Student Center:** Lamont Sellers began work as Director of the new Center for Diversity & Community and the Grand Opening took place on November 5, 2014. The Center currently houses the following student organizations:
  - Spectrum
  - Tiospaye
  - Union of African American Students
  - Association for the Advancement of Women’s Rights
  - International Student Club
  - Latino Student Association
  - African Student Association
  - Muslim Student Association

- The Council invited and heard reports from the following areas, relative to efforts to promote diversity and inclusiveness, and provided feedback from the Council:
  - Gene Thin Elk, Native Student Services
  - Lamont Sellers, Center for Diversity & Community
  - Dr. James Moran, Provost
  - Lee Felder, Human Resources
  - Scott Pohlson, Enrollment, Marketing & University Relations

- **Champions of Inclusive Excellence Award:** These awards were developed to replace the diversity awards previously given by the Campus Diversity Enhancement Group (CDEG).
A call for nominations to the campus community (Attachment A) included the following description:

These awards are presented, annually, to a person, group, or organization who has, through their actions, demonstrated a commitment to the goals of Inclusive Excellence at USD. Such actions might include (but are not limited to): supporting diversity activities and services; working to address issues of inequity; broadening the scope of inclusiveness on the campus; promoting respect for diverse backgrounds and worldviews; demonstrating advocacy for social justice and intercultural awareness.

The awards subcommittee received over 20 nominations for this award and 2 awards were given at the President’s Celebration of Leadership in April, 2015. Award recipients this year were Laurie Lind (Health Sciences) and Dr. Gary Cheeseman (School of Education).

- Campus Climate Survey: A subcommittee of the Council developed survey questions which could be included on the Noel Levitz Student Survey disseminated on campus in March of 2015. The full campus climate survey is planned for the Fall 2015 semester as soon as an Institutional Research person is hired.

- Racial incidents on campus: The Council engaged in a discussion of the racial incident that occurred on the University of Oklahoma campus and what we might do if a similar event happened on our campus. There was agreement that we would want to have a very quick, unified response saying that “this is not who we are,” while being cognizant of due process. Members agreed to continue thinking through potential USD actions and responses in order to be prepared.

- Accreditation process and report to the Higher Learning Commission (HLC): The Council monitored progress on the diversity report to the HLC and received the resulting positive comments from the HLC. For the next review period, the HLC will be allowing universities to focus on a specific area for improvement and the Provost has selected diversity and inclusiveness for USD’s focus. The proposal is prepared and will be submitted in September, 2015.

- A monthly Inclusive Excellence Feature in the Volante: The Editor of the Volante agreed to feature a monthly column submitted by the Council on Inclusive Excellence. This column will always appear in the online version of the Volante and in the print edition when possible. Columns were written and featured on the following topics:
  - USD Diversity Statement
  - Letter from SGA President re Inclusive Excellence
  - Center for Diversity & Community
  - Disabilities
  - Diversity in the Law School
• Gender-Neutral Restrooms: The Council was made aware that a gender neutral floor in
the residence halls will be available to students beginning in the Fall of 2015. USD is one
of the first institutions in the Midwest to offer gender neutral student housing and the
suggestion was made that we should study the issue of offering gender neutral
restrooms across campus. A subcommittee was formed, chaired by Nicholas McInerney,
to collect information about this issue, controversies experienced at other institutions,
required signage, public education and other considerations. The subcommittee will
report back to the Council in Fall 2015.

• The first set of membership terms (2 years) were completed. Recommendations were
made to the President for new members for 2015-2017 and appointments were made.
The 2015-2016 Membership list is attached (Attachment B).

Conclusions relative to diversity and inclusiveness from the 2014-2015 academic year:

1. The Council finds that the Native American Center and Native Student Services play
Crucial roles on the USD campus and for Native American students. While inclusion in
the broader multicultural services and activities are important for Native students, the
availability of the separate space provided by the NAC is also important because it
provides a dedicated space for:
   a. Academic support;
   b. Cultural and social support;
   c. Recruitment and retention opportunities; and
   d. Connection to the broader Native community that provides support for Native
students during their time at USD.

2. As incidents of racial/cultural insensitivity have continued to occur on campuses across
the country, the Council recognizes the need to develop a protocol for a coordinated
response in the event of future incidents on the USD campus. It has been helpful to
discuss possible actions and responses at USD as events have happened elsewhere. The
Council also recognizes that the USD community struggles as well when faced with the
adoption and implementation of diversity initiatives at USD (e.g., religious/spiritual
observance policy).

3. There is a continuing need to provide marketing and messaging initiatives to recruit and
retain underserved students with an emphasis on going out to the communities
involved. (Attachment C: Recruitment of Students of Color provided to Enrollment,
Marketing and University Relations by the Office of Diversity)

4. Opportunities for the Council to meet with candidates in searches with high visibility
relative to diversity and inclusiveness have continued to be very important.
Planned Council activities for 2015-2016:

- The Council will continue to encourage University Senate action on a student absence policy for medical reasons and religious/spiritual observances.
- Chairs of the Inclusive Excellence Committees will be invited to give reports about plans, updates from their respective areas relative to diversity and inclusiveness.
- The Council will continue to develop a protocol for a quick but coordinated response to incidents of racial insensitivity or conflict in the campus community. Planning for and exercising a number of scenarios will be helpful in the event a response is required in the future. Campus-wide communications when highly publicized and painful issues related to diversity occur in other communities will help those in the USD community to articulate and engage in healing conversation about difficult and potentially divisive issues.
- The Campus Climate Survey will be finalized and disseminated to students, staff and faculty during the Fall semester 2015.

Recommendations:
The Council makes the following recommendations to the President:

1. A renewed statement of the commitment to inclusive excellence to be made available to the USD community (suggested language attached; Attachment D);
2. A progress report on diversity and inclusiveness to be included in the 2015 State of the University Address;
3. Enhanced marketing materials to highlight diversity and inclusion on the USD campus (print and website);
   a. Initiatives to craft messages about Inclusive Excellence for student orientations;
4. The Council would like to engage in greater communications with the campus community around national issues and events involving race and diversity. The Council can take the lead in development of the communications and will need approval to access all campus listservs;
5. As the Native American Center and Native Student Services have a wide-ranging influence on the success of Native students, any changes or future planning for the NAC and NSS should be inclusive of feedback and input from the following groups: Native Student Services, Office of Diversity, Native faculty and staff, and Wase Wakpa community leaders.

Meetings set for 2015-2016 academic year:

- September 21, 2015
- October 19, 2015
- November 16, 2015
- December 21, 2015
- January 25, 2016
- February 22, 2016
- March 21, 2016
- April 18, 2016
May 16, 2016

As, co-chairs of the President’s Council on Diversity & Inclusiveness, we want to express our gratitude for the opportunity to serve on this critical group. Your leadership and commitment to diversity and inclusiveness at the University of South Dakota is greatly appreciated.

Respectfully submitted,

Beth Boyd, Co-Chair

Jerry Yutrzenka, Co-Chair

Attachments:
- Attachment A: Champions of Inclusive Excellence Award - Call for Nominations
- Attachment B: 2015-2016 Membership List
- Attachment C: Best Practices and Recommendations in Recruiting Students of Color
- Attachment D: 2015 Inclusive Excellence Statement to USD Community
The President’s Council on Diversity & Inclusiveness is pleased to accept nominations for two (2) Champions of Inclusive Excellence Awards to be presented at the President’s Celebration of University Leadership on Sunday, April 12, 2015 at 2:00 p.m. in the MUC Ballroom. President Abbot has called on the USD community to find opportunities to practice Inclusive Excellence and to embed diversity and inclusiveness into every part of the University. These awards will be presented, annually, to a person, group, or organization who has, through their actions, demonstrated a commitment to the goals of Inclusive Excellence at USD. Such actions might include (but are not limited to): supporting diversity activities and services; working to address issues of inequity; broadening the scope of inclusiveness on the campus; promoting respect for diverse backgrounds and worldviews; demonstrating advocacy for social justice and intercultural awareness.

To nominate an individual, group or organization for this award, please complete the bottom portion of this form and email it to: Beth.Boyd@usd.edu or return to: Beth Boyd, Psychology Dept., 105 SDU. **NOMINATION DEADLINE: 5:00 pm, March 27, 2014.**

Name of Nominee:  
______________________________________________________________________________

Title/Position/Department (if relevant)  
______________________________________________________________________________

______________________________________________________________________________

Please describe why you are nominating the person, group, or organization for this award (attach another page if necessary):

______________________________________________________________________________
Nominator’s Name: ___________+_________________________________________________

Email: __________________________________ Phone: ________________________________

Affiliation with nominee (e.g., colleague, student, professor, member of organization)
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<th>Members</th>
<th>Terms</th>
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<tbody>
<tr>
<td>1. Chairperson, Beth Boyd- Director Psych Service Center</td>
<td>3 yrs. (2016)</td>
</tr>
<tr>
<td>6. Ernetta Fox- Director of Disability Services (reappointed)</td>
<td>2 yrs. (2017)</td>
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<tr>
<td>7. Tina Keller – Associate Dean, Arts &amp; Sciences</td>
<td>2 yrs. (2017)</td>
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<tr>
<td>14. Val Hower - CSA President (rotating)</td>
<td>1 yr. (2016)</td>
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<td>15. Samantha Zoss- SGA President (rotating)</td>
<td>1 yr. (2016)</td>
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<td>16. Robin Ammon- Faculty Senate Chair (rotating)</td>
<td>2 yr. (2017)</td>
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<td>17. Ashley White- Grad/Prof Student Assoc. (rotating)</td>
<td>1yr (2015)</td>
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<td>19. Collette Bowman - Tiospaye Council (rotating)</td>
<td>3 yrs. (2016)</td>
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<td>21. Lee Felder – VP, Human Resources</td>
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<td>22. Jesús Treviño -Associate Vice-President for Diversity</td>
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Attachment B: Best Practices and Recommendations in Recruiting Students of Color

Best Practices and Recommendations in Recruiting Students of Color

A cursory examination of best practices in the recruitment of students of color in higher education yields patterns across institutions in the types of efforts and timing of initiatives directed at recruiting students of color. While there is no panacea for increasing the number of underrepresented student populations, it is clear that combinations of strategies that are institution and region specific are much more effective than trendy fit all approaches. Here are some of the insights related to “what works” in recruiting students of color and recommendations for the USD Office of Admissions.

Top Level Support and Planning
Support for an increase in students of color from top administrators is one characteristic of successful recruitment strategies. A diversity plan with goals and accountability contribute to successful recruitment efforts.

Recommendation 1: Develop a plan (see attached for example) with initiative, timelines, resources, and accountability. Consider increased attention to Native American student recruitment while expanding efforts to recruit Latino, Asian American, and African American students. Worthington, MN and Storm Lake, IA have sizeable Latino and Asian American populations and Minneapolis, MN has a large Hmong community. Mitchell, SD is also experiencing an increase in Latinos. These are just several geographic areas as well as Sioux City, IA which are worth pursuing as sources of additional students of color.

Marketing
It is important in recruiting students of color that they see themselves on our marketing materials (e.g., web, brochures, publications, etc.). The option of reading the web in several languages is an example of USD’s web inviting students and their parents to the university. In representing students of color, sensitivity to the photos, context, and appearance is critical to avoid promoting stereotypes or falsehoods. More and more, colleges and universities are employing asset-based talent identification and development approaches as opposed to deficit-based strategies. Strength-based models entail communicating with students of color and highlighting and exploring their talents and gifts first before examining their weaknesses and areas to develop.

Recommendation 2: Currently, the Admissions web only shows the faces of white students. In addition, there is no link to the diversity and inclusiveness website. The USD diversity message is centralized in the diversity and inclusiveness website as opposed to webpages throughout the USD website. Encourage all departments to develop materials on diversity or link to the
diversity and inclusiveness website. We recommend that more photos with students of color be inserted into the web. The brochure for Latino parents is a good example of materials designed to recruit students of color. The document should go up on the admissions web. Consider developing culturally sensitive materials for other communities of color. Employ positive and validating talent focused messages when communicating with potential students of color.

**Push and Pull Initiatives**

In recruiting students of color, it is helpful to conceptualize the work involving “push and pull” initiatives. Push efforts are those that help to send students toward USD. For example, hosting 10 high school counselors at USD for a day, providing them with information about the university, and lunch and then asking them to recommend (push) three talented students of color for admission to USD would potentially yield 30 new students of color. High school organizations could also help push students toward USD. South Dakota Student Council, Speech and Debate Competition, or the Family Career Community Leaders of America could potentially place USD on student’s radar. Pull initiatives are programs, scholarships, web, marketing and other means that bring or attract students of color to campus or expose them to USD. High school visits, training, internet videos, institutes, brochures, campus tours, and events are examples of efforts to help pull students to the university.

**Recommendation 3:** Invest in the creation of push and pull initiatives specifically targeting students of color. Invite high school counselors to campus and empower them to send students of color to USD. Work with the USD Foundation to create Inclusive Excellence Scholarships for any student who wants to make a contribution to diversity and inclusiveness at USD. Bring students to campus and create a “powerful experience” for them (e.g., social justice training, attending a class, speaking to classes, etc.).

**Early Outreach**

Reaching students at K-12 levels designed to increase student’s interest in attending college seem to yield success given that many students start to formulate their careers during this time. High school visitation days and programs that give students a “powerful” and memorable experience are more effective at connecting USD with students’ decisions to attend college. Examples of what works are: visiting classes, interactive activities, engaging with current students of color, eating in the cafeteria with current USD students, and talking with professors.

**Recommendation 4:** Expand the Multicultural Leadership Retreat for High School Students program and host the event four times a year. The Building Bridges Conference and the Native American weekend events are well-worth investing in given that it is a tradition and a source of Native American student talent. When at USD, students will be connected to appropriate faculty in the student’s area of interest. Begin to develop the relationship and charge the faculty to reach out to the students to continue to build that relationship. In sum, bringing students of color to
campus is vital and provides them with hope, optimism, and a goal for attending college.

**Non-Traditional Recruiting**
Recruiting in locations that are central to communities of color is one viable strategy for recruiting students of color. Recruitment activities that center on traditional college fairs and high school visits will only yield a portion of college eligible students of color. Successful institutions recruit students of color in community centers, churches, pow wows, community events, high school programs, and other nontraditional settings.

**Recommendation 5:** Develop a plan to utilize non-traditional approaches to recruiting students of color. Have each admissions officer identify non-traditional recruitment opportunities in their respective areas such as churches, pow wows, malls, festivals, and other community events. Each admissions officer will have to develop relationships with leaders in the community to access students of color beyond traditional recruitment activities. Recruit the Native American, Latino, and immigrant populations in Sioux Falls and Rapid City. Utilize the Sioux Falls Diversity Council to assist in connecting with communities of color in that community. Use similar resources in Rapid City.

**Current Students and Alumni of Color**
Current students and alumni of color are two populations on college campuses that can help recruit students of color. Some campuses send current students of color along with admissions officers to high schools and events. USD students are our most effective recruitment tool when considering the recruitment of students of color. The same can be said of alumni of color. Affinity alumni groups can help develop relationships with community leaders in their hometowns. Moreover, alumni can recommend students to the Office of Admissions. USD has a Native American Alumni organization that can be engaged to help with recruitment efforts.

**Recommendation 6:** Develop a cadre of current students of color who can accompany Admissions officers to specific high schools to recruit students of color. Develop a phone calling program that allows current students to call prospective students of color. Work with the USD Alumni Association to create affinity alumni groups (e.g., Latino, African American, etc.)

**Recruiting Parents and Family**
Many students coming to college have their parents involved in the college-going process, encouraging their children to pursue higher education, and often accompanying the student as they initially interact with the college of their choice. Parents of color, on the other hand, often have to be convinced that college is safe and rewarding. For historical reasons, many Native American parents are distrustful of higher education because they remember the “boarding schools” that broke up families and separated children from their parents.
Recommendation 7: The Office of Admissions should make a concerted effort to reach out to the parents and families of students of color. The brochure for parents in Spanish is a good example of reaching out to the parents of Latinos students. Inviting parents of students of color to visit campus is important to the process of recruiting students from underrepresented communities.

Scholarships
The cost of attending college continues to increase and making it more difficult for families to afford higher education. Thus, scholarships are always a good recruiting tool for any student.

Recommendation 8: Work with the USD Foundation to create Inclusive Excellence scholarships for all students, but targeting students of color. USD needs more scholarships for all groups. In addition, there is a need for scholarships for Latino, Asian American, and African American students.

Promising Practices
Below are some examples from other universities aimed at recruiting students of color.

• Miami University of Ohio invites counselors from high schools that have high minority enrollments to the campus, and specifically invites minority students to campus for visitation programs at no charge the students.

• Clemson University offers a summer Pre-College Enrichment Program for high school juniors. Minority students take a study skills course, SAT prep seminar, and workshops on the college admissions process, and also get help with the FAFSA.

• Indiana University of Pennsylvania developed a Minority Student Recruitment Council, employing current IUP minority students to help recruit new students. IUP used a number of other strategies, including collaboration with minority churches.

• At the University of Delaware, ASPIRE (Academic Support Program Inspiring Renaissance Educators) is a multifaceted recruitment and retention program aimed at attracting students to the teaching profession. Recruitment is done at neighborhood community centers, churches and church youth groups, and is a year-round endeavor. Early awareness is a component of the program. Retention aspects include intrusive academic advising, study skills training, tutoring, and social development activities.

• The University of Michigan sponsors a Minority Student Symposium attracting minority high school students from across the state to attend sessions on admissions procedures, financial aid, and other aspects of university life.
• Central Community College, in Grand Island, Nebraska utilized the services of a minority student recruiter who is a student herself. Throughout the year she worked and maintained contact with a cohort of minority high school students culminating in a comprehensive college tour during which two students were admitted to the college.

• The University of Washington Diversity Outreach and Recruitment Program employs minority outreach coordinators who live in the minority communities that are the recruitment targets.

• Arizona State University created a Minority Advisory Council of 25 leaders from minority communities to provide ideas and guidance for developing programs to recruit students and faculty. Programs developed include Focus, similar to the Clemson Pre College Enrichment Program described above, a four-day Native American Summer Institute, and the Native American Achievement Program, which provides support services to Indian students.

• Tennessee Tech sponsors a Black Student Visitation Day at which African American students and their parents come to campus and meet with faculty, current students, and university administrators. All residence hall staff members are provided diversity training. The university will be creating an African American Alumni network to be used in recruiting African American students.

• The University of California is investing millions of dollars in early outreach programs in middle and high schools, many of them focused on science and math. The programs include afternoon sessions, weekend programs, and summer enrichment programs on the university campuses.

• The University of Wyoming has a Power Hour- UW minority student recruiters on high school visits set aside some time to meet with parents and community representatives as well as students.

• University of Iowa's Opportunity at Iowa is a multifaceted program including Pen Pals, an early outreach effort involving faculty staff and students writing letters to and visiting minority students in grade schools to develop early awareness of college.

The OI Ambassador program involves minority students in community outreach and recruitment efforts. Academic support programs are an additional feature.

• The California State University's Academic Support Program provides a variety of early outreach, mentoring, transition, and academic support services to underrepresented students. The Educational Opportunity Program focuses on low income students.

• Texas A&M University has several early outreach initiatives, including a summer residential program, a Pre-College Partnership Program that focuses on students in grades 8 and 9, and the Aggie Connection program, which brings first generation students to the campus for
visits with faculty, staff, and current students.

• The University of Florida decentralized responsibility for minority student recruiting, so that the various colleges (Business, Education, Journalism, etc.) are engaged in recruiting diverse students. The University also has developed a summer transition program, Unified Freshman Studies, focusing on college survival skills.

• Rochester Institute of Technology is partnering with the Rochester School District in a program to identify talented minority students who are interested in engineering. The students receive supplemental academic preparation, and are evaluated for admission by a wholistic assessment process, rather than standardized test scores.

• The Carnegie Mellon Action Project provides a Summer Academy for Minority Scholars, and then assures that minority students receive good academic advising, tutoring services, and career development programming. Program participants are involved in community service and outreach activities in order to "give back" to the community.

• The University of Colorado at Boulder Minority Arts and Sciences Program provides a comprehensive support services beginning with a Summer Bridge Program and including academic advising, learning communities, and academic enrichment seminars and workshops.

• The University of California at Berkeley Bridges Multicultural Center is a consortium of student groups that are involved in recruiting underrepresented minorities to Berkeley. The college students visit high schools, provide workshops on college essay writing, and help high school students to fill out university applications.

• The Community Action Network of Austin and Travis County, Texas is working with area colleges and universities to develop a comprehensive, community-based approach to increase high school graduation rates and college participation rates for low-income and minority students.

• Virginia Tech's Minority Academic Opportunities Program developed a coalition of minority leaders from the community, churches, the political arena, corporations and education to develop a base of intellectual and financial power in support of minority student recruitment and retention. The program provides outreach, transition, academic and financial support, and career development opportunities for students.

• The University of Oregon's Summer Journalism Workshop brings minority high school students interested in journalism to the campus for a week-long residential program. The students produce a newspaper while also learning about college.

• Louisiana Tech University has established a Presidential Minority Council, consisting of
student leaders who represent the university in recruitment and retention efforts. Young Sisters and Brothers is a five-day transition program for new freshmen.

- Southwest Missouri State University created a Minority Student Recruitment Team comprised of current minority students and faculty to visit high schools, and to call and send personalized letters to prospective minority students. The University has also established a group of minority community representatives to assist in the recruitment of minority faculty, and to help minority faculty in making the transition to life in Springfield.

- The University of Arizona has a comprehensive Early Academic Outreach program, working in 64 public schools. The Academic Program for Excellence targets students in grades 6 to 12 to give them early awareness of college opportunities. The Mathematics, Science and Engineering Achievement (MESA) program works to increase the number of underrepresented students in these fields by providing learning skills workshops, tutoring programs, and summer enrichment programs.

- Swarthmore College sends a publication titled "Black at Swat" to prospective African American students. The brochure was developed by current Black students at the college and provides information about the minority experience at a predominantly white college. African American, Hispanic and Asian students also participate in phone-a-thons and send personal cards and letters to prospective minority students.

- Purdue University Minority Peer Counselors program involves current minority students in recruiting and orientation for new minority students. The Minority Engineering program provides pre-college guidance, counseling, academic support and other services to minority students.

- Abilene Christian University has overcome a perception of not welcoming minorities by incorporating multiculturalism throughout the university. Cultural sensitivity training is provided to all faculty and staff. Multiculturalism is incorporated into the student life program. Minority students are involved in community outreach and student recruitment activities.

- Georgia State University relied on a Cultural Diversity Committee to help develop a university Marketing Plan focusing on minority student recruitment. Components include forming liaisons with local area churches, targeting predominantly African American high schools, direct mail to minority students, and a full-time minority recruiter.

- The University of Florida adopted three low-performing high schools and worked with both teachers and students to improve the educational environment. Top students were then offered scholarships to UF. Student recruitment conferences held on weekends allow minority students and their working parents to visit the university.
• Washington State University has a comprehensive program of services, including Adopt-A-School which provides outreach to students of color in junior and high schools, Multicultural Student Mentor Program which pairs new minority students with continuing students, and the Academic Enrichment Center which provides help with academic, cultural and social concerns.

• The University of Nebraska-Lincoln sponsored a Summer Pre-College Instruction and Career Experience (SPICE) Program to promote the value of higher education to tenth- and eleventh-grade racial minority students. Students live in the residence halls and are exposed to various career options and get a taste of what life as a college student involves.

• The University of Arizona incorporates minority student issues in its overall enrollment management plan. Minority student recruitment is characterized by personal attention, with telephone calls at home to parents and students. Students are assisted through all phases of the application and enrollment process. Parents are encouraged to attend on-campus orientation programs along with their children.

• The University of Washington School of Business created a Business Educational Opportunity Program that conducts outreach to students in middle- and high-schools throughout the state. In addition, a special class provides a supplement to the introductory accounting course, which many minority students have trouble with.

• The University of Wisconsin-Platteville General Engineering Department is developing a Diversity Resources website to provide information that will be useful in recruiting ethnic minority students to engineering as a field of study and career and will provide links to support services and other resources for retention of minority students.

• Metropolitan State University has a multifaceted Public School Outreach Program that extends from elementary school through high school. The program provides help for students to be successful in their public school studies while at the same time providing community service and mentoring opportunities for college students. The College for Kids program is an early awareness activity that allows elementary school students to spend a day at the campus taking mini-classes and implanting the idea that college is possible for them.

• The University of Missouri- Columbia worked with St. Louis community leaders and guidance counselors and administrators in the St. Louis school district to attract minority students to the university. In addition, the university used the ACT selector service to target and send personalized recruitment letters to Black students falling within selected ACT score ranges. Black student enrollment at the university has increased as a result of these efforts.

• Texas Tech University initiated a Chancellor's Junior Ambassadors Program, which identifies high school seniors and offers them a $5,000 scholarship. In turn, the students serve as ambassadors for the university in their high schools. The ambassadors visit the university
several times during the year to learn more about the university which they can then share with their high school classmates.

• Brown University's Third World Weekend program brings accepted minority students to the university so they can experience the environment first-hand to see if they will be comfortable at Brown. Financial aid workshops, an extracurricular activities fair, and faculty and student information panels are all part of the weekend program. • The University of Michigan relies on a highly personalized approach in recruiting minority students. Lists are purchased from testing services and personalized letters and invitations to visit the campus are sent to prospective students and parents. Alumni and current students participate in recruitment efforts, including making telephone calls to prospective students and their parents. The university also has "on the- spot admissions sites" at schools with high minority enrollments and top feeder schools.

• The New Jersey Institute of Technology has a Center for Pre-College Programs, designed to attract elementary and secondary students to engineering, science, and math careers, and to help them develop the skills to qualify for college admission. The Pre-Freshman Summer Residential Program is a seven-week orientation and transition program providing students academic enrichment in math, physics, communication, and computer science.

• The Rochester Institute of Technology, in partnership with the Rochester City School District and the National Action Council for Minorities in Engineering (NACME) is participating in the NACME Vanguard program to identify potential minority engineers and provide them academic enrichment and college readiness skills.

• The "Future Teachers of Color" conference sponsored by Washington State University is a weekend event during which minority students learn about career opportunities in teaching, admissions requirements, applying for financial aid, and support services available at WSU. Participating school districts provide transportation to the campus, and all other expenses are borne by the university.

• The American Society of Mechanical Engineers (ASME) sponsors a Diversity Action Grant program which student sections of ASME may apply for. The grants are to promote the inclusion of women and underrepresented minorities in ASME student sections and mechanical engineering. Among recent winners were the University of Minnesota for a project to reach out to middle school students and involve them in a LEGO League competition, California State University- Fresno for a project where high school students "shadow" an engineering student for a day, the University of Rhode Island for a tutoring program that focuses on women and minorities, and North Carolina A&T University for a "Youth in Engineering" program aimed at seventh graders in predominantly Black middle schools to encourage them to consider engineering as a career. Grants range from $500 to $1,500, illustrating what can be done with only a small amount of money.
• The State of South Carolina requires that public institutions of higher education "provide annually for the state's eighth grade students and their parents or guardians small group and one-on-one counseling on required high school courses and postsecondary options, financial requirements, and assistance available for a postsecondary education." Every school having an eighth grade is paired with a college or university which provides the required information in a program now known as the Higher Education Awareness Program (HEAP). The program now also involves visits to campuses by eighth grade students to promote early awareness.

• The Texas A&M University Business Career Awareness Program brings minority students from targeted high schools to a six day summer residential program on the campus. Parents are invited to an opening banquet, at which time they are assured that students who enroll at the university will be provided the necessary support services to ensure that they succeed. The week's activities for students include a visit to a large accounting firm where students can see firsthand the work environment of business professionals.

• The University of Tennessee-Knoxville sent university vans to bring students from Memphis and Nashville to the campus for an orientation weekend. The weekend was part of an intensified minority student recruitment effort that includes invitations for friends and family to visit the campus, direct mail and telephone calls to prospective students.

• St. Cloud State University provides a summer bridge program for students of color. Students in the Advance Preparation Program take six credits, and have their tuition and room and board costs paid by the program. Student of color organizations sponsor a College Day, bringing 150 high school students to campus for classes and admissions and financial aid seminar. The Pipeline Programs are a number of early outreach programs bringing talented students in math and sciences, as well as other areas, to the campus for enrichment activities.

• Wharton County Junior College in Texas increased its minority student enrollment significantly by going beyond its usual recruitment area to communities in southeast and central Texas with large minority populations. Aggressive marketing of financial aid opportunities and technical programs was part of the larger strategy.

• The Future Teacher Institute, operated by California State University- Dominguez Hills in cooperation with the Los Angeles Unified School District is designed to encourage minority high school students to pursue a teaching career by giving them a taste of what teaching is all about. Promising high school students are given three weeks of "teacher training" and then spend ten Saturdays teaching fourth- through sixth-grade students in math and science. The program benefits both the high school students, almost all of whom go on to college, as well as the elementary students, who are given some early college awareness training.

• The University of Oregon took a team of 30 admissions staff and student recruiters to Portland for a minority student recruitment event titled "Portland Community Night." Informational
sessions for both students and parents were presented, and a computer lab was available during the evening to help student and parents fill out admissions applications and financial aid forms.

• Black Hawk College, a community college in western Illinois, offers a variety of programs for first-generation, low-income, and students of color. Bridges is a transition program in which students may take up to seven college credits their first semester while adjusting to the college environment. College Bound is program in which Black Hawk students work with disadvantaged grade school children, tutoring and mentoring them. The children also visit the college and are exposed to career options and develop higher education awareness. Buddy Mentoring pairs a new Black Hawk student with an advanced student who helps with the college adjustment process. A Black Hawk faculty or staff member in turn serves as mentor for both students.

• Itasca Community College strengthened its outreach to Indian students by developing an Associate in Arts degree with a focus in American Indian Studies. The college also reaches out to Indian students in high schools by sponsoring Ojibwe and Dakota language-based quiz bowls.
To the USD Community:

As South Dakota’s flagship university, our institution has the capacity and the responsibility to lead in the development of the higher education landscape to meet the needs of our students, and to equip them for success in their future endeavors. Three years ago, we set out to enhance our contribution to that development by introducing a strategic plan for diversity – Inclusive Excellence. Through the implementation of Inclusive Excellence, we have made progress in adapting the cultural, structural, and programmatic dimensions of the institution to achieve diversity, inclusiveness, and equity. While we recognize that there is still much work to be done, it is important to acknowledge and celebrate our accomplishments so far in our quest to become the quintessential Inclusive Excellence institution for the 21st century.

By practicing Inclusive Excellence, we have made significant investments, including the creation of the Office for Diversity, Center for Diversity and Community, President’s Council on Diversity and Inclusiveness, Gender Neutral housing, Inclusive Excellence committees within our schools and colleges, various student organizations, and other university-wide educational programs and initiatives. Inclusive Excellence has also become an integral part of our strategic plan, mission and values, human resources departmental policy, staff/faculty/administration training, marketing, student academic pledge, and scholarship awarding process. We should be proud of our progress. Our combined efforts have yielded especially positive outcomes within the education, research, and service sections of the University. These successes contribute to our ultimate objective of preparing students to succeed in an increasingly diverse local and global society.

The success of Inclusive Excellence depends upon the embedding of the practice throughout the institution to ensure sustained and continuous progress. To continue on this course, I ask all members of the USD community to consider new ways to incorporate diversity and inclusiveness into your work at the University. Some areas I especially want to encourage you all to think about are: classroom and workplace climate; curriculum; learning outcomes; research; recruitment; budgeting; marketing; athletics; diversity among faculty, staff, and students; and hiring. As we go forward as an institution that aspires toward Inclusive Excellence, we want to consistently send the message that we welcome and value all variations of all social and personal dimensions including, but not limited to, gender, race, ethnicity, sexual orientation, nationality, ability status, veteran status, age, religion, and gender identity and expression.
The President’s Council on Diversity and Inclusiveness will continue to lead in the implementation of Inclusive Excellence with the goal of making the effort a normal practice within every facet of our institution.

Please join us in our charge to continue shaping USD into an institution that values diversity and its ability to strengthen our community. Working together, I believe we can make USD a place where everyone feels welcomed, respected, and included.

Thank you,

James W. Abbott
President
The University of South Dakota
414 East Clark Street
Vermillion, SD 57069
605-677-5641
605-677-6520 fax
President’s Council on Diversity & Inclusiveness  
Annual Report of Activities for Year 2015-2016

The University of South Dakota President’s Council on Diversity & Inclusiveness (“the Council”) was formed and initial appointments were made on August 7, 2013. The Statement of Purpose was as follows:

An inclusive campus requires the University’s sincere willingness to include all its diverse stakeholders in the decision-making process. No individual or group can be marginalized or systematically excluded. The purpose of the President’s Council on Diversity and Inclusiveness is to advise the President on issues of diversity and inclusiveness and to promote diversity and inclusiveness as a strength, a core element in academic excellence, and a reflection of a caring community.

With the support of the Office of the President, the Council seeks to ensure an academic environment that welcomes, recognizes, respects and celebrates the heritage of all campus constituents.

The President’s Council on Diversity and Inclusiveness will advise the President on:

- Policies and programs that increase diversity and create inclusiveness campus-wide.
- Review existing efforts and initiatives that contribute to diversity and inclusiveness.
- Address issues and advise the President on issues related to the campus climate for diversity and inclusiveness.
- Report annually to the President on the activities of the Council.

The Council met on the following dates in the 2015-2016 academic year:

- September 21, 2015
- October 19, 2015
- November 15, 2015
- December 6, 2015
- January 25, 2016
- February 22, 2016
- March 21, 2016
- April 18, 2016
- May 16, 2016
- Extra meetings were held on December 21 and 28, 2015 to refine items for the campus climate survey

In addition, the Council had opportunities for members to meet with candidates for high level or high diversity-salient positions. This included:

- Associate Vice President for Diversity & Inclusiveness
• EEOC Officer

The following issues were addressed over the course of the year:

• **Excused Absence for Spiritual/Religious Observances and health reasons:** The Council continued to encourage the University Senate action on a student absence policy for spiritual/religious observances and medical reasons. A proposed policy for student excused absences for religious/spiritual observances was made in the 2014-2015 academic year expanded to include reasons related to health, medical, and hospitalizations. (Note: There was considerable discussion and controversy about this proposal in the University Senate and this continued into the current report year). Alternatively, in order to move this along, it was presented to the University Senate as a process rather than a policy, which, therefore, did not require a Senate vote. Dr. Grieve presented it to the University Senate in January, 2016 and it will be considered in effect in the Fall semester 2016. It should be noted that this initiative, considered by the Council to be central to the concept of Inclusive Excellence, took three full years to accomplish.

A similar proposal has been brought to the Executive Council for faculty and staff.

A second goal of this initiative was to establish a database of spiritual and religious observance days and holidays that could be used as a resource for scheduling exams and campus events. This resource was completed by the Inclusive Excellence Committee of the I.D. Weeks Library and is currently available on both the Library and Diversity Office webpages.

• **USD Climate for Diversity Survey:** The Campus Climate Survey was developed and disseminated on the campus between January 21, 2016 and February 24, 2016. There were separate surveys for students, staff and faculty. A great deal of effort was put into letting everyone on campus know about the surveys through email blasts, listservs, social media sites, and KYOT radio. Care was made in developing the survey so that it only took about 10 minutes and could be completed on a cell phone. Response rates were 11% for students; 14% for staff; and 33% for faculty. Important findings included:
  o More than 25% of all students, staff and faculty felt that there are both inclusive and exclusive dimensions of the campus climate for diversity at USD
  o Many faculty, students, and staff feel that the campus climate for diversity is improving but a significant number also felt that there has been no change
  o Students, faculty and staff seemed unsure overall whether the campus climate is racist, homophobic, and/or sexist.

• **Racial incidents on campus:** The Council engaged in several discussions of the racial incidents that have occurred on college campuses across the country and what we might do if a similar event happened on our campus. There was agreement that we would want to have a very quick, unified response saying that “this is not who we are,” while being cognizant of due process issues. Tena Haroldson joined the discussion on
one date to discuss how the Council might be of help when/if an incident that involves diversity and inclusiveness occurs on the USD campus. One of the issues discussed had to do with letting students know that we are a “free speech campus” and that sometimes the best antidote is often more expression. However, the Council agreed that there may need to be some guidance about civil discourse and how that might be achieved. It was agreed that when an incident happens, while it needs to go immediately to Tena to monitor, it could also go very quickly to the Council to help de-escalate the situation. As many of these situations begin with people not feeling heard, it would be helpful to have a subcommittee that could come together very quickly to simply listen to the issues and issue inclusive statements. The Council also worked through a scenario that has actually happened at another campus and found the exercise to be very helpful in identifying issues that would need to be clarified very quickly. The group will continue to engage in these exercises going forward. It also became evident that it could be very helpful for Tena Haroldson to be a member of the group.

- **Gender-Inclusive Restrooms:** The Council continued work on the issue of gender neutral restrooms at USD. Kim Grieve reported that the residence halls have decided to use the term “gender inclusive” and the Council agreed to use that term going forward. A subcommittee has been working on this issue and drafted a gender inclusive restroom proposal. That proposal would start with gender inclusive signage for existing single stall restrooms with appropriate door locks. This proposal was introduced to the Executive Committee. The MUC will have gender inclusive restrooms with signage for the Fall semester.

- **Transgender Issues:** The Council closely followed the SD legislative actions and language around transgender issues and wrote a letter of support to the USD LGBTQ+ community that was published in the Volante in February, 2016 (Attachment A).

- **Preferred Names and Pronouns:** The issue of preferred names and pronouns was also taken up by the Council. After subcommittee consultation with the Registrar and various Board of Regents offices, the Council was informed that Datatel does have the capability to use a preferred name for students. However, any change must be done system wide. The subcommittee is continuing to work with the registrars across the system to find out what options must be enabled and processes would need to be changed to allow this to happen. Dr. Treviño was also beginning a process to see how this could be done at the faculty/staff level as well. The subcommittee drafted a two-page paper on why this initiative is important for USD (Attachment B)

- **Holiday Celebrations at USD:** The Council discussed the issue of support for the celebration of a variety of holidays. The Center for Diversity & Community sponsored celebrations of Diwali, Eid-al-Adha, and Hanukkah for the first time on campus and there were large turnouts for each of the events.
• **Champions of Inclusive Excellence Award:** These awards were developed to replace the diversity awards previously given by the Campus Diversity Enhancement Group (CDEG). A call for nominations to the campus community (Attachment C) included the following description:

> These awards are presented, annually, to a person, group, or organization who has, through their actions, demonstrated a commitment to the goals of Inclusive Excellence at USD. Such actions might include (but are not limited to): supporting diversity activities and services; working to address issues of inequity; broadening the scope of inclusiveness on the campus; promoting respect for diverse backgrounds and worldviews; demonstrating advocacy for social justice and intercultural awareness.

The awards subcommittee received over 50 nominations for this award and 3 awards were given at the President’s Celebration of Leadership in April, 2015. Award recipients this year were: Sarah Lampert (faculty); Lena Tran (staff); and Dana Vandenbert (student).

• **Monthly Inclusive Excellence Feature in the Volante:** The Editor of the Volante agreed to continue featuring a monthly column submitted by the President’s Council on Diversity & Inclusiveness. This column will always appear in the online version of the Volante and in the print edition when possible. Columns were written and featured on the following topics:

  - October: Halloween costumes
  - November: Inclusive Excellence exercises being done at SGA meetings
  - December: Holiday celebrations at USD
  - January: Campus Climate Survey
  - February: Statement of support for the LGBTQ+ community
  - March: White Privilege
  - April: guidelines for cross cultural communication
  - May/Summer: Summary of things we have been working on

• **National Conference on Race & Ethnicity:** Three presentations were accepted and presented at the National Conference on Race & Ethnicity, involving 12 students, staff, and faculty from USD (Attachment D). Additional USD attendees included incoming SGA officers, and presenters from Fine Arts. USD made an impressive showing at this highly regarded conference.

• The Council invited and heard reports from the following areas, relative to efforts to promote diversity and inclusiveness, and provided feedback from the Council:

  - Tena Harroldsen
  - Shaylinda Stewart
  - Mike Allgrunn, Beacom School of Business (faculty gender pay gap)
• A set of membership terms (2 years) were completed. Recommendations were made to the President for new members for 2015-2017 and appointments were made. The 2015-2016 Membership list is attached (Attachment E).

Conclusions relative to diversity and inclusiveness from the 2015-2016 academic year:

1. The leadership of the Associate Vice President for Diversity & Inclusiveness has been a great benefit to the campus. Everything we heard at the National Conference on Race & Ethnicity in Higher Education about best practices for diversity and inclusiveness, as well as the comments of every single one of the top seven candidates interviewed for this position, indicate that leadership at this level of the administration, with direct reporting to the University President, and access to the Executive Council shows the level of commitment and seriousness that USD puts on diversity and inclusiveness.

2. The USD Campus Climate for Diversity Survey revealed an overall degree of uncertainty about whether the USD campus is truly welcoming and inclusive to all, and the feelings of a significant number survey responders that racism, sexism, and homophobia are concerns on this campus, indicate the need to carefully interpret and disseminate the findings of the Campus Climate for Diversity Survey.

3. As incidents of racial/cultural insensitivity have continued to occur on campuses across the country, the Council recognizes the need to develop a protocol for a coordinated response in the event of future incidents on the USD campus. It has been helpful to discuss possible actions and responses at USD as events have happened elsewhere. The Council also recognizes that the USD community struggles as well when faced with the adoption and implementation of diversity initiatives at USD (e.g., religious/spiritual observance policy).

4. There is a continuing need to provide marketing and messaging initiatives to recruit and retain underserved students, with an emphasis on physical outreach to these communities.

5. Opportunities for the Council to meet with candidates in searches with high visibility relative to diversity and inclusiveness have continued to be very important.

Planned Council activities for 2016-2017:

• Chairs of the Inclusive Excellence Committees in the colleges will be invited to give reports about plans, updates from their respective areas relative to diversity and inclusiveness.

• The results of the Campus Climate Survey will be disseminated to students, staff and faculty during the Fall semester 2016. The dissemination plan will include careful planning on how to interpret and frame the findings, the discussions, and the events that should be planned around this dissemination.
• The Council will continue to develop a protocol for a quick but coordinated response to incidents of racial insensitivity or conflict in the campus community. Planning for and exercising a number of scenarios will be helpful in the event a response is required in the future. Campus-wide communications when highly publicized and painful issues related to diversity occur in other communities will help those in the USD community to articulate and engage in healing conversation about difficult and potentially divisive issues.

• The Council took up the issue of the gender pay gap at the last meeting of the year and will continue to examine this issue in the Fall semester.

Recommendations:
The Council makes the following recommendations to the President:

1. A renewed statement of the commitment to inclusive excellence to be made available to the USD community (suggested language attached; Attachment F);

2. Appointment of a new Associate Vice President for Diversity & Inclusiveness with direct reporting to the President and access to the Executive Committee;

3. A progress report on diversity and inclusiveness to be included in the 2016 State of the University Address with initial information about the Campus Climate Survey;

4. Enhanced marketing and orientation materials to highlight diversity and inclusion on the USD campus (print and website);

5. The Council would like to continue to engage in communications with the campus community around national issues and events involving race and diversity. The Council can take the lead in development of the communications and will need approval to access all campus listservs;

6. Availability of President Abbott to make timely statements about our commitment to Diversity & Inclusiveness in the event of a campus crisis situation.

7. As a number of Council members have rotated off, we have proposed additions to the Council membership and some changes in terms in order to even out the number of members rotating off each year. In addition, as co-chairs, or original terms were three years. In light of the departure of Dr. Jesùs Treviño, we propose that those terms be extended by one year in order to provide continuity to the Council. The proposed membership list for 2016-2017 is attached (Attachment G).
Meetings set for 2015-2016 academic year (Meetings are scheduled in MUC 211/211/A):

- September 19, 2016
- October 17, 2016
- November 21, 2016
- December 19, 2016
- January 23, 2017
- February 27, 2017
- March 20, 2017
- April 17, 2017
- May 15, 2017

As, co-chairs of the President’s Council on Diversity & Inclusiveness, we want to express our gratitude for the opportunity to serve on this critical group. Your leadership and commitment to diversity and inclusiveness at the University of South Dakota is greatly appreciated.

Respectfully submitted on September 9, 2016,

Beth Boyd, Co-Chair

Jerry Yutrzenka, Co-Chair

Attachments:
- Attachment A: Letter to Volante in Support of LGBTQ+ Community
- Attachment B: Preferred Name Policy Proposal
- Attachment C: Champions of Inclusive Excellence Award - Call for Nominations
- Attachment D: National Conference on Race & Ethnicity 2016 Presentations
- Attachment E: 2015-2016 Membership List
- Attachment F: 2016 Inclusive Excellence Statement to USD Community
- Attachment G: Proposed Council Membership List for 2016-2017
President’s Council on Diversity & Inclusiveness
Annual Report of Activities for Year 2016-2017

The University of South Dakota President’s Council on Diversity & Inclusiveness ("the Council") was formed and initial appointments were made on August 7, 2013. The Statement of Purpose was as follows:

An inclusive campus requires the University’s sincere willingness to include all its diverse stakeholders in the decision-making process. No individual or group can be marginalized or systematically excluded. The purpose of the President’s Council on Diversity and Inclusiveness is to advise the President on issues of diversity and inclusiveness and to promote diversity and inclusiveness as a strength, a core element in academic excellence, and a reflection of a caring community.

With the support of the Office of the President, the Council seeks to ensure an academic environment that welcomes, recognizes, respects and celebrates the heritage of all campus constituents.

The President’s Council on Diversity and Inclusiveness will advise the President on:
- Policies and programs that increase diversity and create inclusiveness campus-wide.
- Review existing efforts and initiatives that contribute to diversity and inclusiveness.
- Address issues and advise the President on issues related to the campus climate for diversity and inclusiveness.
- Report annually to the President on the activities of the Council.

The Council met on the following dates in the 2016-2017 academic year:
- September 26, 2016
- October 17, 2016
- November 21, 2016
- December 19, 2016
- January 23, 2017
- February 27, 2017
- March 20, 2017
- April 17, 2017
- May 15, 2017

The following issues were addressed over the course of the year:

- **USD Climate for Diversity Survey:** The Council received the results of the Campus Climate Survey and the plan for dissemination and next steps were discussed. The group decided to follow-up the survey with a series of focus groups with a variety of
campus groups to think about ways to increase feelings of inclusiveness in all areas of campus life. One meeting was devoted to a group training by Dr. Jill Tyler for conceptualizing and conducting focus groups. These focus groups will begin taking place in Fall, 2017.

- **Gender-Inclusive Restrooms**: The Council continued work on the issue of gender inclusive restrooms at USD. Appropriate signage was chosen and gender inclusive restrooms were established at the MUC, North Complex, the Wellness Center, and the Medical School. An accompanying educational sign was developed to educate the public about gender inclusive restrooms. Plans were made for a second phase to include individual stall restrooms across the campus and notations on campus maps to indicate where gender inclusive restrooms are located. The Student Government Association also passed a resolution calling for gender inclusive restrooms across the entire campus.

- **Preferred Names and Pronouns**: The Council continued to work on the issue of preferred names and pronouns. A Council subcommittee worked with registrars across the BOR system to implement the option for students, staff, and faculty to be able to designate their preferred name for campus documents. System-wide agreement was reached on the need for such an option and it was determined that our system could accommodate the option. However, attempts from many offices on campus proved unsuccessful in overriding the system to allow students, staff, and faculty members who wish to use a preferred name. The subcommittee’s paper on why this initiative is important for USD is attached.

- **Dakota Access Pipeline**: The Council issued a statement and invitation to the campus community (attached) to engage in open dialogue, learning, and sharing around the Dakota Access Pipeline and other issues. All units on campus were invited to offer an event to allow us to engage with the issues that affect us all. The Dakota Access Pipeline was offered as the first issue. A number of campus events were sponsored by a variety of campus groups to address this issue, support Native American members of the campus community impacted by the events in North Dakota, and offer support and learning around the relevant issues.

- **Statements to Campus**: The Council helped to develop messages to the USD community on a variety of Inclusive Excellence issues that affected members of campus:
  - Dakota Access Pipeline
  - In Response to Valentine’s Day USD Facebook Video
  - Executive Order on Immigration Restrictions
  - In Support of the LGBTQ+ Community

- **Quality Initiative for Inclusive Excellence**: The Council agreed to take the lead role in the USD Quality Initiative Campaign for Inclusive Excellence and is in the process of developing a strategic plan for this initiative. It is recommended that the chairs of the
College Inclusive Excellence committees be appointed to the Council to help ensure communication and reporting. Other measures will include reinstating annual reports from the college committees and asking for inclusive excellence plans from departments.

- **Champions of Inclusive Excellence Award:** These awards were developed to replace the diversity awards previously given by the Campus Diversity Enhancement Group (CDEG). A call for nominations to the campus community (attached) included the following description:

  These awards are presented, annually, to a person, group, or organization who has, through their actions, demonstrated a commitment to the goals of Inclusive Excellence at USD. Such actions might include (but are not limited to): supporting diversity activities and services; working to address issues of inequity; broadening the scope of inclusiveness on the campus; promoting respect for diverse backgrounds and worldviews; demonstrating advocacy for social justice and intercultural awareness.

  The awards subcommittee received over 50 nominations for this award and 3 awards were given at the President’s Celebration of Leadership in April, 2017. Award recipients this year were: Dr. Jae Puckett (faculty), Carol Voss-Ward (staff), and AWOL (student organization).

- **Monthly Inclusive Excellence Feature in the Volante:** The Editor of the Volante continued featuring a monthly column submitted by the President’s Council on Diversity & Inclusiveness. This column will always appear in the online version of the Volante and in the print edition when possible. Columns were written and featured on the following topics:
  - October: Halloween costumes
  - November: Dakota Access Pipeline
  - December: Inclusive Excellence Initiatives in the wake of the election
  - February: Response to Valentine’s Day USD Facebook Video
  - April: Sexual Assault Awareness

- **National Conference on Race & Ethnicity:** Ten students, staff, and faculty from USD attended the National Conference on Race & Ethnicity and participated in conference events. USD continues to make an impressive showing at this highly regarded conference.

- The Council invited and heard reports from the following areas, relative to efforts to promote diversity and inclusiveness, and provided feedback from the Council:
  - Beacom School of Business Inclusive Excellence Committee
  - Sanford School of Medicine Inclusive Excellence Committee
  - Arts & Sciences Inclusive Excellence Committee
  - Health Sciences Inclusive Excellence Committee
• College of Fine Arts inclusive Excellence Committee

• Council members had opportunities to meet with several distinguished visitors who came to USD for a variety of Inclusive Excellence issues:
  o Dr. Arthur Jones, MLK speaker
  o Dr. Josephine Titsworth, GLBT issues
  o Antoinette Carroll, Diversity Symposium speaker
  o Dr. Yvette Roubideaux, Native American week speaker

• A set of membership terms (2 years) were completed. Recommendations were made to the President for new members for 2016-2018 and appointments were made. The 2016-2017 Membership list is attached.

Conclusions relative to diversity and inclusiveness from the 2015-2016 academic year:

1. The USD Campus Climate for Diversity Survey revealed an overall degree of uncertainty about whether the USD campus is truly welcoming and inclusive to all, and the feelings of a significant number survey responders that racism, sexism, and homophobia are concerns on this campus, indicate the need for continued attention to and dialogue about these issues.

2. We continue to struggle with issues that convey our commitment to inclusiveness as it relates to very concrete issues such as the preferred name option. While many have tried to solve this seemingly simple issue, we continue to hear reports of students, staff, and/or faculty being “outed” every time a class list, a course catalog, or campus list is sent out. We need to find ways to solve these issues in a timely manner. The introduction to gender inclusive restrooms has been supported across campus and we will need to take the next steps to establish these restrooms into every building. Some of these steps will be easier than others (e.g., single stall restrooms being renamed “gender inclusive” vs. converting multiple stall restrooms).

3. As incidents of racial/cultural insensitivity have continued to occur on campuses across the country, the Council recognizes the need to expand its our protocol for coordinated response in the event of future incidents on the USD campus. It has been instructive to discuss possible actions and responses at USD as events have happened elsewhere.

4. There is a continuing need to provide marketing and messaging initiatives to recruit and retain underserved students, with an emphasis on physical outreach to these communities.

Planned Council activities for 2017-2018:

• The foremost task this year will be engaging the campus with the USD Quality Initiative Campaign for Inclusive Excellence.

• Chairs of the Inclusive Excellence Committees in the colleges will continue to be invited to give reports about plans, updates from their respective areas relative to diversity and inclusiveness.

• The results of the Campus Climate Survey will continue to be discussed via a series of focus groups around ways to increase inclusiveness on campus.
• The Council will continue to develop its capacity for a quick and coordinated response to incidents of racial insensitivity or conflict in the campus community. Planning for and exercising a number of scenarios will continue to be helpful when a response is required in the future. Campus-wide communications help those in the USD community to articulate and engage in healing conversations about difficult and potentially divisive issues.
• Decide and announce 2017-2018 issue for campus engagement (last year was the Dakota Access Pipeline).

Recommendations:
The Council makes the following recommendations to the President:

1. A renewed statement of the commitment to inclusive excellence to be made available to the USD community (suggested language attached);
2. Enhanced marketing and orientation materials to highlight diversity and inclusion on the USD campus (print and website);
3. The Council would like to continue to engage in communications with the campus community around national issues and events involving race and diversity. The Council can take the lead in development of the communications and will need continued access to all campus listservs;
4. Availability of the University President to make timely statements about our commitment to Diversity & Inclusiveness in the event of a campus crisis situation.
5. As a number of Council members have rotated off, we have proposed additions to the Council membership to include the Chairs of the College Inclusive Excellence Committees. This will enhance communication as we engage in the Quality Initiative. The proposed membership list for 2017-2018 is attached.
6. As both the co-chairs were appointed at the same time and would then rotate off at the same time, Dr. Jerry Yutrzenka will rotate off this year and Dr. Beth Boyd is willing to stay on for an additional year to provide continuity. A new co-chair will need to be appointed to begin this year and continue on as the senior co-chair in the following years.

Meetings set for 2017-2018 academic year (Meetings are scheduled in MUC 211/211/A unless otherwise noted):
• September 18, 2017
• October 16, 2017
• November 20, 2017
• December 18, 2017
• January 22, 2018
• February 26, 2018
• March 19, 2018 (A&S 216B)
• April 16, 2018
• May 14, 2018
As, co-chairs of the President’s Council on Diversity & Inclusiveness, we want to express our gratitude for the opportunity to serve on this critical group. Your leadership and commitment to diversity and inclusiveness at the University of South Dakota is greatly appreciated.

Respectfully submitted on September 30, 2017,

Beth Boyd, Co-Chair
Jerry Yutrzenka, Co-Chair

Attachments:
- 2016-2017 Membership List
- Preferred Name Policy Proposal
- Invitation to Engage in Dialogue – Dakota Access Pipeline
- Statement in Response to Valentine’s Day USD Facebook Video
- Statement in Response to Executive Order on Immigration Restrictions
- Statement in Support of the LGBTQ+ Community
- Champions of Inclusive Excellence Award - Call for Nominations
- 2017 Inclusive Excellence Statement to USD Community
- Proposed Council Membership List for 2017-2018
Institutional Priorities and Mission

One of the five themes outlined in USD’s strategic plan is Diversity and Inclusiveness. USD has three goals under this theme.

- Goal 1: Commit to a systematic, intentional, comprehensive, and holistic approach to diversity and inclusive excellence.
- Goal 2: Integrate diversity and inclusive excellence into all areas of university life.
- Goal 3: Become a regional leader in initiatives and outreach for inclusive excellence and diversity.

With these goals in mind, the President’s Council for Diversity and Inclusiveness (“the Council”) was formed and initial appointments were made on August 7, 2013. The Statement of Purpose was as follows:

An inclusive campus requires the University’s sincere willingness to include all its diverse stakeholders in the decision-making process. No individual or group can be marginalized or systematically excluded. The purpose of the President’s Council on Diversity and Inclusiveness is to advise the President on issues of diversity and inclusiveness and to promote diversity and inclusiveness as a strength, a core element in academic excellence, and a reflection of a caring community.

With the support of the Office of the President, the Council seeks to ensure an academic environment that welcomes, recognizes, respects and celebrates the heritage of all campus constituents.

The President’s Council on Diversity and Inclusiveness will advise the President on:

- Policies and programs that increase diversity and create inclusiveness campus-wide.
- Review existing efforts and initiatives that contribute to diversity and inclusiveness.
- Address issues and advise the President on issues related to the campus climate for diversity and inclusiveness.
- Report annually to the President on the activities of the Council.

The Council met on the following dates during AY18

- October 16, 2017
- November 20, 2017
- January 22, 2018
• February 26, 2018
• March 19, 2018
• April 16, 2018
• May 14, 2018

**Needs and Involvement from President’s Office**

Former President Abbott typically attended one or two meetings per year and met with the co-chairs to discuss the annual report. The Council also let the President’s Office know if support was needed for a particular issue or concern. We look forward to discussing the future relationship between President Gestring’s office and the Council.

**Summary of AY18**

This year, the Council decided to focus its efforts on becoming more active. We began this year by forming six subcommittees to take on various projects and issues. Their activities are summarized below.

- **Quality Initiative:** The Council was charged with reviewing data related to recruitment, retention, and graduation by race and ethnicity as part of the upcoming HLC accreditation. This group attended the AAC&U Diversity, Equity, and Inclusive Democracy Conference in San Diego to gain a better understanding of expectations and best practices at other schools. They also worked with Institutional Research to understand what data and resources are already available on campus. These actions were imperative to them developing metrics and assessments to better evaluate USD against its own past information to gauge improvement. The committee recommended providing resources towards Multicultural Student Success Network, Campus-wide Training and Professional Development, Population Specific Recruiting and Advising Roles, Scholarship Funding, and Recruitment to improve recruitment, retention, and graduation rates.

- **Critical Dialogues:** This subcommittee was formed to help transition the previous Voices of Discovery program to engage students beyond talking about issues and facilitate action for those issues. The new, six-week program was piloted during the spring semester and included a four-week educational component followed by a two-week action component where students were able to seek methods to solve the issues they discovered during the educational piece and through dialogues. Graduate students served as co-facilitators and were compensated with stipends of $150 for their time commitment to the program. The Office for Diversity reached out to faculty to recruit student participants for the spring pilot. The program concluded with an end-of-program celebration in which there were presentations of their type of privilege and action to be taken. Student participants and co-facilitators received certificates.
• **Campus Climate Survey:** This group was tasked with reviewing quantitative and qualitative data collected during the 2016 campus climate survey and creating focus groups based upon this review to help address any concerns. Five subsets of the campus population were selected for focus groups: Native American students, female students, African-American students, International Students, and LGBTQ+ students. More groups may be explored in the future and; however, the committee decided to start with these student groups. The committee may begin with some faculty and staff listening sessions over the summer.

• **Gender Inclusive:** This committee was formed to combine a couple of issues previously brought to the Council’s attention. One of these included establishing Gender Inclusive restrooms on campus and the other included working on a preferred name policy. Gender Inclusive restrooms were identified and signage changes happened for all buildings under Student Services. This committee also worked with facilities management to identify the other single-stall bathrooms on campus and submitted a list of these to Dean’s Council for review as the deans would be responsible for covering the cost of additional signage changes. This committee also submitted a budget proposal for the new signs which spread the remaining costs ($10,800) over both three and four years. The Lee Medical Building already has funding to cover their restrooms and would like to make the change immediately. The preferred name policy discussion, which has been a problem for multiple years, was delayed further as the institution refuses to implement any policy until the new Banner system is released (AY20 projected). This information was not received well by those on the Council and not on the Council who had been working on this for multiple years. Members from the Council met with individuals around campus who could address this issue again and no progress was made. A few, non-Council, faculty who were upset with the issue (including one who has since left USD largely because of this issue) administered a petition regarding the need for a preferred name policy. Unfortunately, having a policy is a moot point as there is no way to actually implement a policy in any form until administration is willing to facilitate the process which we have been told will happen when the student records system switches from Colleague to Banner.

• **Volante Articles:** The Council publishes an article during most months classes are in session; this committee was responsible for fostering this process. Articles published during AY18 included a reminder for non-appropriation during Halloween, a request that faculty avoid calling roll and allow students to introduce themselves, an explanation of History Months, and a spotlight on what USD does to foster inclusiveness and diversity on campus.

• **Gender Rank/Promotion:** A few faculty were asked, by COHE, to complete a faculty gender pay gap study for USD and reported their findings to the Council upon request. While pay differences were not a concern once faculty salaries were adjusted for college and rank, there were substantial differences in faculty ranks by gender. This study
found 22.7% of male faculty are full professors and 7.8% of female faculty are full professors. On the other side of the rank spectrum, 46.3% of female faculty are instructors while only 7.7% of male faculty are instructors. This committee was unable to obtain data to research rank discrepancies further during AY18 and will continue work in AY19.

In addition to the work done by subcommittees, the Council also asked representatives from the college-level Inclusive Excellence Committees to attend a meeting and share their efforts. During AY18, we heard from University Libraries, the College of Arts & Sciences, and the School of Law. The School of Education attended a meeting to present; however, time did not permit.

The Council also heard updates from other guest speakers from around campus. These included Daniel Palmer from Institutional Research who explained the NUVENTIVE software and data, Dean Larry Schou who updated the group on the deans’ activities towards inclusive excellence, female faculty who attended the Faculty of Women in Color in the Academy conference to discuss their experiences, DenYelle Kenyon who is working on a grant with the Sanford Research Center to explore Native student persistence, and Brian Burrell who explained his HHMI grant and what this grant could do to increase inclusion in the sciences.

Plans for AY19

Each year, the Council selects a theme to ask the campus to rally around which helps drive inclusive excellence activities around campus. The theme selected for AY19 is “Becoming Allies and Advocates.”

The Council would also like to foster connections between Faculty of Color based upon discussion from one of our guest speakers. We will start this process formally during AY19.

Subcommittee Plans

- **Quality Initiative:** This committee will continue to monitor data related to recruiting, retention, and graduations rates and help with inclusiveness aspects of the HLC accreditation.
- **Critical Dialogues:** As the pilot program was successful, the new system will be used during the spring semester with the theme “Becoming Advocates and Allies.” Facilitator training will take place during the fall semester.
- **Campus Climate:** Focus groups with the five identified sub-populations will begin in the fall. Once these are completed, the committee will make recommendations to the Council for changes which may help improve the campus climate. The next campus climate survey will be administered in fall 2019 with the goal of having that data inform the upcoming strategic planning process.
- **Gender Inclusive:** This committee will continue to monitor signage changes for single-stall restrooms and find a way for these to be included in the interactive campus map (handicap accessible restrooms will also be included in these plans). Once these are
completed, the committee may review more substantive changes. This committee will also remain involved in and help inform the preferred name policy process as it, hopefully, is implemented in AY20.

- **Volante Articles**: This committee will continue to submit articles to the Volante. The first article planned will be a welcome back to campus and introduce “Becoming Allies and Advocates” as the new theme. The Gender Inclusive committee would also like to draft an article related to avoiding gendered speech.

- **Gender Rank/Promotion Gap**: This committee will, hopefully be able to obtain data to see if there appear to be issues in rank and/or promotion by gender.

**Council Goals**

- **Short-Term**:
  - Facilitate focus groups for campus climate and find survey instrument for next administration
  - Promote the “Becoming Allies and Advocates” theme for this year
  - Continue to update campus on events or issues related to diversity and inclusiveness on campus.
  - Analyze data related to rank and promotion by gender if data are available
  - Continue to monitor and encourage the process towards gender inclusive restroom sign changes and preferred name policy
  - Promote Faculty & Staff of Color Association to help foster dialogue, create community, and better address issues of diversity, equity, and inclusion

- **Intermediate-Term**
  - Identify and administer next Campus Climate Survey and analyze data in fall 2019
  - Lead the completion of Quality Initiative portions of the HLC Accreditation
  - Complete gender inclusive restroom signage changes
  - Implement preferred name policy

- **Long-Term**
  - Make substantive and systemic changes and recommend actions for the 2020 strategic planning process based on results from next Campus Climate Survey
  - Identify additional ways to increase the number of gender inclusive restroom facilities
  - Monitor preferred name policy and make adjustments where needed and where possible.

**Recommendations:**
The Council makes the following recommendations to the President:

1. Availability of the University President to make timely statements about our commitment to Diversity & Inclusiveness in the event of a campus crisis situation.
Research and best practices show the importance of leadership and strong messages from the highest levels about campus identity with regard to diversity and inclusiveness.

2. A renewed statement of the commitment to inclusive excellence to be made available to the USD community (suggested language attached);
3. Enhanced marketing and orientation materials to highlight diversity and inclusion on the USD campus (print and website);
4. The Council would like to continue to engage in communications with the campus community around national issues and events involving race and diversity. The Council can take the lead in development of the communications and will need continued access to all campus listservs;
5. As a number of Council members have rotated off, we have proposed additions to the Council membership to include the Chairs of the College Inclusive Excellence Committees. This will enhance communication as we engage in the Quality Initiative. The proposed membership list for 2018-2019 is attached.
6. Dr. Beth Boyd is supposed to rotate off her role as co-chair this year; however, she is willing to stay on for an additional year to provide continuity. A new co-chair will need to be appointed to begin the next year. Mandie Weinandt would continue on as the senior co-chair in the following year.

As, co-chairs of the President’s Council on Diversity & Inclusiveness, we want to express our gratitude for the opportunity to serve on this critical group. Your leadership and commitment to diversity and inclusiveness at the University of South Dakota is greatly appreciated.

Respectfully submitted on August 29, 2018.

_____________________________   ____________________________
Beth Boyd, Co-Chair     Mandie Weinandt, Co-Chair

Proposed meeting dates for 2018-2019:
The Council meets on the third Monday of the month from 4-6 pm (unless it is a holiday). Location will be announced:
• September 17, 2018
• October 15, 2018
• November 19, 2018
• December 17, 2018
• January 28, 2019 (the 21st is a holiday)
• February 25, 2019 (the 18th is a holiday)
• March 18, 2019
• April 15, 2019
• May 20, 2019
Attachments:
- 2018-2019 Proposed Membership List
- Preferred Name Policy Proposal
- Quality Initiative Proposal
President’s Council on Diversity & Inclusiveness
Annual Report of Activities for Year 2016-2017

The University of South Dakota President’s Council on Diversity & Inclusiveness (“the Council”) was formed and initial appointments were made on August 7, 2013. The Statement of Purpose was as follows:

An inclusive campus requires the University’s sincere willingness to include all its diverse stakeholders in the decision-making process. No individual or group can be marginalized or systematically excluded. The purpose of the President’s Council on Diversity and Inclusiveness is to advise the President on issues of diversity and inclusiveness and to promote diversity and inclusiveness as a strength, a core element in academic excellence, and a reflection of a caring community.

With the support of the Office of the President, the Council seeks to ensure an academic environment that welcomes, recognizes, respects and celebrates the heritage of all campus constituents.

The President’s Council on Diversity and Inclusiveness will advise the President on:
• Policies and programs that increase diversity and create inclusiveness campus-wide.
• Review existing efforts and initiatives that contribute to diversity and inclusiveness.
• Address issues and advise the President on issues related to the campus climate for diversity and inclusiveness.
• Report annually to the President on the activities of the Council.

The Council met on the following dates in the 2016-2017 academic year:
• September 26, 2016
• October 17, 2016
• November 21, 2016
• December 19, 2016
• January 23, 2017
• February 27, 2017
• March 20, 2017
• April 17, 2017
• May 15, 2017

The following issues were addressed over the course of the year:

• **USD Climate for Diversity Survey**: The Council received the results of the Campus Climate Survey and the plan for dissemination and next steps were discussed. The group decided to follow-up the survey with a series of focus groups with a variety of
campus groups to think about ways to increase feelings of inclusiveness in all areas of campus life. One meeting was devoted to a group training by Dr. Jill Tyler for conceptualizing and conducting focus groups. These focus groups will begin taking place in Fall, 2017.

- **Gender-Inclusive Restrooms:** The Council continued work on the issue of gender inclusive restrooms at USD. Appropriate signage was chosen and gender inclusive restrooms were established at the MUC, North Complex, the Wellness Center, and the Medical School. An accompanying educational sign was developed to educate the public about gender inclusive restrooms. Plans were made for a second phase to include individual stall restrooms across the campus and notations on campus maps to indicate where gender inclusive restrooms are located. The Student Government Association also passed a resolution calling for gender inclusive restrooms across the entire campus.

- **Preferred Names and Pronouns:** The Council continued to work on the issue of preferred names and pronouns. A Council subcommittee worked with registrars across the BOR system to implement the option for students, staff, and faculty to be able to designate their preferred name for campus documents. System-wide agreement was reached on the need for such an option and it was determined that our system could accommodate the option. However, attempts from many offices on campus proved unsuccessful in overriding the system to allow students, staff, and faculty members who wish to use a preferred name. The subcommittee’s paper on why this initiative is important for USD is attached.

- **Dakota Access Pipeline:** The Council issued a statement and invitation to the campus community (attached) to engage in open dialogue, learning, and sharing around the Dakota Access Pipeline and other issues. All units on campus were invited to offer an event to allow us to engage with the issues that affect us all. The Dakota Access Pipeline was offered as the first issue. A number of campus events were sponsored by a variety of campus groups to address this issue, support Native American members of the campus community impacted by the events in North Dakota, and offer support and learning around the relevant issues.

- **Statements to Campus:** The Council helped to develop messages to the USD community on a variety of Inclusive Excellence issues that affected members of campus:
  - Dakota Access Pipeline
  - In Response to Valentine’s Day USD Facebook Video
  - Executive Order on Immigration Restrictions
  - In Support of the LGBTQ+ Community

- **Quality Initiative for Inclusive Excellence:** The Council agreed to take the lead role in the USD Quality Initiative Campaign for Inclusive Excellence and is in the process of developing a strategic plan for this initiative. It is recommended that the chairs of the
College Inclusive Excellence committees be appointed to the Council to help ensure communication and reporting. Other measures will include reinstating annual reports from the college committees and asking for inclusive excellence plans from departments.

- **Champions of Inclusive Excellence Award:** These awards were developed to replace the diversity awards previously given by the Campus Diversity Enhancement Group (CDEG). A call for nominations to the campus community (attached) included the following description:

  *These awards are presented, annually, to a person, group, or organization who has, through their actions, demonstrated a commitment to the goals of Inclusive Excellence at USD. Such actions might include (but are not limited to): supporting diversity activities and services; working to address issues of inequity; broadening the scope of inclusiveness on the campus; promoting respect for diverse backgrounds and worldviews; demonstrating advocacy for social justice and intercultural awareness.*

The awards subcommittee received over 50 nominations for this award and 3 awards were given at the President’s Celebration of Leadership in April, 2017. Award recipients this year were: Dr. Jae Puckett (faculty), Carol Voss-Ward (staff), and AWOL (student organization).

- **Monthly Inclusive Excellence Feature in the Volante:** The Editor of the Volante continued featuring a monthly column submitted by the President’s Council on Diversity & Inclusiveness. This column will always appear in the online version of the Volante and in the print edition when possible. Columns were written and featured on the following topics:
  - October: Halloween costumes
  - November: Dakota Access Pipeline
  - December: Inclusive Excellence Initiatives in the wake of the election
  - February: Response to Valentine’s Day USD Facebook Video
  - April: Sexual Assault Awareness

- **National Conference on Race & Ethnicity:** Ten students, staff, and faculty from USD attended the National Conference on Race & Ethnicity and participated in conference events. USD continues to make an impressive showing at this highly regarded conference.

- The Council invited and heard reports from the following areas, relative to efforts to promote diversity and inclusiveness, and provided feedback from the Council:
  - Beacom School of Business Inclusive Excellence Committee
  - Sanford School of Medicine Inclusive Excellence Committee
  - Arts & Sciences Inclusive Excellence Committee
  - Health Sciences Inclusive Excellence Committee
• College of Fine Arts inclusive Excellence Committee

• Council members had opportunities to meet with several distinguished visitors who came to USD for a variety of Inclusive Excellence issues:
  o Dr. Arthur Jones, MLK speaker
  o Dr. Josephine Tittsworth, GLBT issues
  o Antoinette Carroll, Diversity Symposium speaker
  o Dr. Yvette Roubideaux, Native American week speaker

• A set of membership terms (2 years) were completed. Recommendations were made to the President for new members for 2016-2018 and appointments were made. The 2016-2017 Membership list is attached.

Conclusions relative to diversity and inclusiveness from the 2015-2016 academic year:

1. The USD Campus Climate for Diversity Survey revealed an overall degree of uncertainty about whether the USD campus is truly welcoming and inclusive to all, and the feelings of a significant number survey responders that racism, sexism, and homophobia are concerns on this campus, indicate the need for continued attention to and dialogue about these issues.

2. We continue to struggle with issues that convey our commitment to inclusiveness as it relates to very concrete issues such as the preferred name option. While many have tried to solve this seemingly simple issue, we continue to hear reports of students, staff, and/or faculty being “outed” every time a class list, a course catalog, or campus list is sent out. We need to find ways to solve these issues in a timely manner. The introduction to gender inclusive restrooms has been supported across campus and we will need to take the next steps to establish these restrooms into every building. Some of these steps will be easier than others (e.g., single stall restrooms being renamed “gender inclusive” vs. converting multiple stall restrooms).

3. As incidents of racial/cultural insensitivity have continued to occur on campuses across the country, the Council recognizes the need to expand its our protocol for coordinated response in the event of future incidents on the USD campus. It has been instructive to discuss possible actions and responses at USD as events have happened elsewhere.

4. There is a continuing need to provide marketing and messaging initiatives to recruit and retain underserved students, with an emphasis on physical outreach to these communities.

Planned Council activities for 2017-2018:

• The foremost task this year will be engaging the campus with the USD Quality Initiative Campaign for Inclusive Excellence.

• Chairs of the Inclusive Excellence Committees in the colleges will continue to be invited to give reports about plans, updates from their respective areas relative to diversity and inclusiveness.

• The results of the Campus Climate Survey will continue to be discussed via a series of focus groups around ways to increase inclusiveness on campus.
• The Council will continue to develop its capacity for a quick and coordinated response to incidents of racial insensitivity or conflict in the campus community. Planning for and exercising a number of scenarios will continue to be helpful when a response is required in the future. Campus-wide communications help those in the USD community to articulate and engage in healing conversations about difficult and potentially divisive issues.
• Decide and announce 2017-2018 issue for campus engagement (last year was the Dakota Access Pipeline).

Recommendations:
The Council makes the following recommendations to the President:

1. A renewed statement of the commitment to inclusive excellence to be made available to the USD community (suggested language attached);
2. Enhanced marketing and orientation materials to highlight diversity and inclusion on the USD campus (print and website);
3. The Council would like to continue to engage in communications with the campus community around national issues and events involving race and diversity. The Council can take the lead in development of the communications and will need continued access to all campus listservs;
4. Availability of the University President to make timely statements about our commitment to Diversity & Inclusiveness in the event of a campus crisis situation.
5. As a number of Council members have rotated off, we have proposed additions to the Council membership to include the Chairs of the College Inclusive Excellence Committees. This will enhance communication as we engage in the Quality Initiative. The proposed membership list for 2017-2018 is attached.
6. As both the co-chairs were appointed at the same time and would then rotate off at the same time, Dr. Jerry Yutrzenka will rotate off this year and Dr. Beth Boyd is willing to stay on for an additional year to provide continuity. A new co-chair will need to be appointed to begin this year and continue on as the senior co-chair in the following years.

Meetings set for 2017-2018 academic year (Meetings are scheduled in MUC 211/211/A unless otherwise noted):

• September 18, 2017
• October 16, 2017
• November 20, 2017
• December 18, 2017
• January 22, 2018
• February 26, 2018
• March 19, 2018 (A&S 216B)
• April 16, 2018
• May 14, 2018
As co-chairs of the President’s Council on Diversity & Inclusiveness, we want to express our
gratitude for the opportunity to serve on this critical group. Your leadership and commitment
to diversity and inclusiveness at the University of South Dakota is greatly appreciated.

Respectfully submitted on September 30, 2017,

Beth Boyd, Co-Chair

Jerry Yutrzenka, Co-Chair

Attachments:

- 2016-2017 Membership List
- Preferred Name Policy Proposal
- Invitation to Engage in Dialogue – Dakota Access Pipeline
- Statement in Response to Valentine’s Day USD Facebook Video
- Statement in Response to Executive Order on Immigration Restrictions
- Statement in Support of the LGBTQ+ Community
- Champions of Inclusive Excellence Award - Call for Nominations
- 2017 Inclusive Excellence Statement to USD Community
- Proposed Council Membership List for 2017-2018
President’s Council on Diversity & Inclusiveness
Annual Report for AY19

Institutional Priorities and Mission

One of the five themes outlined in USD’s strategic plan is Diversity and Inclusiveness. USD has three goals under this theme.

- Goal 1: Commit to a systematic, intentional, comprehensive, and holistic approach to diversity and inclusive excellence.
- Goal 2: Integrate diversity and inclusive excellence into all areas of university life.
- Goal 3: Become a regional leader in initiatives and outreach for inclusive excellence and diversity.

With these goals in mind, the President’s Council for Diversity and Inclusiveness (“the Council”) was formed and initial appointments were made on August 7, 2013. The Statement of Purpose was as follows:

An inclusive campus requires the University’s sincere willingness to include all its diverse stakeholders in the decision-making process. No individual or group can be marginalized or systematically excluded. The purpose of the President’s Council on Diversity and Inclusiveness is to advise the President on issues of diversity and inclusiveness and to promote diversity and inclusiveness as a strength, a core element in academic excellence, and a reflection of a caring community.

With the support of the Office of the President, the Council seeks to ensure an academic environment that welcomes, recognizes, respects and celebrates the heritage of all campus constituents.

The President’s Council on Diversity and Inclusiveness will advise the President on:

- Policies and programs that increase diversity and create inclusiveness campus-wide.
- Review existing efforts and initiatives that contribute to diversity and inclusiveness.
- Address issues and advise the President on issues related to the campus climate for diversity and inclusiveness.
- Report annually to the President on the activities of the Council.

The Council met on the following dates during AY19

- September 17, 2018
- October 16, 2018
- November 19, 2018
Needs and Involvement from President’s Office

President Gestring met with the council once during AY19 to discuss the council’s activities and the upcoming strategic planning process. The Council also lets the President’s Office know if support is needed for a particular issue or concern and is available for assistance when issues arise. The Council looks forward to working with President Gestring and her plans to connect with the community and stakeholders around the state.

Summary of AY19

Each year, the Council develops a theme to focus on; the goal of this year’s theme was to engage non-marginalized populations. The theme was “Becoming Allies and Advocates.” The goal of this theme was to ensure everyone is involved in campus activities and to create a more inclusive environment.

This year, the Council continued its focus on active efforts and active subcommittee work. We added a subcommittee this year to work on Race and Ethnicity Inclusiveness. The activities of each subcommittee for AY19 are summarized below.

- **Quality Initiative**: The Council was charged with reviewing data related to recruitment, retention, and graduation by race and ethnicity as part of the upcoming HLC accreditation. USD’s QI report is due in August of 2019 and must address USD’s commitment to the Inclusive Excellence initiative. The review team will ensure USD is committed to serious undertaking towards the initiative, engagement in the initiative, provision of resources towards the initiative, etc. Some members of this group attended an Intercultural Development and Inventory (IDI) conference to become qualified as facilitators to administer an IDI for departments on campus and to facilitate trainings as needed. Members of this group also attended the AAC&U Diversity, Equity, and Inclusive Democracy Conference in Pittsburgh and NCORE in Oregon so they can better present USD’s achievements towards the initiative and ensure we remain accredited by HLC.

- **Critical Dialogues**: The Talking Change/Making Change program trained facilitators during the fall semester and the program took place during the spring semester. The program had capacity for 120 students in 10-12 groups with 8-10 students in each group. Students who participated in the program were ultimately placed in 8 different groups who met weekly to learn and discuss for the first four weeks of the program. The final two weeks of the program were dedicated to working on something they could do to address the issue discussed during their first meetings. The students then
presented their ideas to the subcommittee. The subcommittee will select 2 or 3 of these ideas to be presented at a Council meeting in fall 2019.

- **Campus Climate**: This committee reviewed the data from the climate study performed a few years ago and researched national instruments USD could use which would allow us to benchmark against other institutions. Costs of these surveys typically range from $10,000-40,000; however the committee found the Diverse Learning Environments survey which cost less than $4,000. The major downside of this survey was that it required a tight timeline as it was already in progress. The benefits of this survey, besides the lower price point, is peer-to-peer benchmarking and the length of time the survey has been in use by many institutions. The response rate for USD students was only 2.3% which doesn’t provide very reliable information. There are a lot of surveys which happen on campus during the spring semester which is likely the reason for low participation. This group will help facilitate focus groups related to the campus climate during the fall and align with the strategic planning process. The faculty campus climate survey will be sent out in fall 2019.

- **Gender Inclusiveness**: The plan this committee drafted in the previous year for gender inclusive restroom sign changes was approved over the summer and the AY19 signage was put in place. The Provost’s office approved $3000 for sign changes for this year and the next 2 years to indicate all single-stall, lockable restroom facilities can be used by individuals of any gender. This change is important to the community as well as the community uses the USD facilities during events, visits to campus spaces and resources, and for recreational purposes. This subcommittee also designed and facilitated a CTL workshop on creating a more gender inclusive classroom which was offered twice during the year and was considered well attended. The workshop discussed ways in which we can facilitate a classroom environment more conducive to learning and covered topics from typical gender stereotypes (i.e. men are scientists and women are teachers) to avoiding common gender bias and assumption. This committee also provided feedback on the new BOR Preferred Name Policy which will roll out with the implementation of Banner housing student records in fall 2019. This policy will benefit students, faculty, and staff who use a name other than their legal name, have a nickname, adopt a married name, etc. and will allow the preferred name to be used in places where a legal name is not required. This committee also redesigned the online component of USD’s SafeZone Training and have made it available to individuals both on and off campus. SafeZone training teaches participants about the differences in gender, sexual orientation, romantic orientation, etc. they may encounter both on the USD campus, in the community, and out in the world. The online component consists of 9 modules with quick-check questions after each module and final quiz questions at the conclusion of the content. This quiz was adapted, with permission, from the MSU SafeZone online quiz. The committee was happy to find a quiz to model at no explicit cost to USD, as online trainings can be expensive when purchased from a third party. The committee will move onto creating more in-depth workshops for those interested in learning more, and plans to start facilitating these in AY20.

- **Race and Ethnicity Inclusiveness**: This subcommittee was formed based on feedback from a few of our guest speakers last year. This subcommittee set goals for the next
few years which include forming a land acknowledgment statement; recruiting for students, staff, and faculty; retention for students, staff, and faculty; anti-bias training, etc. This year, their focus was the Land Acknowledgement statement. They are working on a draft which they plan to complete before fall 2019. One of the main concerns is to recognize all indigenous tribes who inhabited the land before settlers arrived which requires some in-depth research. This committee also provided feedback for Human Resources in their efforts to hire more diverse employees. We have diverse populations living near Vermillion; however, our hiring pool, especially for CSA employees, continues to be homogeneous. Admissions is also looking into ways to recruit a more diverse student body and increase Native American recruitment to USD.

- **IE Features in Volante:** The Council published 3 Letters to the Editor during the AY19 year. One addressed Halloween costumes and asked students to be respectful of each other’s heritage and beliefs when selecting costumes. One was related to the work our Native students and Native student groups do on campus. The final piece discussed all of the events happening during the month of April on campus and encouraged students, faculty, and staff to get involved.

- **Pay/Rank/Promotion Research:** This committee reviewed data related to salaries and rank for FY19 for Faculty, CSA Staff, and NFE Staff. USD has 57% Female employees and 43% male employees. CSA employees are primarily female, NFE employees have slightly more females than males, and faculty are nearly 50% female and 50% male. Higher-level positions and tenured-and-tenure-track faculty have a higher proportion of male employees while instructor/lecturer ranks and lower-level positions have a higher proportion of female employees. In hiring, we could focus on recruiting African-Americans and Hispanic employees, males in the CSA positions, females in some specific areas, and veteran, and disabled employees. This also overlaps with the advertising Human Resources plans for recruiting a more diverse hiring pool. Employees with disabilities are a challenge to identify as many do not want to be “labeled” as disabled. Findings from the salary data analysis are as follows:
  - **Faculty Salaries:** On average, faculty who are not US citizens or who are non-white saw a positive or no effect on salary. The effect of being female was negative until rank was controlled for indicating we have a larger proportion of female faculty in lower-rank positions (i.e. instructors instead of tenure-track lines).
  - **CSA Salaries:** On average, CSA employees who are not US citizens or who are non-white saw a positive or no effect on salary. The effect of being female was negative until unit and either salary grade or skill level was controlled for indicating we have a number of female CSA employees in lower-level positions and in departments which tend to pay less.
  - **NFE Salaries:** The NFE data was a little harder to work with as it lacks the consistency the faculty and CSA data has; there are a number of positions which have only one of their “kind” on campus making inferences less reliable. On average, NFE employees who are not US citizens have a small but negative effect which becomes smaller when skill-level is controlled but grows a little when campus location is controlled. NFE employees who are non-white have a small
but consistently negative effect which increases when skill and salary grade are controlled; this may indicate we have more variation in this data. The effect of being female is similar to faculty and CSA data where the effect is negative until we control for salary grade, skill-level, and campus location.

The group will analyze hiring data from the last 10 years over the summer to see if these differences happen when employees are hired.

In addition to the work done by subcommittees, the Council also asked representatives from the college-level Inclusive Excellence Committees to attend a meeting and share their efforts. During AY19, we heard from the College of Fine Arts, the School of Business, the Medical School, the School of Health Sciences, and the Graduate School. The School of Education also updated the council that they were regrouping from a year without a chair for the committee and would report their efforts in fall 2019. An overview of the last two years of college-level committee updates is included as an attachment to this report.

The Council also heard updates from other guest speakers from around campus. These included Dr. Brian Burrell and Dr. Amy Schweinle who explained the HHMI grant efforts which include institutional bias training, unconscious bias training, and a mentoring workshop series. They also updated the Council on the results of the survey the grant funded which indicated students of color are more concerned about financial issues, experience greater feelings of “differentness,” and experience more unfair treatment. While the HHMI grant is designed to increase diversity in sciences, the funding is being used to benefit the campus as a whole as all training and workshops are open to the whole campus.

Another guest speaker, Dr. Bruce Kelley, updated the Council on the importance of the Quality Initiative in the larger HLC accreditation report.

Dr. Michael Card updated the Council on the Crazy Horse Institute and explained USD’s partnership with the summer program. The number of students who matriculate to USD has declined in the last few years; some of this is because there are more non-SD students involved in the program and some of this is due to some major staffing changes over the last couple of years. Efforts are being made both by institute personnel and USD staff to reverse this trend; the outlook is promising.

The final Council meeting of the year included guest speakers Isaac Yellowbank and Donis Drappeau. They discussed issues arising during camps held on USD’s campus over the summer. The Native American students attending camps over the summer are frequently harassed by students attending other camps. Native students are subject to dirty looks, rude behavior (i.e. being stepped in front of while in line, being flashed, or being flipped off), and verbal harassment including being called a “rez-rat,” being told to “go back to the reservation,” and that “they don’t belong here.” The largest source of this behavior appears to be Girls State which happens at the same time as Upward Bound. The co-chairs of the Council drafted a statement to be provided to all groups using our campus space this summer; however, this
statement was not completed in time to be distributed to the Girls State attendees. The guest speakers also suggested ways to make the USD campus more inclusive to Native American students during the school year. There have been issues of faculty telling Native students that indigenous people being forced into Christian schools was good for their assimilation, non-Native students calling the police on Native students for burning sage although this practice is allowed, and other forms of disrespect, disparagement, and microagressions. The Native faculty and staff have developed a pamphlet to help educate non-Native individuals and raise cultural awareness. The Council will look for ways to help get this information out.

Plans for AY20

Subcommittee Plans

- **Quality Initiative:** This committee will finalize writing of the QI report and continue to provide necessary and/or requested documentation during the HLC accreditation process.

- **Critical Dialogues:** This program went very well this year. A few aspects of training facilitators and recruiting student participants will be tweaked for next year. The committee will also seek increased involvement from the campus population.

- **Campus Climate:** Focus groups will be conducted during fall 2019 in-line with the strategic planning process. The faculty survey will also be administered during fall 2019. During spring 2020, data from these activities will be reviewed and reported with recommendations for changes according to the findings.

- **Gender Inclusive:** This committee will continue to monitor signage changes for single-stall restrooms and find a way for these to be included in the interactive campus map (handicap accessible restrooms will also be included in these plans). This committee will also remain involved in and help inform the preferred-name policy process as it, hopefully, is implemented in AY20. This committee also plans to develop workshops to accompany the online SafeZone training which will be open to the campus and the community. If requested, this committee will also facilitate workshops for area stakeholders (i.e. the Vermillion City Council or police force).

- **Race and Ethnicity Inclusiveness:** This committee will finalize the Land Acknowledgement statement so it can be used for campus events. This committee will also continue to work on areas of concern on campus, explore recruitment and retention concerns, and foster trainings.

- **Volante Articles:** This committee will continue to submit articles to the Volante about activities on campus.

- **Pay/Rank/Promotion Research:** This committee will work with hiring data over the summer and will analyze the FY20 data to compare it to the analysis done in FY19.

Council Goals

- Short-Term:
Facilitate focus groups for campus climate and administer faculty survey.
Analyze data related to focus groups and faculty climate survey.
Develop and promote a theme for AY20.
Continue to update campus on events or issues related to diversity and inclusiveness on campus.
Continue analysis of data related to rank and promotion and benchmark against previous data.
Continue to monitor and encourage the process towards gender inclusive restroom sign changes, preferred name policy, and SafeZone training.
Work to create a more inclusive environment for students, staff, and faculty of color; foster dialogue, create community, and better address issues of diversity, equity, and inclusion.
Finalize completion of the Quality Initiative portion of HLC Accreditation.
Participate in the strategic planning process and help to ensure all voices are heard in focus groups, especially those related to campus climate.
Work to promote cultural awareness of Native American populations to students, staff, and faculty on campus.
Explore ways to ensure students who attend summer camps on USD’s campus feel welcomed and are not disparaged.

- Intermediate-Term
  - Complete gender inclusive restroom signage changes
  - Implement preferred name policy developed by the BOR; ensure implementation serves all students, faculty, and staff.
  - Develop a shortened version of the Inclusive Excellence Statement.
  - Continue work and connect with Admissions and Advising to ensure increased recruitment and retention of underrepresented populations on campus with focus on Native students.

- Long-Term
  - Continue to develop and facilitate trainings and workshops for students to better understand the diverse world they will enter upon graduation.
  - Continue to develop and facilitate trainings and workshops for staff and faculty to better understand our diverse student body and ensure students are prepared for the diversity they will face upon graduation.

Recommendations:
The Council makes the following recommendations to the President:
1. Remain available to make timely statements about our commitment to Diversity & Inclusiveness in the event of a campus crisis situation. Research and best practices show the importance of leadership and strong messages from the highest levels about campus identity with regard to diversity and inclusiveness.
2. Renew statement of the commitment to inclusive excellence to be made available to the USD community.

3. Enhance marketing and orientation materials to highlight diversity and inclusion on the USD campus (both in print and online) to ensure awareness of cultural issues.

4. Continue to support the Inclusive Excellence efforts on campus.

5. Engage the Council where needed and appropriate to help build community connections.

6. Approve the 2019-2020 membership list. The proposed membership list for 2019-2020 is attached.

7. Dr. Beth Boyd is supposed to rotate off her role as co-chair this year; however, she is willing to stay on for an additional year to provide continuity. A new co-chair will need to be appointed to begin the next year. Mandie Weinandt would continue on as the senior co-chair in the following year.

As, co-chairs of the President’s Council on Diversity & Inclusiveness, we want to express our gratitude for the opportunity to serve on this critical group. Your leadership and commitment to diversity and inclusiveness at the University of South Dakota is greatly appreciated.

Respectfully submitted on DATE TBD.

_____________________________   ___________________________________
Beth Boyd, Co-Chair             Mandie Weinandt, Co-Chair

Proposed meeting dates for 2019-2020:
The Council meets on the third Monday of the month from 4-6 pm (unless it is a holiday).
Location will be announced:
• September 16, 2019
• October 21, 2019
• November 18, 2019
• December 16, 2019
• January 27, 2020
• February 24, 2020
• March 16, 2020
• April 20, 2020
• May 11, 2020

Attachments:
• 2019-2020 Proposed Membership List (NOT FINALIZED AT THIS TIME)
• Two-Year Summary of College-Level Committee Work
Background: Each college within USD has a Diversity and Inclusive Excellence Committees. Representatives from each committee are invited to update the council on a semi-annual basis. A summary of each update is provided below.

School of Law
The law school is working on a Diversity Plan. They used the model provided by Treviño to identify strengths and weaknesses. Their strengths include a committed administration, availability of resources (diversity speakers, training, scholarship, institutional learning outcomes, classroom inclusion, etc.). Their weaknesses include a lack of concrete knowledge of school climate, non-diverse faculty, staff, and students (based on both race and gender), and non-systematic collection on data. They are working on some of these concerns already, specifically recruiting more diverse faculty, staff, and students. The committee will develop their plan over the summer and present it to faculty and staff in August. The goal is to assess what is and what isn’t working so they can put resources where they are needed. The Law School is already working towards recruiting more diverse students, faculty, and staff. They will add a few questions to the LSSSE survey which is already being administered next year but hope to do a more comprehensive climate study in a future year.

Graduate School
The Graduate School provided a summary plan to the council; this is attached. They are trying to take a very broad approach to diversity and have created a diversity statement. One area of concern is the low proportion of Native American students in Graduate School relative to the area population; increasing this is a goal. One item they are working towards is an application fee waiver for deserving students; they would like to create 100 waivers and hope this committee will support their request. A number of area colleges provide similar assistance to students. The Graduate School would like to start with Native American students, then veteran students, and move on to other areas of diversity. The Graduate School is promoting holistic admission
practices which look beyond exam scores and GPAs and is meeting with Graduate Program Coordinators to discuss program specific admission limitations. They are also planning workshops for admissions committees and departments to look at the various admission pieces and how they can help shape admission decisions. The Graduate School has added Conditional Admission for students who need help with their language skills and take the IEP program over the summer. The Graduate School is also working on expanding and promoting 4+1 programs where students can double-count some graduate credits for their undergraduate programs. Students are coming to USD with a number of credits already completed so this can provide them with opportunities. Standardized test waivers are another area the Graduate School is working on to reduce barriers for deserving students. The Graduate School has also increased marketing and are specifically targeting Native American populations. Increase recruitment activities have also increased to diverse groups including AISES, McNair Scholarship recipients, and student organizations on USD’s camps. Another initiative is developing professional workshops for students; the Graduate School want to be a success center for students in addition to being a support center. The goal of workshops is to help improve the students’ soft-skills as employers have stated these skills are lacking. A specific example is the 3-minute thesis where students explain their thesis in plain terms in 3 minutes. This helps current students’ speaking skills and helps potential students see what opportunities are available for them. Additional workshop examples are listed in Appendix A. There is no set enrollment goal for the Graduate School currently. One of the hindrances to admissions and growth is the limited number of assistantships from the state; another is limitations of program capacity which cannot increase without more lab space and faculty lines. More resources for assistantships, space, and faculty would be needed to increase capacity. Some programs have the ability to grow but those are few. The Graduate School has planned stakeholder meetings with departments on campus to see what the vison and goals of the leadership in these programs are.

**College of Arts and Sciences**

The A&S committee is looking at what was done over the previous 4-5 years and regrouping under their new dean. The A&S budget for some of these initiatives has been cut as the overall A&S budget is smaller. The Curriculum Grants for this year were not awarded due to budget. There are still a number of events and workshops related to diversity and inclusions within the
college. A&S is still supporting diversity through speakers, curriculum, and reviewing department goals. Approximately 50% of the departments have goals related to diversity in their curriculum. The committee is discussing ways to get other departments involved and develop practices and traditions related to diversity and inclusiveness. The initial plan is to start with low hanging fruit which doesn’t require copious amounts of funding. The committee welcomes any ideas to improve diversity and inclusion practices. There is a new faculty member in A&S who will be teaching A&S 140, Introduction to Multicultural Studies, course as part of a Multicultural minor starting next fall under the Sociology and Anthropology departments. There are also a couple of A&S programs adding diversity and inclusion to the catalog.

**Sanford School of Medicine**

The head of this committee will be retiring this year; a new Associate Dean of Diversity and Inclusion has been hired with a joint appointment in Public Health. The Med School has five faculty and staff lines directly related to diversity and inclusion; however, all of their administrators keep diversity and inclusion at the forefront when making decisions. The Med School has strong support from their top administration and include diversity as one of their strategic goals. The Med School has a number of initiatives related to Diversity and Inclusion which includes a Diversity Health Affairs Committee, Women in Medicine and Science was, a Native American Advisory cabinet which advises the school on Native specific issues and each medical class has a student diversity leader. More detail is attached. The goal is to promote diversity and inclusion throughout the Med School and all three pillars of medical education. Students are asking to be more involved in diversity and inclusion work and are initiating projects. For example, the Med School has added more LGBTQ+ related efforts per student request. Faculty and Administrators have become more involved at the national-level organizations for teaching hospitals and academic medical centers and are bringing diversity topics to the national table.

**University Libraries**

Being a welcoming place is a goal of the Library IE committee. They started a Diversity Poster Series to help students “see themselves” in the Library. The libraries’ have made small changes like adding stools near printers and copiers so everyone can reach and large changes like making
the 3rd floor ADA compliant during re-carpeting last summer. The 2nd floor is slated for the same renovations/updates this summer. They also hosted a “Human Library” where people volunteered to be a book and share what it was to face and overcome a prejudice or stereotype by having a 20 minute conversation with a reader. The “human book” would briefly summarize their story before welcoming questions from the reader. Readers who attended indicated this was an excellent experience. Students, faculty, staff and community members participated. The fall “Human Library” was on-campus; a spring event is planned at the Public Library at the end of April. The Library would also like to increase available training available to make sure we help people appropriately, advertise in a way which reaches all individuals, and overcome any blind spots we have.

**School of Heath Sciences**

The School of Health Sciences is planning their 5th Annual Diversity, Inclusivity, and Cultural Awareness Forum. Each year they choose a theme, invite speakers, and plan events. They also realized they didn’t have artwork in their space which reflected their diversity so this was the focus of the 4th Annual Forum. Artists (several of them from USD) provided an artist statement to go with their work and reading these was interspersed between speakers. The artwork is on loan from the artists and is on display in the Health Sciences building. The school developed outcomes and metrics and saw a positive shift in attitudes after the event. The school also adopted a curriculum transformational grant (similar to the College of Arts and Sciences) and awarded two grants last year. Nursing has started looking at pipelines for potential health professionals of diverse populations in the area and the rest of the college will follow this lead. More information is included in the attachment.

**College of Fine Arts**

The College of Fine Arts is working on a climate survey to see how students feel about the FA being a safe and welcoming space. They are also having an event March 28th using the 3-minute thesis model where students will provide 3 minutes of creative expression related to diversity. They are also adding a Facebook page to make sure students, faculty, and staff are aware of what the committee is doing and events happening. The College of Fine Arts already hosts a number
of events which promote diversity and inclusion; however, increasing awareness of these events would help immensely.

**Beacom School of Business**

The Beacom IE committee had a structural change this year and, as such, accomplishments have been limited. Beacom brought in three panelists to discuss the importance of seeing diversity and inclusiveness work as an opportunity to improve the business environment. They are continue to work on plan which was started before the committee was restructured. This plan is attached.

**School of Education**

The School of Education is restructuring their Inclusive Excellence Committee and will report to the council in October 2019.
Diversity Initiatives by Graduate School (2016-present)

1. Diversity Statement
   a. Diversity Statement. The Graduate School is committed to the idea and practice of Inclusive Excellence by recognizing that individuals with diverse educational, cultural, and social backgrounds and experiences, bring new ideas, talents, gifts, and perspectives that collectively enrich our lives at the University of South Dakota (USD). Our governing policies, standards, and practices are fully aligned with USD’s Inclusive Excellence plans. We recognize our strong cultural and historical Native American roots, and we aspire to have graduate student population that is representative of the demographics of South Dakota.

2. Admission Fee Waivers
   We have advocated for implementing a Graduate Diversity Fee Waiver Program (see last three pages of this document) to President S. Gestring.

3. Admission Standards
   Comprehensively reviewed graduate admission standards at USD in comparison to peers and made the following changes:
   i. Admission Requirements. We have provided guidance regarding Holistic Admission Practices through open forums and individual meetings with Graduate Program Coordinators. In addition, we have provided guidance for new programs such as Sustainability (M.S. and Ph.D.) and existing graduate programs, such as Basic Biomedical Sciences (Ph.D.), Curriculum and Instruction (M.A. and Ed.D.), Educational Administration and Leadership (Ed.D.), and English (Ph.D.), regarding the appropriate use of Graduate Record Examination (GRE) scores for graduate admissions.
   ii. Conditional Admission. We have added Conditional Admission, capitalizing on the presence of Intensive English Program (IEP) at USD.
   iii. English Proficiency Waivers. We have expanded the list of exempt native English to several countries from our previous limited set, building upon the model used by undergraduate admissions.
   iv. Fast-Track (Accelerated/4 + 1) Programs. The number of such graduate programs have increased from 4 to 11 in the past three years. Many of these programs provide opportunities for students to “double-count” graduate credits (up to a maximum of 12 credits) for their undergraduate degrees.
   v. Standardized Test Requirements. We have expanded opportunities for students to have their standardized test scores waived (GMAT Waiver) under certain conditions.

4. Marketing
   We have been promoting our graduate programs in Winds of Change, a magazine published by the American Indian Science and Engineering Society (AISES) for the past three years.
5. **Recruitment Activities (representative)**
   i. *AISES Meetings.* We have participated in the AISES National and Regional Conferences for the past few years.
   ii. *McNair Scholarship.* We have developed an e-mail campaign for McNair Scholars. Participants are either first-generation college students with financial need, or underrepresented minorities.
   iii. *Student Organizations.* We have visited with the USD AISES Chapter and NSU TRIO students (to give two representative examples) to inform about graduate education opportunities at USD.

6. **Workshops**
   We co-organize and support several activities and events on campus. Examples are listed below:
   i. Certificate of Recognition in Post-Secondary Teaching Workshop
   ii. Entrepreneurship Boot Camp
   iii. Graduate Research and Creative Scholarship Grant Workshop
   iv. Graduate School Fair
   v. Internship Workshop
   vi. My Individual Development Plan (myIDP) and Myers Briggs Type Indicator (MBTI) Workshop
   vii. Personal Statement Workshop
   viii. Resume/CV Workshop
   ix. STEM Professional Development Workshop
   x. Successful Academic Job Search Workshop
   xi. Three Minute Thesis (3MT®) Workshop
Fee Waiver for Graduate Students
Graduate Diversity Fee Waiver Program

Per the South Dakota Board of Regents (SD-BoR) policy manual relating to “Tuition and Fees: Fees”, 5:5:4, according to the link, https://www.sdbor.edu/policy/documents/5-5-4.pdf, and policy, C.1.3.2, “Graduate Application Fee: The fee will be assessed once when a student applies to the graduate school”.

Currently, there is no mechanism to “waive” the graduate application fee (currently, $35.00) to deserving students. The Graduate School does not have any endowment or discretionary funds to pick up the costs of application fees. A review of admission fee practices at select flagship universities in the region is indicated in Table 1 below.

Table 1. Admission Fee Costs and Waivers at Select Flagship Universities in the Mid-West.

<table>
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<th>University</th>
<th>Application Fee</th>
<th>Waiver Categories</th>
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| University of Iowa          | $60, $100       | 1. Alliances for Graduate Education and the Professoriate (AGEP)¹  
                              | (International students) | 2. Big Ten Academic Alliance FreeApp Program  
                              |                              | 3. McNair Scholars²  
                              |                              | 4. National GEM Consortium³  
                              |                              | 5. Post-Baccalaureate Research Education Program  
                              |                              | 6. Research Experiences for Undergraduates in Microbiology  
                              |                              | 7. Summer Research Opportunity Program  |
| University of Kansas        | Typically, $65, $85 | 1. ABRCMS⁴ or SACNAS⁵ conference participant  
                              | (International students) | 2. Florida A&M Graduate  
                              |                              | 3. McNair Scholars  
                              |                              | 4. Project 1000 participant  |
| University of Minnesota     | $75, $95        | Per the link, https://www.grad.umn.edu/admissions/fee-
                              | (International students) | waiver, “Application fee waivers are used by some graduate programs for recruitment. The request for a fee waiver must come directly from the program (not the applicant)”  |
| University of Montana       | $60             | Could not find information for waiver of graduate application fee  |
| University of Nebraska-Lincoln | $50           | 1. Big Ten Academic Alliance FreeApp Program  
                              |                              | 2. McNair Scholars²  
                              |                              | 3. Pell Grant recipients  
                              |                              | 4. United States Military Personnel (active duty military, guard, veteran, or reserve)  |
| University of North Dakota  | $35             | Could not find information for waiver of graduate application fee  |
A comparison of practices at regional flagship universities in the region indicate that the graduate application fee of $35 imposed by the SD-BoR, is relatively low. However, the lack of any mechanism to waive the application fee, most likely deters students hailing from economically disadvantaged families from even considering applying to graduate programs. This is especially true for students who are first-generation college students, who do not have someone in their family to guide and inform them of the importance and long-term economic benefits of graduate education. 

A mechanism to “waive” (through reimbursement from USD Foundation for example) the graduate application fee will be the first step to increase the pool of talented underrepresented minority students and eventually improve their enrollment numbers at the graduate level at USD. An article, “Success with fee-free applications” indicates increased number of applications from underrepresented minorities at the undergraduate level from implementation of fee-free applications.

The Graduate School proposes a Graduate Diversity Fee Waiver Program, given the widespread practice of waiving graduate application fees for select group of students at other institutions (as indicated in Table 1).

We propose a step-by-step approach to realize this objective.

1. Recognizing our historic and rich connections to the Native Americans in South Dakota, we may start the Graduate Diversity Fee Waiver Program by waiving the graduate application fee for students who are of American Indian or Alaska Native origin. For the 2016-2017 admissions cycle, demographic information (obtained from Continuing and Distance Education (CDE) that provides services related to admissions, marketing, and recruitment of graduate students to the Graduate School) regarding the number of applications received, indicate that about 115 students who are of American Indian or Alaska Native origin had applied to our graduate programs out of a total of about 4,467. The total cost of application fees for 115 students is only $4,025. This amount is small compared to the overall budget of the University.

2. We could then extend the Graduate Diversity Fee Waiver Program to United States Military Personnel (active duty military, guard, veteran, or reserve). Information obtained form CDE for the 2016-2017 admissions cycle, indicate that about 673 applicants out of 4,467 had a military background. The total cost of application fees for 673 students is currently $23,555. We will need to explore mechanisms to fund this initiative.

3. Our long term goal would be to waive the application fees for applicants belonging to any of the following categories under the Graduate Diversity Fee Waiver Program.

   1. Underrepresented group (African American/Black, Hispanic, American Indian/Alaskan Native, Native Hawaiians, and other Pacific Islanders)
   2. United States Military Personnel (active duty military, guard, veteran, or reserve)
   3. Pipeline affiliations. Most of the students belonging to the following categories will be underrepresented minorities.
      a. Gates Millennium Scholarship Program
We will need to explore mechanisms to facilitate this. The total cost of waiver including the three categories described above, will be up to $30,000 annually as a rough estimate using the current application fee of $35.

References

i. The Alliances for Graduate Education and the Professoriate (AGEP) is a National Science Foundation (NSF) program that aims to increase the number of underrepresented minorities in STEM related disciplines. For more details, see https://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5474.

ii. A McNair Scholar must be both first-generation and meet the federal low-income guidelines or be a member of underrepresented groups (African American/Black, Hispanic, American Indian/Alaskan Native, Native Hawaiians, and other Pacific Islanders. For more details, see https://mcnairscholars.com/.

iii. The National GEM Consortium is a consortium of corporations, universities, and national laboratories that provides opportunities for underrepresented minorities to pursue graduate education in Science and Engineering. There are costs associated in being a GEM member, see http://www.gemfellowship.org/universities/gem-membership/faqs/.

iv. The Annual Biomedical Research Conference for Minority Students (ABRCMS) is a venue at which minorities majoring in twelve STEM disciplines participate.

v. The Society for Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS) is an organization committed to advance educational opportunities for Native Americans and Chicanos/Hispanics in the Sciences.

vi. Success with fee-free applications, last accessed Sep. 10, 2018.


viii. The Graduate School receives a list of McNair Scholars from the Council of Graduate Schools (CGS) each fall. A marketing campaign has already been developed for McNair Scholars!

ix. Per the July 2, 2018 CGS report, https://cgsnet.org/data-sources-increasing-number-graduate-and-professional-students-are-former-pell-recipients-0, the share of Pell grant recipients have been steadily increasing at the Master's level from 32.5% in 2008, to 35.9% in 2012, and to 45.8% in 2016 per the National Postsecondary Student Aid Study (NPSAS) report. Likewise, the share of Pell recipients at the Doctoral level (research/scholarship) has seen an increase from 21.6% in 2008 to 43.8% in 2016.
Beacom School of Business Inclusive Excellence Task Force Goals and Plans

1) **Higher Visibility of Beacom's Diversity/Inclusiveness Efforts**
   a) Expected Implementation: Spring 2018 (with ongoing maintenance)
   b) **Budget Needed: $200 per year (One time expense: $300)**
   c) Description:
      i) Beacom’s IE Statement on the website (possibly here): $0
      ii) Beacom’s IE Statement posted in the building (banner): $300
      iii) Events added to all promotional outlets (Today in Beacom sign, ticker, weekly emails, etc.): $0
      iv) Providing informational pamphlet to students during advising: $200 per year

2) **Inclusive Leadership Certificate for Students**
   a) Expected Implementation: Fall 2018
   b) **Budget Needed: $4550 per year**
      i) Workshop Budget: $1500 per year
      ii) Speaker/Panel Discussion: $3000 per year
      iii) Certificate Costs: $50 per year (or less)
   c) Description: Students could earn an Inclusive Leadership Certificate for attending events sponsored by BSB or USD (we would prefer a combination of the two). To earn the certificate, students would need to attend four events with at least two of the four sponsored by BSB. We may consider an Advanced Inclusive Leadership Certificate for students who help organize workshops.

3) **Annual Diversity and Inclusiveness Course Design/Redesign Grant**
   a) Expected Implementation: Fall 2018
   b) **Budget Needed: $2000 per year**
      i) Course Redesign Stipend: $1500
      ii) Course Materials Funding: $500
   c) Description: Similar to the A&S course redesign grant, faculty could apply for grant funding to redesign their course to include issues of diversity and inclusive excellence in business. A $1500 stipend would be awarded for course redesign with up to $500 available for faculty to purchase course materials (i.e. software, case studies, data access, etc.) to help redesign the course.

4) **Speakers/Workshops/Panel Discussion for Staff, Students, and Faculty**
   a) Expected Implementation: Fall 2018
   b) **Budget Needed: $1000 per year** (beyond budget for IL Certificate to incorporate faculty and staff workshops)
   c) Students: Part of IL Certificate 2-4 per year plus advertising of campus wide opportunities.
      i) Speaker or Panel: 1 per semester
      ii) Workshops: 1 per semester
   d) Staff/Faculty: One or two per year plus advertising of campus wide opportunities
      i) Speaker or Panel: Coinciding with student speakers/panel
      ii) Workshops: May coincide with student workshops or may be separate

5) **The Diversity and Inclusiveness Repository for Business Faculty**
   a) Expected Implementation: Spring 2018 (with ongoing maintenance)
   b) Budget Needed: $0
   c) Description: List of ebooks, articles, case studies, etc. with annotated bibliography, a breakdown of articles based on their respective areas (General Business, Human Resource Management, Finance, etc), and links to the articles.

6) **Beacom Course Audit**
   a) Expected Implementation: Spring 2018
   b) Budget Needed: $0
   c) Description: Review course syllabi to look for courses which already implement issues related to diversity and inclusiveness and also look for instances of Beacom/USD’s IE statements. This information may become more important as the HLC Quality Initiative takes effect.
USD President’s Council on Diversity and Inclusiveness
USD Sanford School of Medicine: Diversity UPDATE
March 18, 2019

1. Diversity-Related Personnel

   Associate Dean, Diversity and Inclusion: Gerald Yutrzenka, Ph.D.
   New Associate Dean Diversity and Inclusion: DenYelle Kenyon, Ph.D.
   Dean Medical Student Affairs: Dawn Bragg, Ph.D.
   Assistant Dean Diversity and Inclusion: Donovan Williams, MD
   Coordinator, Diversity and Pipeline Programs: Donis Drappeau, MS PAS.

2. Diversity Efforts/Committees

   a. SSOM Strategic Plan: Diversity is one of 5 strategic goals (2014-2019: 2020-2025)
   b. Diversity Planning Workgroup: Suggest/monitor SSOM diversity efforts, meets 2/year to monitor progress,
   c. Diversity Health Affairs Committee: Monthly Standing committee, faculty and student representation from SSOM and USD School Health Sciences.
   d. Women in Medicine and Sciences (WIMS)
   e. Native American Advisory cabinet
   f. Medical Student Association Diversity representative

3. Office of Diversity and Inclusion

   a. Working to incorporate diversity into all facets of the medical school: Pathways programs, INMED, admissions, curriculum, student support, hiring, promotion, unconscious bias, etc.
   b. Working with Dean, Medical Education, Dean, Medical Student Affairs, and others in SSOM leadership to incorporate elements of diversity and inclusion efforts into all 3 Pillars of medical education

   1. Pillar 1: Through Clinical Foundations course students have opportunity to learn from various presenters regarding American Indian culture/health/healthcare disparities. Student encouraged to become involved in Coyote Clinic in SF (serve the medically underserved). Students attend Diversity Dialogues (offered 3-4 times each semester), can develop Scholarship Pathways projects around diversity, participate in 2-3 day short term immersion opportunities in tribal communities/healthcare systems.

   2. Pillar 2: Exposure through longitudinal, integrative clinical training year, Some are located at FARM sites throughout Pillar 2; required Cultural Awareness week.

   3. Pillar 3: Continues exposure through clinical electives, away rotations, 1-4 week clinical elective at a SD IHS facility.
4. We require yearly unconscious bias training for all SSOM leadership, members of standing committees and search committees.

5. Work to support student success, LGBTQ–related efforts; Student–initiated projects to promote diversity and inclusion.

6. Several SSOM Faculty and leadership are/have been involved with national AAMC efforts around diversity and inclusion (EX: AAMC Board of Directors; LCME Accreditation leadership; Group on Student Affairs-Committee on Student Diversity Affairs (GSA-COSDA); Group on Diversity and Inclusion (GDI); Group on Women in Medicine and Sciences (GWIMS).
The University of South Dakota, School of Health Sciences is committed to an environment of inclusiveness in classroom and clinical settings that honors the richness of diverse perspectives and interprofessional practice through valuing diverse traditions, heritages, and experiences. Major initiatives within the School of Health Science to support the above statement are summarized below, and related outcomes are shared, as well.

**4th Annual Diversity, Inclusivity, and Cultural Awareness Forum: Arts and Health—Healing and Wellness in a Diverse World**

The School of Health Sciences hosted its 4th Annual D/I Forum, with an emphasis connecting Culture, Art, and Wellness. Five speakers and 4 artists participated; 124 SHS students attended.

**Speakers included:**
- Ari Albright (Arts and Health)
- Lora Barthleman (Music Therapy)
- Ali Boughn (Art Therapy and Trauma)
- Jessie Park (Expressive Therapies)
- Christine Spotted Elk (Integrative Medicine)

**Artists were:**
- Susan Heggestad
- Rayna Hernandez
- Joe Schaeffer
- Elizabeth Skye

Original pieces of artwork have been loaned for display in SHS spaces for 1 year.

- Event program can be accessed at: [https://drive.google.com/file/d/1Ozp12Qnzy066dbojLfW8am899O3/view?usp=sharing](https://drive.google.com/file/d/1Ozp12Qnzy066dbojLfW8am899O3/view?usp=sharing)
- Event website can be accessed at: [https://sites.google.com/usd.edu/shs4thannualdiversityinclusiv/home](https://sites.google.com/usd.edu/shs4thannualdiversityinclusiv/home)
A pre/post-event survey to gauge objective-related attitudes found:

<table>
<thead>
<tr>
<th>1=Strongly Agree; 2=Agree; 3=Disagree; 4=Strongly Disagree</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Descriptive Statistics</td>
<td>PRE-EVENT RESPONSES</td>
<td></td>
<td>POST-EVENT RESPONSES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>M</td>
<td>SD</td>
<td>N</td>
<td>M</td>
<td>SD</td>
<td>Difference in Mean (Post - Pre); [Negative values indicative of greater agreement at Post-Event]</td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
<td>---</td>
<td>---</td>
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<td>---</td>
</tr>
<tr>
<td>When I think of healing techniques, I often think of culture and art.</td>
<td>105</td>
<td>2.60</td>
<td>0.74</td>
<td>79</td>
<td>2.11</td>
<td>0.58</td>
</tr>
<tr>
<td>The whole idea of art as a technique for healing is new to me.</td>
<td>105</td>
<td>2.33</td>
<td>0.84</td>
<td>79</td>
<td>2.30</td>
<td>0.79</td>
</tr>
<tr>
<td>The connections between art, culture, and healing are clear to me.</td>
<td>105</td>
<td>2.70</td>
<td>0.69</td>
<td>79</td>
<td>1.84</td>
<td>0.59</td>
</tr>
<tr>
<td>I have been curious about how culture and art could be used in healing.</td>
<td>105</td>
<td>2.19</td>
<td>0.74</td>
<td>79</td>
<td>1.96</td>
<td>0.67</td>
</tr>
<tr>
<td>I think this whole idea of art and culture for healing is bogus.*</td>
<td>105</td>
<td>3.06</td>
<td>0.77</td>
<td>79</td>
<td>3.30</td>
<td>0.70</td>
</tr>
<tr>
<td>I understand the difference between utilizing creative capacities in healthcare environments versus as therapeutic intervention.</td>
<td>105</td>
<td>2.43</td>
<td>0.69</td>
<td>79</td>
<td>1.86</td>
<td>0.53</td>
</tr>
</tbody>
</table>

**AY18-19 SHS Curriculum Transformation Grants**

Using the model developed by the College of Arts and Sciences, the SHS disseminated a call for proposals for its first SHS Curriculum Transformation Grants in the Spring of 2018.

**Recipients were:**

Allison Naber (Occupational Therapy), Amanda Adamson (Physical Therapy), Patti Berg-Poppe (PT), Moses Ikiugu (OT), Hanz Tao (PT), and Kory Zimney (PT) for their proposal entitled, “Diversity and Inclusiveness: An Interprofessional Cultural Encounter.” Implementation of this project involved embedding students within 1 of 4 cultural encounters for at least 3 hours: 1) community health of the homeless population; 2) daily activities in a group home setting; 3) high diversity elementary school volunteer; 4) Native American cultural encounter. Physical and Occupational Therapy students participate in equal numbers in each of the four encounters. Led by an encounter mentor, interprofessional groups met to view a related documentary that stimulated discussion about the area of encounter interest in advance of the encounter experience. These encounters were used to generate reflective work, inter-encounter discussion, and project work for two Fall 2018 OT courses and two Fall 2018 PT courses.

Amy Nelson (Health Science Major) and Jaime Turgeon-Drake (HS) [currently underway] for their proposal entitled, “Curriculum Transformation: Healthcare as a Basic Human Right.” Implementation of this project involves the development of a new course, to be taught in the Spring of 2019, entitled, “HSC 375: The United States and Global Healthcare Systems.” The course is intended to be an immersive, interactive faculty-led course that explores the evolution, celebration, and future of human rights, indigenous populations, and healthcare as a basic human right. This will be an online course with a finale travel experience in May. Overarching themes of health care as a basic human right for all people, regardless of race, gender, ethnicity, class, disability, sexuality, religion, and nationality have been threaded throughout the coursework modules.

Select outcomes from the “Diversity and Inclusiveness: An Interprofessional Cultural Encounter” final report are included below.
The Diversity and Inclusiveness: An Interprofessional Cultural Encounter project involved curriculum revision for both OT and PT programs of study. Previous course efforts relied on in-class discussion and projects and were limited by the few opportunities to interact with unique and diverse cultures in real-world settings. The project expanded course objectives and associated assessment methods beyond the current classroom-based, faculty-directed learning activities related to diversity, inclusiveness, and cultural awareness (Table 1). Sixty students from OT and PT participated in the cultural encounters and course-related activities in the fall of 2018. The following report provides an overview of the curricular transformation that occurred as a result of the SHS DICA grant funding.

Project Overview

Curriculum revision was accomplished by enhancing the students’ exposure to and interaction with diverse community members through participation in one of four cultural encounter tracks (Table 2). The project aimed to have a broader impact on student learning, beyond the capacity of the current course structures, as it provided an interactive learning opportunity within the context of the selected community. The students selected one of the four cultural encounter tracks depicted in Table 2 to complete as interprofessional groups of OT and PT students through a progression of activities occurring outside of scheduled class times and contexts.

The cultural encounter tracks began with an opportunity to learn more about the selected community through the viewing of a documentary. Following the documentary, the faculty facilitator provided a debriefing session to discuss the documentary and the upcoming cultural encounter. The group then participated in a community-based cultural encounter under the direction of the faculty facilitator and in conjunction with the identified agency/site. Each of the cultural encounters involved a commitment of two to five and a half hours outside of normal class schedules. A discussion and debriefing session following the cultural encounter was provided as an opportunity to develop informed perspectives about local issues that have a global impact, encouraging students to view cultural differences through their own lenses while still receiving the support and guidance of the faculty facilitator.

As a means of building upon the cultural encounters, students completed the “Encounter-Referenced Activities” associated with their enrolled courses (Table 1). These follow-up activities gave students a context for responding to and reflecting on questions about the role and impact of race, gender, ethnicity, class, disability, sexuality and/or religion on health and equity while guided by the course director. This also allowed faculty to gauge student growth through reflection, project work, and discussion.

Budget Summary

Grant funding was utilized for project-related travel to both Sioux Falls, South Dakota, and Sioux City, Iowa. Funding was also utilized for the purchase of the film “Teach Us All” by the USD library and for a speaker from the SD Humanities Council.

Project Impact

The ultimate goal of the Diversity and Inclusiveness: An Interprofessional Cultural Encounter project was to deepen a lasting impact on the students’ professional and personal experiences that extends beyond their time at the University of South Dakota. We hope graduates of our programs will develop cultural humility through immersion in the cultural encounters in order to understand how one’s personal history impacts his or her current status, engagement in activities, and future goals and that students will apply
this experience to future endeavors with greater compassion and grace. Ultimately, we hoped this project would create a lasting awareness of the lens through which the students view their world, so that they are capable of developing cultural congruence with the communities they serve in the future. Students were assessed through their ability to demonstrate personal development of knowledge, skills, and attitudes related to the selected track and also their growth as health professionals. Methods of assessment were integrated into Encounter-Referenced Activities (Table 1). Both OT and PT students completed reflective classroom activities, and the outcomes of these activities highlight the benefits of the project (Appendix A).

An anonymous student survey was completed via Survey Monkey following the cultural encounter activities. Students thought that the objectives of the cultural encounter were largely achieved (p<.01). They thought that the: documentary and briefing session in the beginning of the encounter was adequate and appropriate; encounter provided adequate exposure and opportunity for interaction with the assigned cultural group; encounter helped them develop an informed perspective about the cultural group; the experience helped them understand better how historical context affected the impacted cultural group; and the encounter activities and course assignments provided them with a context for reflection and growth. They also thought that the time provided for the documentary and the encounter was appropriate, and, following the encounter, they felt more prepared to address issues of diversity and inclusion in their work in future.

**Future Project Plans**

The sustainability of the *Diversity and Inclusiveness: An Interprofessional Cultural Encounter* project is maintainable due to the minimal expenses associated with the project and the support of the OT and PT department leadership. Future expenses will include travel to and from the cultural encounters and fees for the guest speaker. Overall, the project has demonstrated proof of concept, as the benefits of the learning experience outweigh the expenses of the project. The cultural encounters and transformation of course-related activities was an effective and affordable way to begin to infuse diversity into the OT and PT curricula through an interdisciplinary format and to achieve meaningful outcomes. The cultural encounters will continue to be offered in conjunction with the course-related activities for future cohorts of students. Students offered suggestions for future encounters, such as having an opportunity to learn more about the life experiences of community members through one-on-one interactions and methods to increase communication related to scheduling. Based on feedback from the students, minor adjustments will be considered regarding the logistics of the cultural encounter track components. Going forward, we will continue to explore course outcomes that could directly carryover as resources for the various communities and professionals encountered through the project. For instance, in OCTH 741, students prepare Guide Sheets about the culture encountered. One of the Guide Sheets created by students this year will be utilized by the Street Medicine Program as part of the orientation training for new volunteers. The creation of meaningful outcomes will allow students to have a positive impact on the individuals and communities taking part in this project for years to come.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Related Objectives</th>
<th>Previous Means of Assessing whether Objectives are Met</th>
<th>Encounter-Referenced Activity – Means by which Growth was Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCTH 741</td>
<td>Professional Identity and Field Experience I</td>
<td>Apply knowledge of the role of sociocultural, socioeconomic, and diversity factors and lifestyle choices in contemporary society to meet the needs of individuals and communities.</td>
<td>Diversity paper, presentation and guide sheet which involves students exploring a culture or group and providing peers with an understanding of the culture or group’s customs, values, and health concerns. The students also develop a community-based program to address an identified concern.</td>
<td>Students worked with OT peers from the same track to develop a community-based program based on their cultural encounters. Students provided a summary of their cultural encounter and community program to the class through a presentation. Students also participated in collaborative learning group activities to further integrate acquired knowledge into practice.</td>
</tr>
<tr>
<td>OCTH 747</td>
<td>OT Assessment and Intervention: Psychosocial Practice</td>
<td>Select appropriate, culturally relevant assessment tools on the basis of client needs, contextual factors, and psychometric properties of tests, and available evidence.</td>
<td>Verbally demonstrate an understanding of how personal views based on culture, education, and family background may affect interaction and therapy with adults who have developmental disabilities. Reflection paper about students’ experiences interacting with served individuals.</td>
<td>Students participated in a debriefing session and completed a term reflection paper on their cultural encounter experiences, indicating how lessons learned will be applied in clinical practice.</td>
</tr>
<tr>
<td>PHTH 706</td>
<td>Client and Community Health Education in Physical Therapy</td>
<td>Select culturally competent physical therapy instruction for prevention, health promotion and wellness to individuals utilizing appropriate patient education methods to promote a therapeutic alliance. Evaluate challenges of access to health services in rural and underserved populations.</td>
<td>Reflection papers about interviews with patients and PTs Journal club discussions surrounding various topics such as biases against marginalized others Major group project, the Community Health Education Project, assesses the students' abilities to investigate specific health-related needs of a rural population.</td>
<td>Students selected culturally competent physical therapy instruction for prevention, health promotion and wellness to individuals utilizing appropriate patient education methods to promote a therapeutic alliance. They appraised individual biases and their relation to building therapeutic alliance with patients and evaluated challenges in rural and underserved populations to maintain and secure health services.</td>
</tr>
<tr>
<td>PHTH 712</td>
<td>Professional Conduct and Ethics</td>
<td>Communicate respectfully and effectively with patients/clients, family members, caregivers, practitioners, and interprofessional team members</td>
<td>Group project: Choice of culture to study; use four of the twelve domains of culture as defined within the Purnell Model of Cultural Competence, link back to PT’s approach to treatment.</td>
<td>Students were put in groups so that one student from each of the 4 tracks of encounters was represented. Using a handout of topic points for discussion, students relayed their experiences, feelings, attitudes, barriers, and self-realization of the culture they encountered. The focus was on self-change as a result of exploring a diverse experience and the impact that the direct culture immersion had on their future communication and care techniques as a practicing provider.</td>
</tr>
</tbody>
</table>
| Encouter A: Community Health of the Homeless Population  
(K. Zimney, Faculty Facilitator) | Agency | Related Film | Encounter Objectives |
|--------------------------------|--------|-------------|---------------------|

| Encouter B: Daily Activities in a Group Home Setting  
(M. Ikiugu, Faculty Facilitator) | Agency | Related Film | Encounter Objectives |
<table>
<thead>
<tr>
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<th></th>
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</thead>
<tbody>
<tr>
<td>South East South Dakota Activity Center (SESDAC) (Vermillion, SD)</td>
<td>Joseph Rowntree Foundation (2010). <em>Supporting Derek</em> [Video file]. Retrieved March 27, 2018, from Kanopy: <a href="https://usd.kanopy.com/video/supporting-derek">https://usd.kanopy.com/video/supporting-derek</a></td>
<td>Develop an understanding and appreciation of the day to day challenges encountered by individuals served by SESDAC by helping them work on their individual occupational goals in the group home setting.</td>
<td></td>
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</table>

| Encouter C: Elementary School Classroom Volunteer Integration  
(P. Berg-Poppe, Faculty Facilitator) | Agency | Related Film | Encounter Objectives |
<table>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Garfield Elementary (Sioux Falls, SD)</td>
<td>Lowman, Sonia (Producer &amp; Director). (Mar 2017). <em>Teach us all</em> [Documentary]. United States: Array films.</td>
<td>Contemplate challenges to development and learning when children are faced with issues such as stress and food/shelter insecurities. Gain an appreciation of the gifts that the multicultural classroom offers to classroom instruction and relationship-building. Observe ways that learning structures and environments support the educational needs of children from diverse backgrounds and experiences.</td>
<td></td>
</tr>
</tbody>
</table>

| Encouter D: Native American Culture in South Dakota  
(A. Naber, Faculty Facilitator) | Agency | Related Film | Encounter Objectives |
|--------------------------------|--------|-------------|---------------------|
Appendix A
Reflections on Cultural Encounters

Analysis of students’ written reflections indicated that by participating in diversity tracks, they gained insights not only about the living conditions of the various groups of people with whom they interacted, but also about the social misconceptions and biases about those people as groups. These insights will undoubtedly contribute towards making the students more reflective and respectful practitioners as they work with various types of clients as therapists in future. Following are excerpts from reflections indicating the insights gained by the students and how they those these insights would impact their practice as therapists in future.

**Student Physical Therapists:**

- Unfortunately, some implicit biases I have noticed when I initially see a homeless individual is that the individual is on the streets because they were lazy. However, during this encounter I was most impacted by the presence of a family eating their meal at the soup kitchen. The nurse reported that the parents both worked low-income jobs. This family had young school-aged children who were full of life and incredibly interested in our medical devices. The young boy even stated his desire to be a doctor one day and was ecstatic when we taught him how to take a blood pressure. Carpenter (2008) stated that one way to prevent actions on our implicit biases is to acknowledge them and to practice associating positive thoughts with the population we are biased against. My hope is that through this experience, I will be able to contradict my implicit biases surrounding the homeless communities by thinking of this family when I see a homeless individual instead of associating them with laziness. By acknowledging and re-training my brain to categorize associations differently regarding individuals of various race, cultures, and ethnicities I hope to provide better care for my patients. – *Student Physical Therapist; Encounter A: Community Health of the Homeless Population*

- This experience has taught me many things, but the biggest thing I learned is to treat every patient as an individual, capable person. We should never assume our patients won’t be able to understand their own diagnosis, and if they do not, it is our job to help them fully understand what is going on. One of our main roles as physical therapists is being an educator. One piece of advice Kyle gave me for when I become a physical therapist is to never give up on people like him. Even if they don’t seem to be getting it the first couple times, a little guidance and encouragement can go a long way. – *Student Physical Therapist; Encounter B: Daily Activities in a Group Home Setting*

- This story got me thinking of all the potential students in my school who I saw as the “trouble makers” growing up. I can think of a handful now whose stories may have been similar to this little boy’s, but I never saw that side of it. There may have been a great deal of cultural diversity surrounding me my whole life, I just did not have the understanding to see it. My ability to form negative stereotypes over positive ones aligns with the theory of Bad is Stronger. Humans are quicker to create bad impressions or think the worst of a person or situation before seeking to see the good (Kahneman, 2011). My blindness to the potential situations around me abides by this theory. This realization can and has reshaped my idea of what being a pediatric physical therapist means. There will be students whose parents are like mine; very attentive and always willing to do whatever it is to provide for me. Then there will be students I treat whose parents will be like this boy’s; absent, unwilling, and unwilling to take action in helping their child. It will be moments like this where I become more than just a physical therapist to the student. I will need to take on the role of parent, caretaker, teacher, and friend. After this experience, I will be prepared and more than willing to accept those roles. – *Student Physical Therapist; Encounter C: Elementary School Classroom Volunteer Integration*
The trauma that has been bestowed upon Native Americans for centuries is still very evident today. Because of the horrific events that occurred in Canton and centuries prior, the patient-practitioner relationship may be a difficult one starting out. As PTs, we will spend a lot of time with our patients, and living in the Midwest it is highly likely we will treat at least a few Native Americans. In order to best treat people within this population, we need to recognize our biases and set them aside. We can do this by becoming educated on the trauma they received so that we can see their side of the story and better serve them. – Student Physical Therapist; Encounter D: Native American Culture in South Dakota

**Occupational Therapy Students:**

- This experience [street medicine encounter] taught me a lot about cultural humility. I have had previous experience working with the homeless population, but since being in graduate school and working towards being a healthcare practitioner it was eye opening to witness homelessness through a medical lens. This experience has further shown me the social inequalities that exist in our society and the lack of available resources for low income or homeless individuals. This was such a reminder to me of the importance of upholding the ethical principle of justice – that all people deserve to have access to affordable medical care (American Occupational Therapy Association [AOTA], 2015). -- Occupational Therapy Student; Encounter A: Community Health of the Homeless Population

- Overall, this experience provided me with the opportunity to immerse myself in the everyday environment of my client. This experience improved my skills by using the therapeutic use of self as I was able to converse with my friend and explore her feelings and thoughts about her life experiences… Being able to immerse myself in a different culture also allowed me to identify the essential roles of an OT within a group home setting. I feel that this opportunity impacted me in a powerful manner and provided me with skills to carry with me throughout my career as an OT. -- Occupational Therapist Student; Encounter B: Daily Activities in a Group Home Setting

- The lessons that I learned in the activity will improve my skills in therapeutic use of self and groups which will make me a better occupational therapist overall. The lessons have taught me it is important to get to know everyone. If I do not understand or know little about a culture, I will make it a priority to learn about that culture. I do not want my clients to feel as if I do not understand them. I want them to feel welcomed and build a trusting relationship with me so I can help them. I will learn about what is important to them and do my best in order to help them get back to the occupations which are most meaningful to them. – Occupational Therapy Student; Encounter C: Elementary School Classroom Volunteer Integration

My experiences [during the encounter] allow me to be more sensitive to this population [Native Americans] and be more understanding of how their past is affecting their occupational performance. As a result, when I am working with this population, I can create trust with the clients allowing me to build rapport with them. Using the knowledge from this cultural encounter track, I can use myself therapeutically by incorporating the appropriate skills. I can empathize with their feelings, instruct the client of the connection between their traumatic history and their limitations, and encourage the client that they can get better and engage in their meaningful occupations by referring to the bison analogy. -- Occupational Therapy Student; Encounter D: Native American Culture in South Dakota

References


The University of South Dakota School of Law is committed to achieving inclusive excellence. We believe that diversity and inclusion are central issues for any law school and that they are central to our success. We also believe that those topics can be meaningfully engaged in a culture of free expression and academic freedom.

The School of Law does not presently produce an annual report. This report collects data that we are required to collect and report to the ABA and other sources for accreditation, so it provides an accurate summary of what is happening here.

Faculty Composition

The School of Law has 16 full time faculty members. Two are recent military veterans. Five are women. One faculty member is Hispanic. We have recently hired three faculty positions, and two of those hires were women.

When expanded to include library and administrative staff, the number increases to eight women. Our associate dean is an African American woman. Our assistant dean and library director is an LGBT male.

In addition to demographic diversity, our faculty possesses meaningful intellectual diversity. A review of faculty publications and speaking engagements reflects the reality that USD Law faculty not only cover a variety of disciplines within the law, but also a variety of viewpoints: https://lawusd.works.bepress.com/sw_gallery.html

Given that the School of Law faculty is relatively small, diversity can be more of a challenge. However, the faculty is robust and diverse and committed to creating a diverse, inclusive, and engaging community of legal scholarship and study.

Student Composition

The student body is likewise diverse. Recognizing that South Dakota is a rural and largely homogenous state, the diversity of student body may be less than in some other schools, but it is meaningful. Student body composition in recent years can be seen in this chart:
Given South Dakota’s population, we work particularly hard at recruiting Native American students. We recruit at tribal colleges across South Dakota and the region. We are in early discussions with the State Bar of South Dakota about expanding an existing mentorship program for young lawyers to high school and college students with the goal of increasing our numbers of students from rural communities and Indian Country.

Our total minority student enrollment is reflected here:

| Minority Student Enrollment 2014-2018 |
|-----------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Hispanic | AI/AN | Asian | Black | Nat. Haw./PI | Two or More | Student Body |
| 2014 | 4 | 5 | 4 | 4 | 0 | 7 | 202 |
| 2015 | 6 | 9 | 2 | 4 | 0 | 7 | 215 |
| 2016 | 5 | 9 | 2 | 4 | 0 | 5 | 199 |
| 2017 | 5 | 8 | 0 | 1 | 2 | 8 | 186 |
| 2018 | 3 | 4 | 1 | 3 | 0 | 8 | 170 |

In recent years, our gender division has remained near a 60/40 margin:

<table>
<thead>
<tr>
<th></th>
<th>Men</th>
<th>Women</th>
<th>Men%</th>
<th>Women%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>122</td>
<td>80</td>
<td>60.40%</td>
<td>39.60%</td>
</tr>
<tr>
<td>2015</td>
<td>126</td>
<td>89</td>
<td>58.60%</td>
<td>41.40%</td>
</tr>
<tr>
<td>2016</td>
<td>117</td>
<td>82</td>
<td>58.79%</td>
<td>41.20%</td>
</tr>
<tr>
<td>2017</td>
<td>106</td>
<td>80</td>
<td>56.99%</td>
<td>43.01%</td>
</tr>
</tbody>
</table>
As with our faculty, the diversity of viewpoint and experience for our students is significant. Student groups run the gamut. In addition to co-curricular activities like moot court and trial team, there are student interest groups such as the Federalist Society, Public Interest Law Group, Women in Law, St. Thomas More Society, Native American Law Students Association, Black Law Students Association, and OUTLaws. Those groups are student affinity groups, self-selected and operated by students.

Conclusion
We are proud of the environment and community at the School of Law. We are a community of excellence, service, and leadership. That includes leading in the areas of diversity and inclusion as well as intellectual diversity and academic freedom. We have created a vibrant and open community where all our students, faculty, and staff can thrive, succeed, and grow. Each member of the Law School community recognizes that it takes our collective commitment to make that a reality and each contributes in their individual way.
Native Student Services
Native American Cultural Center

ANNUAL REPORT 2014 – 2015

May 22, 2015

Submitted By: Gene D. Thin Elk, Director

Submitted To: Dr. Kimberly Grieve, Vice President and Dean,
Division of Student Life
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Attachment 1: Native Student Services Presentation .............................................. Attached
From the Director

Strategic Highlights

Native Student Services sponsored and conducted 19 “direct service” proactive social, cultural and academic support retention activities and providing human resource and financial collaboration and support to 5 other Native American student activities beginning in August and ending in May.

Native Student Services was able to an integral part of the President’s Council on Diversity and Inclusion.

There were 26 incoming first time full time freshmen and 6 transfer students entering the university in the fall of 2014 and in the spring of May 2015, 20 freshman and 3 transfer students were retained, for an average 77% retention rate for the freshmen and 50% retention rate for the transfer students.

Native American students earned their degree in May, 2015.

Successfully completed another exciting year of service and support to the Native American students and other student populations interested in Native American support systems.

Financial Highlights

Petitioned and established $14,000 on institutional funding as opposed to grant funding.

Grant writing collaboration efforts with the Medical School and Allied Health Division to secure funding for a .50% FTE and funding for academic support (tutorial) programming through Native Student Services at the Native American Cultural Center.

Successfully completed the school year within allocated budget!
Operating Highlights

Collaboration and work in a team centered approach with the rest of the Division of Student life under the direction of the Vice President and Dean of the Division of Student Life.

The successful integration of tribal cultural values and traditions within all the Native Student Services retention and support programming.

Having operational hours from 7:00 a.m. to 9 p.m. and additional hours of operation during midterm and finals. (Director, 2 Graduate Assistants & 2 Work Study)

Host and provided support with the following organizations/programs, Diversity Symposiums, Tiospaye student organization, American Indians in Science & Engineering, Lakota language lab, Nations student group, Wase Wakpa Sundance Society & Wase Wakpa Elders, ESL Lab with Chinese students, S.T.A.R. Committee, English tutorial support, Math tutorial support, Writing Center support, Global Learning, Indians Into Medicine (INMED), Summer Undergraduate Research Experience Program (SURE), Native Scholars Program and Library Research Writing support.

Projection

Priority will be given to analyzing the Native Student Services and Native American Cultural Center services and programming and how collaboration and interfacing can take place with other services working with Native American populations.

Secondary analysis will be given to how Native Student Services and the Native American Cultural Center can collaborate with all the university programming to support the inclusionary efforts of the university.

Interfacing the Native Data Tracker with STARFISH.

A high priority will be given to get the Director’s salary on institutional hard monies line item funding. At the present, only a portion of the Director’s salary is on institutional hard monies funding. The other source of funding for the Director’s salary is through the student activities funding (GAF). This creates stress in not knowing if the Director will receive full funding from year to year. As far as the institution is concerned, the Director is on a little over 50% funding with the rest of the salary on soft dollars.
Seeking additional grants to create a HPA (hourly paid employee) position so consistency and congruency in office support will exist and additional support programming will be developed to interface with the rest of the university inclusionary efforts.

Creation of intentional Native American student subgroups for academic year 2016-2017 to establish specific discipline and academic cohorts, such as, Ullyott Scholars, Crazy Horse, ADS, Counseling, Native Studies, etc…

Create a “transition document” for my anticipated retirement plans for Tuesday, February 07, 2017.

Gene D. Thin Elk
Director,
Native Student Services
Native American Cultural Center
University of South Dakota
414 E. Clark St.
Vermillion, South Dakota
Gene.ThinElk@usd.edu
605-677-3167
Events Summary

Orientation

Freshmen and transfer student Orientation began August 20th with early move in. College transition, preparation and resources presentations were provided by NSS and key academic departments throughout the university. Cohort building activities were implemented throughout the week and cumulated with students enjoying time together at Sanford Health Disparities Research Center in Sioux Falls. The tour was conducted by Wyatt Pickner a Sanford employee and former USD student Wawokiya Mentor. The orientation Trip included: Breakfast at the commons, morning presentations, box lunches (Aramark), Thunder Road, Valentino's, Sioux Empire Mall, and Walmart Run. Tips for next year: 1. less time at Thunder Road 2. Plan back-ups for outdoor activities in case of weather.

<table>
<thead>
<tr>
<th>Attendees:</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>36. Annalea C</td>
<td>37. Amber K</td>
<td></td>
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</tbody>
</table>
Fall Welcome Dinner

Fifty-seven participants attended the Welcome Dinner on September 3rd, 2014. The Welcome was provided by Gene D. Thin Elk, Director of Native Student Services with an introduction to the NSS staff. Two new USD faculty members for the Native Studies Program were introduced and addressed the participants, Dr. David Posthumus, Assistant Professor in the Anthropology and Sociology and Dr. Elise Boxer, Assistant Professor of Native Studies. Dr. Boxer is Dakota (Sisseton-Wahpeton) from the Ft. Peck Assiniboine and Sioux tribe. Professor Charlie Luecke from the Indian University of Native American provided a resounding and inspirational speech encouraging the students toward success! Freshman, Colton Sierra, Oglala Lakota, Business major, sang a Lakota encouragement song for everyone! Way to go Colten!

Attendees:

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
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<tbody>
<tr>
<td>1</td>
<td>Chance S.</td>
<td>2</td>
<td>Alexandra D.</td>
<td>3</td>
<td>Shatice J.</td>
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<tr>
<td>6</td>
<td>Aspen D.</td>
<td>7</td>
<td>Katie L.</td>
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<td>Carmelita S.</td>
</tr>
<tr>
<td>11</td>
<td>Alexis O.</td>
<td>12</td>
<td>Carol V.</td>
<td>13</td>
<td>Tyler T.</td>
</tr>
<tr>
<td>14</td>
<td>David A.</td>
<td>15</td>
<td>Wyatt F.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Fall Encouragement Dinner

A total of forty-one students and participants attended the event. Members from the USD community consisting of faculty, staff and Wase Wakpa Elders gave encouraging messages to our students. Each person shared touching and empowering stories of the perseverance and dedication it took them to get where they are in life. The encouragement dinner reminds us all that through difficult times we must rely on each other and dig deep within ourselves to achieve our ultimate dreams and celebrate with one another in the good times! All gatherings begin and end with traditional Native American protocols and honoring our ancestors and those yet to come onto Mother Earth with Spirit food.
Harvest Dinner
The Harvest Dinner was an awesome opportunity to give thanks and show one another appreciation as administration, faculty, staff and students, while having a lot of fun! Forty-six students and USD community members were served a wonderful meal by Aramark! The crowd was then entertained by the lovely and dynamic singing voice of Chrissy Summering, Graduate Assistant, from the Center for Diversity and Community. The event left everyone full and thankful for our many blessings.

|------------|------------|--------------|-------------|-------------|--------------|
Events Summary

| 21. Blaze G. |

Evaluation Summary (See Appendix C Evaluation Questions)

Holiday Gathering
NSS staff and students gathered for a study break. Students enjoyed sandwiches, cookies, chips, hot cider, and hot cocoa. It was a nice relaxing evening full of laughter and sing some karaoke music! Attend the Welcome Dinner to hear some more talented singers perform!
Attendees:

1. Christine S.  
2. Nicole W.  
3. Jessica B.  
4. Maria L  
5. Paul H.  
6. Isaac Y.  
7. Ember R.  
8. Anissa M.  
9. Brittany T.  
10. Mashaya T.  
11. Emily D.

Spring Welcome Dinner

Fifty-four participants attended the Welcome Dinner on January 22nd, 2015. The Welcome was provided by Gene D. Thin Elk, Director of Native Student Services. Dr. Cheeseman provided some motivational and encouraging words to the students. Musical entertainment was provided by Graduate Assistants Ember Rohde, Nicole Waller, and Chrissy Summering (Center for Diversity & Community).

Attendees:

16. Dillon J.  
17. Skyler B.  
18. Ember R.  
19. Christine S.  
20. Harvey H.  
21. Sara L.  
22. Tyler T.  
23. Jessie C.  
24. Leah S.  
25. Joshua M.  
26. Susan G.  
27. Emily D.  
28. Nicole W.  
29. Jessica B.  
30. Cyrisha S.  
31. Maria L.  
32. Annalea C.  
33. Anissa M.  
34. Collette B.  
35. Abbie J.  
36. Tyler S.  
37. Krystal O.  
38. Daniel K.  
39. Calvin C.  
40. Shelbi H.  
41. Mashaya T.  
42. Kindra P.  
43. Brittany T.  
44. Colton S.  
45. Carmelita S.  
46. Keanu A.  
47. Carol V.  
48. Jack H.  
49. Laura M.  
50. Aspen D.  
51. Destiny L.  
52. Kaitlyn R.  
53. Dalton M.  
54. Saundra W
Events Summary

Evaluation Summary (See Appendix D Evaluation Questions)

Sweetheart Dinner

The Sweetheart Dinner meal was provided by Aramark. Students also participated in an Open Mic Night that included karaoke. Students also used their creativity to make Valentines. A photo opportunity was provided for students to have pictures taken together. A total of fourteen students participated in the event.

|------------|-------------|--------------|-------------|-----------------|----------------|
Events Summary

Spring Encouragement Dinner
A total of twenty-eight students attended the event. Members from the USD community consisting of faculty, staff and Wase Wakpa Elders were also in attendance. Doctoral student, Jess Bordeaux, provided encouraging words while discussing the theme of her Clinical Psychology dissertation regarding resilience in Native American communities. Students were encouraged to focus on the resilience in themselves and their communities. All gatherings begin and end with traditional Native American protocols and honoring our ancestors and those yet to come onto Mother Earth with Spirit food.

Attendees:

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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</thead>
</table>
Incentive Trip

Students with high grade point averages or with high participation in NSS events were invited to attend an incentive trip at the end of the year. The students were taken to Shakopee Minnesota and were guests of the Mdewakanton Sioux Community. Students toured the community garden, fire department, natural food store, and wellness center. Students were encouraged by members of the Mdewakanton Sioux Community to pursue their goals. Students also toured the Science Museum of Minnesota and the Minnesota Sea Life Aquarium.
### Attendees:

<table>
<thead>
<tr>
<th></th>
<th>Name</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Annalea C.</td>
</tr>
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<td>Carmelita S.</td>
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</tr>
<tr>
<td>4</td>
<td>Haley H.</td>
</tr>
<tr>
<td>5</td>
<td>Cyrisha S.</td>
</tr>
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<td>6</td>
<td>Brittany T.</td>
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<td>7</td>
<td>Colton S.</td>
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<tr>
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<td>Tyler S.</td>
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<td>9</td>
<td>Keanu A.</td>
</tr>
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<td>Mashaya T.</td>
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<td>Harvey H.</td>
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<td>Taylor H.</td>
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<td>13</td>
<td>Jessica B.</td>
</tr>
<tr>
<td>14</td>
<td>Skyler B.</td>
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<td>Maria L.</td>
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<td>16</td>
<td>Andrianna M.</td>
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<td>Ember R.</td>
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<td>18</td>
<td>Collette B.</td>
</tr>
<tr>
<td>19</td>
<td>Destiny L.</td>
</tr>
<tr>
<td>20</td>
<td>Leon L.</td>
</tr>
<tr>
<td>21</td>
<td>Christine S</td>
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### Evaluation Summary (See Appendix G Evaluation Questions)

#### Incentive Trip

<table>
<thead>
<tr>
<th>Question selections</th>
<th>Percentage of students</th>
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<tr>
<td>Strongly agree</td>
<td>120%</td>
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<tr>
<td>Agree</td>
<td>100%</td>
</tr>
<tr>
<td>Neutral</td>
<td>60%</td>
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<tr>
<td>Disagree</td>
<td>40%</td>
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<tr>
<td>Strongly disagree</td>
<td>20%</td>
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</table>

- **1**
- **2**
- **3**
- **4**
# Events Attendees at a Glance

## Attendees

<table>
<thead>
<tr>
<th>Event</th>
<th>Number of Participants</th>
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<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td></td>
</tr>
<tr>
<td>Orientation</td>
<td>37</td>
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<tr>
<td>Welcome Dinner</td>
<td>54</td>
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<tr>
<td>Harvest Dinner</td>
<td>47</td>
</tr>
<tr>
<td>Encouragement Dinner</td>
<td>57</td>
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<tr>
<td>Finals Snacks</td>
<td>13</td>
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<tr>
<td>Welcome Dinner</td>
<td>45</td>
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<tr>
<td>Sweetheart Dinner</td>
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<td>Minnesota Incentive Trip</td>
<td>25</td>
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<tr>
<td>Encouragement Dinner</td>
<td>43</td>
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<tr>
<td>Native Honoring Ceremony</td>
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### Financial Statements

#### 2014-2015 Year Summary (See Appendix H for detailed summary)

<table>
<thead>
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<th>Beginning Budget 2014-2015</th>
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<tbody>
<tr>
<td>GAF</td>
<td>COE</td>
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<tr>
<td>$ 70,187.21</td>
<td>$ 11,000.00</td>
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#### Funds Used: Fall 2014

<table>
<thead>
<tr>
<th>GAF</th>
<th>COE</th>
<th>Access Grant</th>
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<tbody>
<tr>
<td>$2423.18</td>
<td>$3658.92</td>
<td>$1505.36</td>
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#### Funds Used: Spring 2015

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<thead>
<tr>
<th>GAF</th>
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</thead>
<tbody>
<tr>
<td>$12,626.63</td>
<td>$1,204.27</td>
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### Fall Semester

<table>
<thead>
<tr>
<th>August &amp; September</th>
<th>October &amp; November</th>
<th>December</th>
<th>Grand total</th>
</tr>
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<tbody>
<tr>
<td>$4175.55</td>
<td>$2093.34</td>
<td>$1318.57</td>
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#### Expenses

<table>
<thead>
<tr>
<th>August &amp; September</th>
<th>Expenses</th>
<th>Date</th>
<th>Cost</th>
<th>Funding Source</th>
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<tr>
<td>Orientation Fleet</td>
<td>Prairie Coach Trailways</td>
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<td>$182.36</td>
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<td>Coyote twin/Vermillion</td>
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<td>Orientation snacks</td>
<td>Hy-Vee</td>
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<td>Orientation lunch</td>
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<td>Thunder Road</td>
<td>Thunder Road</td>
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<td>Walmart</td>
<td>Walmart</td>
<td>August 22nd, 2014</td>
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<td>Howlers</td>
<td>Howlers</td>
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<td>Access Grant</td>
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<td>Housing</td>
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### Financial Statements

#### Welcome Dinner

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Date</th>
<th>Cost</th>
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<tr>
<td>Aramark</td>
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#### October & November Expenses

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<th>Date</th>
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<tbody>
<tr>
<td>Encouragement Dinner</td>
<td>October 24, 2014</td>
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<td>Harvest Dinner</td>
<td>November 25, 2014</td>
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#### December Expenses

<table>
<thead>
<tr>
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<th>Date</th>
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<td>Finals snacks</td>
<td>December 9, 2014</td>
<td>$106.98</td>
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<td>Harvest Dinner</td>
<td>November 25, 2014</td>
<td>$1211.59</td>
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### Spring Semester

<table>
<thead>
<tr>
<th>January - March</th>
<th>April &amp; May</th>
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#### January - March Activities

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<tbody>
<tr>
<td>Welcome Dinner</td>
<td>Campus Catering</td>
<td>January 22nd, 2015</td>
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<tr>
<td>Student Welcome back snacks</td>
<td>Hy-Vee</td>
<td>January 16th, 2014</td>
<td>$68.86</td>
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<tr>
<td>Sweetheart dinner</td>
<td>Campus Catering</td>
<td>February 12th, 2015</td>
<td>$351.56</td>
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</tbody>
</table>
### Financial Statements

#### Sweetheart dinner
- **Hyvee**
- **February 12th, 2015**
- **$41.62**
- **GAF**

#### Encouragement Dinner
- **Aramark**
- **March 19th, 2015**
- **$351.56**
- **GAF**

#### Encouragement Dinner
- **Hyvee**
- **March 19th, 2015**
- **$41.62**
- **GAF**

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<thead>
<tr>
<th>April &amp; May Activities</th>
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<td>Incentive Trip</td>
<td>Meals</td>
<td>April 10, 2015-</td>
<td>$3024.00</td>
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<td>April 12, 2015</td>
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<td>Lodging</td>
<td>April 10, 2015-</td>
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<td>Incentive Trip</td>
<td>Aquarium</td>
<td>April 11, 2015</td>
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<td></td>
<td>Science Museum</td>
<td>April 11, 2015</td>
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<td>Honoring Ceremony</td>
<td>Guest Speaker</td>
<td>May 8, 2015</td>
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<td></td>
<td>Meal</td>
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<td>Stoles</td>
<td>May 8, 2015</td>
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<td></td>
<td>Hy-Vee</td>
<td>May 8, 205</td>
<td>$45.91</td>
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<tr>
<td>Finals Week Snacks</td>
<td>Hy-Vee</td>
<td>April 20, 2015</td>
<td>$95.01</td>
<td><strong>GAF</strong></td>
</tr>
</tbody>
</table>
Contact Information

Gene Thin Elk
Director
Tel 605-677-3167
Gene.ThinElk@usd.edu

Nicole Waller
Graduate Assistant
Tel 605-677-5425
Nicole.Waller@coyotes.usd.edu

Ember Rohde
Graduate Assistant
Tel 605-677-5426
Ember.Rohde@coyotes.usd.edu

Company Information

University of South Dakota Native Student Services
414 E Clark St.
Vermillion, SD 57069
Tel 605-677-3167
Fax 605-677-6765
nss@usd.edu
www.usd.edu
Appendices

Appendix A

Native Student Services

Activity: First Time Full Time Freshmen and Transfer Orientation

August 20th – 22nd, 2014

How did you find out about this event?

Fellow Student
I received on email (3)
Graduate Assistant
NACC
Contacted on facebook/ Mail letter
Indian University of North America
Through email and mail
It was a great experience
NSS contacted me by mail

Please respond to the following statements and corresponding questions:

I believe these social/cultural support activities are necessary for my success here at USD.


I believe these social/cultural support activities give me a sense of community and belonging at USD.


I believe these social/cultural support activities enable me to reach out to the USD community.


I believe these social/cultural support activities should continue at USD.


I believe Sanford Health Disparities was interesting and informative.


I believe that students should continue to visit Sanford at future FTFTF&T Orientations.


I believe Thunder Road was interesting and fun.


I believe that students should continue to visit Thunder Road at future FTFTF & T Orientations.


I believe Valentino's was fun.


I believe that students should continue to visit Valentino's at future FTFTF & T Orientations.


I believe the Empire Mall was interesting and fun.

I believe that students should continue to visit the Empire Mall at future FTFTF & T Orientations.


What things would you have liked to cover in orientation that we did not discuss?

- Financial Aid
- AISCS
- You did a good job discussing everything
- I believe everything that I wanted covered was taken care of
- AISES, NASP(2)
- N/a, IDK
- When to buy books, how to add/drop classes etc.
- Sororities/ Fraternities
- How much books would cost for class
- Nothing everything was covered
- Maybe more info for transfers
- N/A

What information presented at orientation did you find the most helpful?

- Tiospaye
- How to study more
- Calvin Krogman
- Class Info
- Sanford
- All info was useful
- All of it
- Dr. Krogman, Nicole- talking about setting up time for yourself
- Internship opportunities
- The different people that will help you out around campus
- More Financial Aid
- That we need to tell our professors who we are and don’t be afraid to ask questions.
- Stanford
- The information about other majors like addiction studies
- Consulting with advisors
- All the resources
What presentation given at orientation did you think was the most interesting?

- Tiospaye
- Krogman
- Calvin Krogman
- Presentation by Carol Sanford
- Tiospaye
- All we great
- Addiction studies
- Sanford
- All of them
- Addictions
- Addictions
- Information about campus rules
- Icebreakers
- The student clinic

If you would like to offer any other feedback about Orientation Week and your initial experiences here at the Native American Culture Center, please feel free to do so.

- Love it!
- Had lots of fun, glad I participated after first not wanting to.
- Was fun and informative
- It was great and I appreciated it
- I felt at home and way happy I was able to come
- I haven’t talked to Carol yet about books and stuff. I’d love to do that sometime
- I loved it and thanks for giving me this opportunity
Appendix B

Native Student Services

Activity: Encouragement Dinner

October 30th, 2014

Number of participants: 59

How did you find out about this event?

- Nations (2)
- List Serve (13)
- Friends
- NACC (2)
- Gene (2)
- AISES (2)
- Isaac
- NASP

Please respond to the following statements:

I believe these social/cultural support activities are necessary for my success here at USD.


I believe these social/cultural support activities give me a sense of community and belonging at USD.


I believe these social/cultural support activities enable me to reach out to the USD community.


I believe these social/cultural support activities should continue at USD.

Please offer any other feedback about this event or suggestions for future activities.

Great entertainment and food
These events are very important and enjoy coming to them!
Want awesome cheesecake
More hot Cheetos
More Food!
Appendix C

Native Student Services

Activity: Harvest Dinner

November 18th, 2014

How did you find out about this event?

Student (5)
Gene (3)
Email (8)
NACC (6)

Please respond to the following statements:

I believe these social/cultural support activities are necessary for my success here at USD.


I believe these social/cultural support activities give me a sense of community and belonging at USD.


I believe these social/cultural support activities enable me to reach out to the USD community.

2. Strongly Agree __82%__ 2. Agree _11%__ 3. Neutral ___0.07% 4. Disagree ____ 5. Strongly Disagree ____

I believe these social/cultural support activities should continue at USD.


Please offer any other feedback about this event or suggestions for future activities.

“I appreciate all that Gene Thin Elk does for Native Students
Appendix D

Native Student Services

Activity: Welcome Dinner

January 22, 2015

Number of participants: 45

How did you find out about this event?

List Serve (3)
Friends (3)
NSS Email (8)
Roommate
Interpersonal Communication
Thukasila womaglake
Text from elder

Please respond to the following statements:

1. I believe these social/cultural support activities are necessary for my success here at USD.

2. I believe these social/cultural support activities give me a sense of community and belonging at USD.

4. I believe these social/cultural support activities enable me to reach out to the USD community.

5. I believe these social/cultural support activities should continue at USD.

Please offer any other feedback about this event or suggestions for future activities.
Events & activities like the dinners does well at including native students on campus, and is a good way to meet other native students on campus plus meeting staff/faculty. These events are very important!

Have some hot Cheetos. I love entertainment! The food, I love it!

Traditional food!

I disagree with having Christian prayer and Christian song at a native dinner. It’s contradictory and offensive. (x2)

NSS dinners are always a great time!

I love Dr. Gaps words of encouragement and study tips. The food is great! I feel at home!

More singing

More jokes from Gene

Aho waste, waste (“good, good” in Lakota).

This is wonderful
Appendix E

Native Student Services

Activity: Sweetheart Dinner

February 12, 2015

Number of participants: 45

How did you find out about this event?

List Serve (3)
Friends (3)
NSS Email (8)
Roommate
Interpersonal Communication
Thukasila womaglake
Text from elder

Please respond to the following statements:

1. I believe these social/cultural support activities are necessary for my success here at USD.
   1. Strongly Agree 100%  2. Agree 0  3. Neutral 0  4. Disagree 0  5. Strongly Disagree 0

2. I believe these social/cultural support activities give me a sense of community and belonging at USD.
   1. Strongly Agree 100%  2. Agree 0  3. Neutral 0  4. Disagree 0  5. Strongly Disagree 0

3. I believe these social/cultural support activities enable me to reach out to the USD community.
   1. Strongly Agree 100%  2. Agree 0  3. Neutral 0  4. Disagree 0  5. Strongly Disagree 0

4. I believe these social/cultural support activities should continue at USD.
   1. Strongly Agree 100%  2. Agree 0  3. Neutral 0  4. Disagree 0  5. Strongly Disagree 0
Appendix F

Native Student Services

Activity: Encouragement Dinner

March 19, 2015

How did you find out about this event?

Waslolye! Khola waye ki, womaglake.
Student services list serve (6
The home girl
Gene
The roommate
Way bli
I have come for one a few years ago. Destiny Leftwich is a good friend of mine

Please respond to the following statements:

2. I believe these social/cultural support activities are necessary for my success here at USD.

7. I believe these social/cultural support activities give me a sense of community and belonging at USD.

8. I believe these social/cultural support activities enable me to reach out to the USD community.

9. I believe these social/cultural support activities should continue at USD.

Please offer any other feedback about this event or suggestions for future activities.
Keep it going!
Events like encouragement dinner bring people and elders to dinner for the students. It makes them like there feel and know that adults outside of their normal community. Makes me feel at home when these are held. Thanks to gene and his staff for these events. I really appreciate gene, he always put the students first, regardless of his personal losses. Thank you Gene.
Good food! Look forward to this date night 😊
The blue cups were a great idea.
I like the food and fancy glasses
The girls who sing are fantastic!
More jokes – from Gene
Maybe find a way to empower students to contribute to the agenda
You guys are so giving and welcoming to everyone, it’s nice to have this! Thank you!
Wopila
Date night!
Good good- **lila wašté** (“Very good” in Lakota) Best part of my semester
The food should be served to the tables.
Appendix G

Native Student Services

Activity: Incentive Trip

April 10th-12th, 2015

How did you find out about this event?

This Event is very great for students
Joining tiospaye and being at the NACC
Email (6)
Invited
Last year
NACC (3)
Orientation (2)

Please respond to the following statements:

3. I believe these social/cultural support activities are necessary for my success here at USD.


11. I believe these social/cultural support activities give me a sense of community and belonging at USD.


12. I believe these social/cultural support activities enable me to reach out to the USD community.


13. I believe these social/cultural support activities should continue at USD.


Please offer any other feedback about this event or suggestions for future activities.
I liked the setup that we followed I wouldn’t change anything.
More time at the science museum
Waste (“Good” in Lakota)
I loved playing bball
Golfing next time would be fun
Valley fair next year
It gave me more courage and to stick with my degree to help and give back to my tribe.
😊 Thank you!
This trip was a great experience! I recommend the configuration of this trip for many years to come!
Golf next time!
Let's go golfing next time!
Add maybe one cultural event
Thanks gene and staff for an amazing time in Minnesota. Ya'll the best.
It was fun
I had fun and learned a lot about the Shakopee tribe!
The best event all year! Learned a lot and made new friendships
It was bomb.com
Have more trips! It was fun!
Appendix H

FY15 Budget to Actual by Fiscal Year as of 3/5/15 and Projected thru 6/30/15

Double click the table below to scroll and view entire spreadsheet.

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| 611050 Profession | 22,934.51 | 1,349.60 | 2,429.28 | 1,889.44 |
| 612000 Longevity - Budget Only | | | | |
| 620000 Benefits | 7,098.95 | | | |
| 622010 OASI-Employer Share So | 80.44 | 202.02 | 112.62 |
| 622011 OASI - Employer Share M | 18.82 | 47.26 | 26.33 |
| 622020 Retirement - Employer | | | | |
| 622060 Health Insurance - Empl | 205.80 | 370.44 | 288.12 |
| 622080 Workers Compensation | 2.73 | 5.38 | 4.80 |
| 622090 Unemployment Comp | 0.61 | 1.51 | 0.85 |
| 730000 Travel - BU | 2,500.00 | | | |
| 733290 Student Activities-Out of State | | | | |
| 733350 Non-Taxable Meals/Out of State | | | | |
| 740000 Contractual | 19,600.75 | | | |
Student Services Division

End of the Year Evaluations 2015 - 2016

Native Student Services/Native American Cultural Center

1. NAMES AND TITLES OF ALL OFFICE MEMBERS
   
   A. Gene D. Thin Elk, Director
   B. Donis D. Drappeau, Part-time Program Coordinator
   C. Isaac Yellow Bank, Temporary HPA, Activities Coordinator

2. Personnel Changes/Reorganization:

   A. Saundra Whitney Tweeten, G.A. and Part-time HPA: Applied for a position with the Winnebago Tribe of Nebraska and became employed while exiting employment here.
   B. Nicole Bottjen, Part-time appointment at NSS and part-time at University Housing. Graduated and became employed by the South Dakota grant JumpStart while at NSS. Exited our program at that point.
   C. Donis Drappeau, came on board in January 04, 2016 through the Native American Health Scholars Program grant. She is employed part-time at NSS and part-time for the NAHSP.
   D. Isaac Yellow Bank, was a Work Study student, was hired on as a temporary HPA with the funds from Nicole B. exiting our program. He will be employed up to August 21, 2016.

3. Performance of Previously Identified Goals and Objectives:

   A. 100% of the goals for the NSS program were accomplished. The overall goal of offering a proactive, engaging and relevant yearlong effective retention program has been achieved. Our objective is to keep our NA students and university wide interested cohort students actively engaged throughout the year. Please refer to the attached activity report in the addendum.

4. Performance on Continuing Programs Offered:

   A. Our evaluations are based upon active student participation, student satisfaction, student driven retention programming and budgetary accountability in relation to
the university's retention strategy. Please refer to the attached addendum report identified in section 3. A.

5. Major Program Developments:

A. Acquiring GAF funding for the FY 2016 – 2017, an increase of $13,000.00 plus.

B. Increasing the NSS budget by $12,000.00 and acquiring one 50% FTE from the Native American Healthcare Scholars Program, reoccurring for the next two years up to 2018-2019.

C. Establishment for a more comprehensive Student Tracking, Advocacy, & Retention (STAR) interdepartmental group to address and support our NA students within each department and systemically.

D. NSS is hoping to be a grant site for the Native American and First Year Student Retention Program evaluation grant with Dr. DenYelle Kenyon from the Sanford Collaborative Research Center for American Indian Health (CRCAIH). We provided information to be a key partner and test site. All official research protocols applications were adhered to for the grant with the University of South Dakota and CRCAIH.

E. Averaging at least 60 students or higher for each of our major NSS gatherings, around 43% (60/140 on campus NA students). Our overall outreach is higher for all activities. Please refer to the attached NSS report addendum.

6. Usage Level/Service Utilization/Evaluation Statistics:

A. Please refer to the NSS Year End Report.

7. Establish 3-5 Measurable Goals for Next Year:

A. To increase the student organization at NSS/NACC (Native American Cultural Center) by 50%, from 3 organizations to 6 major NA student organizations for the academic school year 2016-2017.

B. To increase the student organization sponsored activities by 50% for the academic school year 2016-2017. Tiospaye, Nations and American Indians Science and Engineering Society have sponsored activities, NSS will establish the Ullyott and Gates Scholarship Recipients organization, the University of North American organization, and the Jump Start organization as an integral part of the activities at the Native American Cultural Center.
C. To retain 80% of our incoming First Time Full Time Freshman (FTFTF) for the academic year 2106-2017.
D. To develop informal mentorship opportunities for our 8 second year and 4 third year students by providing mentorship training and support to the mentors to be involved in student organization activities. They will mentor the FTFTF beginning in October 2016 through April 2017.
E. To provide a judgment free safe environment to 100% of our students and visitors of NACC for the academic year 2016-2017.
F. To provide a updated and fully functional computer lab and free printing to 100% of our students for the academic year 2016-2017

8. Report on Learning Outcomes:

A. The validation of the necessary utilization of the diverse American Indian world views and cultural life-ways in program development, program service delivery, program utilization and resources.
B. The validation the understanding the cultural societal norms and social customs are vital to establish and sustain the “sense of belonging” at the University of South Dakota.
C. The validation of the necessity to meet the NA students at their comfort level of cultural integration, cultural awareness and cultural congruency levels to be able to take these cultural strengths and develop the university and global awareness, both as a learner student and as a student on a personal developmental journey process in a safe and congruent manner.
D. Cohort building is absolutely necessary in working with “collectivist societies” especially during the initial acclamation stage of the collegiate experiences and journey.
E. NA students view the professional staff, faculty and administrators, and even some seniors and graduate students as relatives. In their world view they will informally adopt significant relatable people at the university as a relative. The majority population functions from a professional position relationship with the students, the indigenous populations not only relate as a professional but also as a relative to the student to provide the sense of safety and familiarity with their world view of relating. Many of our students relate to me as either a grandfather or uncle, in addition the respect for my position as a “Director” administrator within the university system. Some of our students come from the familial systems, the tospaye, where we are related to them by biologically, lineage and/or through traditional ceremony called Hunka Kaghapi (ceremonial adoption). This is vital and very significant because our student understand the respect for social relationships and are held accountable for those relationships in all they do in their academic endeavors here at the university. An example, if a student call me Leks’i (uncle) I can
speak with them and advise the beyond just what is done in a professional position and they have a responsibility to listen and choose to act upon the speaking and advising. If they call me (Lakota terms)... Lala (informal address of grandfather) or tunka'sila (formal address of grandfather) then they know that all I share with them is absolutely vital and they have a direct responsibility to carry it out to the best of their ability. Each diverse NA culture has their own terms and social responsibilities. Our cultural ways are a major plus at this university in retaining and recruiting our students. Inclusivity means the university has to acknowledge the necessity of having this cultural awareness and cultural congruency information to at least make informed referrals to the appropriate relevant services available. (NSS)

F. The necessity of our Director’s meetings to be able to work cohesively and at the least be informed of our interdepartmental collaboration potentials and awareness of our respective department’s greater impact or potential impact to the overall university.

9. Report on Success Plan:

A. Future: The “Success Plan” NSS plans in implementing, to address the Strategic Retention plan of the university for the Native American populations, incorporates cultural relevancy strategies to meet the university’s over-all goal.

1. Incorporation of the Lakota, Dakota and Nakota “Tiospaye” familial and societal systems concepts since majority of our NA population come to the university from these tribal societies.

2. Guidance will be provided by NSS for these student led groups to organize and carry out their planned retention activities.

3. Each group will be provided resources to organize, plan and execute their activities which will be documented for fiscal and programmatic accountability. The information will also be analyzed for retention effectiveness.

4. Each group will have a staff/faculty facilitator who will meet and communicate with the NSS Director and part-time Coordinator for coordination and report purposes.

B. Past: The “Success Plan” NSS has incorporated is a yearlong proactive culturally relevant and academic success based support system. Please refer to the yearlong schematic attached in the NSS Year End Report attached in the addendum.

10. Diversity Initiatives:

A. NSS hosts the university wide “Diversity Dialogue” student sessions at the NACC.

B. All our student activities are inclusive of students from throughout the university.

C. NACC hosts the monthly Tiospaye taco sale which is open to everyone.
D. NACC has the Lakota Language lab which is open to all students, administration, faculty and staff.
E. NACC hosts the Drum Group singing sessions which is open to all.
F. NACC hosts class presentations and department gatherings that are open to all.

11. Calendar for Events for the Year:

A. Please refer to the 2015-2016 Activities Calendar attached in the NSS Year End Report.

12. Professional Developments/Presentations:

A. Presentation to the Medical School on Native Student Services and Lectured in the Allied Class on Native American Healing Modalities.
B. Presentation to the School of Social Work class on “Native American Families and the Indian Child Welfare Act”.
C. Presentation to the Allied Health Department Chemical Addiction class on the “Red Road Approach”.
D. Co-presentation to the USD Veterans group on the “Lakota Wakte Gli Ceremony and Combat Veterans”. NSS staff member, Donis Drappeau who served in the United States Army, a tour in Afghanistan, came and shared her experiences in the presentation.

13. Due on the 1st of June of Each Year.
(1. Every staff member does their own evaluation; 2. Every staff member send their evaluation to the Director; 3. All Directors will send evaluations to the VP and Dean.)

A. Part-Time NSS Coordinator and the Temporary NSS HPA are both new in their respective employment positions. No report this academic year.
Feedback about this event or suggestions for future activities.

Have more activities, help everyone get to know each other, more games & food at NACC, Family warming/get togethers, I like this event—it’s cool to have events as such take place, I don’t know, gatherings and fun activities, something Halloween related, Have a set of students ready to speak in addition to the open mic, more dinners and get togethers, learn how to make puppy soup, inipis, movie and dinner, Cultural education activities: crafts, language, etc., integrate more Natives from other parts of the country/world so they feel more welcome and invited to join the activities. I think the university should broaden its support and provide more funding and opportunities.

Native Student Services
Activity: Orientation Week
August 19, 20, 21, 2015
Participants 26

How did you find about this event?
Tiospaye (0), Voices of Discovery (1), email/list serve (6), friend (7), NACC (2), Gene (0), Blank (0), Nations (0), Facebook (9)

Please respond to the following statements:
I believe these social/cultural support activities are necessary for my success here at USD.

1. **Strongly Agree** 97%  2. Agree 3%  3. Neutral 0%  4. Disagree 0%  5. Strongly Disagree 0%

I believe these social/cultural support activities give me a sense of community and belonging at USD.

1. **Strongly Agree** 95%  2. Agree 3%  3. Neutral 0%  4. Disagree 2%  5. Strongly Disagree

I believe these social/cultural support activities enable me to reach out to the USD community.

1. **Strongly Agree** 96%  2. Agree 4%  3. Neutral 0%  4. Disagree 0%  5. Strongly Disagree

I believe these social/cultural support activities should continue at USD.

1. **Strongly Agree** 97%  2. Agree 3%  3. Neutral 0%  4. Disagree 0%  5. Strongly Disagree 0%

Native Student Services
Activity: Orientation Week
August 19, 20, 21, 2015
Participants (19), (21), (35)

Please respond to the following statements and corresponding questions:
I believe these social/cultural support activities are necessary for my success here at USD.

1. **Strongly Agree** 98%  2. Agree 2%  3. Neutral 0%  4. Disagree 0%  5. Strongly Disagree 0%
I believe these social/cultural support activities give me a sense of community and belonging at USD.

1. Strongly Agree 98%  2. Agree 2%  3. Neutral 0%  4. Disagree 0%  5. Strongly Disagree 0%

I believe these social/cultural support activities enable me to reach out to the USD community.

1. Strongly Agree 97%  2. Agree 3%  3. Neutral 0%  4. Disagree 0%  5. Strongly Disagree 0%

I believe these social/cultural support activities should continue at USD.

1. Strongly Agree 100%  2. Agree 0%  3. Neutral 0%  4. Disagree 0%  5. Strongly Disagree 0%

I believe the Omaha Zoo was interesting and fun.

1. Strongly Agree 97%  2. Agree 3%  3. Neutral 0%  4. Disagree 0%  5. Strongly Disagree 0%

I believe that students should continue to visit the Omaha Zoo at future FTFTF & T Orientations.

1. Strongly agree 100%  2. Agree 0%  3. Neutral 0%  4. Disagree 0%  5. Strongly Disagree 0%

I believe the Joslyn Art Museum was fun.

1. Strongly Agree 95%  2. Agree 5%  3. Neutral 0%  4. Disagree 0%  5. Strongly Agree 0%

I believe that students should continue to visit the Joslyn Art Museum at future FTFTF & T Orientations.

1. Strongly Agree 96%  2. Agree 4%  3. Neutral 0%  4. Disagree 0%  5. Strongly Disagree 0%

1. Strongly Agree 97%  2. Agree 3%  3. Neutral 0%  4. Disagree 0%  5. Strongly Disagree 0%

I believe that students should continue to visit Omaha at future FTFTF & T Orientations.

1. Strongly Agree 98%  2. Agree 2%  3. Neutral 0%  4. Disagree 0%  5. Strongly Disagree 0%

What things would you have liked to cover in orientation that we did not discuss?

A little longer at the zoo. I didn’t get to see the whole zoo. I believe the majority of the information was explained clearly by the advisors. I think that I likes everything about it. I was comfortable. They covered pretty much everything I wanted to know. Internship and scholarship opportunities.

What information presented at orientation did you find the most helpful? What presentations given at orientation did you think was the most interesting?

I think the presentations about organizations and services available to us was most helpful. I found that the presentations about clubs and organizations was most interesting. I found that the info about how to pay for books, or how to handle things financially was really helpful. I found out that the NACC is a very excellent support system for Native American students. When I felt homesick they made me feel as if I were home. Although, I believe they are very helpful to any student with different ethnic backgrounds. Everything we should know about coming into college as a freshman. Help with getting everything figured out before classes started. The Tiospaye Org.
If you would like to offer any other feedback about Orientation Week and your initial experiences here at the Native American Cultural Center, please feel free to do so.

I enjoyed it. I feel it allows new students a chance to meet new people and feel more at home before everyone moves on campus.

Native Student Services
Activity: Supper at Little Italy's
August 19, 2015

Native Student Services
Activity: Orientation Week Breakfast at the MUC
August 20, 2015
Participants (14)

Orientation Week Evaluation Overview 2015
September
2015
Native Student Services
Welcome Back Dinner
September 10, 2015

Participants?

How did you find out about this event?
Email (11), NACC (6), Winonah (3), friend(s) (3), roommate (1), Facebook (1), uncle (1), advisor (1)

Please respond to the following statements:
I believe these social/cultural support activities are necessary for my success here at USD.
1. Strongly Agree 79% 2. Agree 16% 3. Disagree 5% 4. Strongly Disagree 0%

I believe these social/cultural support activities give me a sense of community and belonging at USD.
1. Strongly Agree 75% 2. Agree 25% 3. Disagree 0% 4. Strongly disagree 0%

I believe these social/cultural support activities enable me to reach out to the USD community.
1. Strongly Agree 71% 2. Agree 25% 3. Disagree 4% 4. Strongly Disagree 0%

What would you suggest for future activities?
Integrate more Natives from other parts of the country/world so they feel more welcome and invited to join the activities, cultural education activities: crafts, language, etc., inipi, more games and food at the NACC, family warming/get together, I like this event, it’s cool to have events as such take place, I don’t know, gatherings and fun activities, something Halloween related, have a set of students ready to speak in addition to the open mic, hand games, more dinners and get-togethers, I think the university should broaden its support and provide more funding and opportunities, have more activities, help everyone get to know each other, movie night, dinners.

Welcome Back Dinner 2015

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<th>Agree</th>
<th>Disagree</th>
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</thead>
<tbody>
<tr>
<td>100</td>
<td>80</td>
<td>60</td>
<td>40</td>
<td>20</td>
</tr>
</tbody>
</table>

Student Response
Native Student Services
Activity: Bowling
September 28, 2015
Participants 26

How did you find out about this event?
Email (6), Facebook (9), Aryn (1), Cyrisha (1), Voices of Discovery (1), “grapevine” (1), friend(s) (5)

Please respond to the following statements:
I believe these social/cultural support activities are necessary for my success here at USD.
1. Strongly Agree 85% 2. Agree 15% 3. Disagree 0% 4. Strongly Disagree 0%
I believe these social/cultural support activities give me a sense of community and belonging at USD.
1. Strongly Agree 75% 2. Agree 15% 3. Disagree 10% 4. Strongly Disagree 0%
I believe these social/cultural support activities enable me to reach out to the USD community.
1. Strongly Agree 75% 2. Agree 25% 3. Disagree 0% 4. Strongly Disagree 0%
I believe these social/cultural support activities should continue at USD.
1. Strongly Agree 90% 2. Agree 10% 3. Disagree 0% 4. Strongly Disagree 0%

What would you suggest for future activities?
Movies, laser tag, Netflix/chill, Jenga night, movie out of town, eat at more places in town, Sioux City/Falls day trip, movie night at a theatre, watch cultural films about different tribes/people, laser tag, trips to Sioux Falls, more bowling, more bowling activities, laser tag, more bowling, more bowling and movie events I love going to them, movies, more bowling, movies, stuff around town, movies, buffalo hunt.
October
2015
Native Student Services

Activity: Encouragement Dinner

October 28, 2015

Participants 53

How did you find out about this event?

Tiospaye (3), Carol (1), email/list serve (16), friend(s) (7), NACC (5), Gene (3), blank (7), Nations (3), Facebook (8)

Please respond to the following statements:

I believe these social/cultural support activities are necessary for my success here at USD.

1. Strongly Agree 97%  2. Agree 3%  3. Disagree 0%  4. Strongly Disagree 0%

I believe these social/cultural support activities give me a sense of community and belonging at USD.

1. Strongly Agree 99%  2. Agree 1%  3. Disagree 0%  4. Strongly Disagree 0%

I believe these social/cultural support activities enable me to reach out to the USD community.

1. Strongly agree 97%  2. Agree 3%  3. Disagree 0%  4. Strongly Disagree 0%

1. Strongly Agree 98%  2. Agree 2%  3. Disagree 0%  4. Strongly Disagree 0%

Feedback about this event or suggestions for future activities.

Native women and men group, learning how to make shawls, bead, quillwork, more dinners maybe a luncheon, have more events creates strong sense of community and support, bingo, bowling again, cooking (traditional meal tutorial), art, Pinterest night, very satisfied, continue these encouragement dinners and NSS activities, thumbs up, traditional storytelling, laser tag, powwows, veterans powwow, hand games, movies, Netflix at NACC with snacks and bowling again, I like the way that it is, different meal each time we have one, arts & crafts.
Native Student Services
Activity: Harvest Dinner
November 18, 2015
Participants 58

How did you find out about this event?
Email/list serve (13), NSS/NACC staff (4), NSS/TSC Facebook page (7), Gene (4), Friend (2), Dad (1), Destiny’s essay (1)

Please respond to the following questions:
I believe these social/cultural support activities are necessary for my success here at USD.

1. Strongly Agree 97%  2. Agree 3%  3. Disagree 0%  4. Strongly Disagree 0%
I believe these social/cultural support activities give me a sense of community and belonging at USD.

1. Strongly Agree 97%  2. Agree 3%  3. Disagree 0%  4. Strongly Disagree 0%
I believe these social/cultural support activities enable me to reach out to the USD community.

1. Strongly Agree 94%  2. Agree 3%  3. Disagree 3%  4. Strongly Disagree 0%
I believe these social/cultural support activities are fun and entertaining.

1. Strongly Agree 97%  2. Agree 3%  3. Disagree 0%  4. Strongly Disagree 0%

Please offer any other feedback about this event or suggestions for future activities.

Great speakers and great food, it’s all okay, this is my first semester here at USD and tonight is my first Native student event. I’m looking forward to meeting everyone and getting to know them, more homemade food, Friday movies Hunger games, it’s always good to see other Native faces. It makes it feel more like home, dance or karaoke party, awesome event to bring my brother to.

Harvest Dinner 2015

![Graph showing student response]

Student Response

0 20 40 60 80 100 120
Strongly Agree Agree Disagree Strongly Disagree
Percent

1 2 3 4
NATIVE STUDENT SERVICES

Jackie Bird Presentation

December 07, 2015

Participants 35

How did you find out about this event?
Email (6), NACC (2), Gene (3), Annalea (1), Crystal (3), I tutor at the center (1), Facebook (1)

Please respond to the following statements:
I believe these social/cultural support activities are necessary for my success here at USD.
1. Strongly Agree 96%  2. Agree 4%  3. Disagree 0%  4. Strongly Disagree 0%

I believe these social/ cultural support activities give me a sense of community and belonging at USD.
1. Strongly Agree 96%  2. Agree 4%  3. Disagree 0%  4. Strongly Disagree 0%

I believe these social/cultural support activities enable me to reach out to the USD community.
1. Strongly Agree 88%  2. Agree 12%  3. Disagree 0%  4. Strongly Disagree 0%

I believe these social/cultural support activities should continue at USD.
1. Strongly Agree 100%  2. Agree 0%  3. Disagree 0%  4. Strongly Disagree 0%

What would you suggest for future activities?
Bring families to USD, bowling, bingo/bowling/karaoke/ movies/food/cooking, bowling night, bowling/movies/cooking/stuff, karaoke/movies, family time, bowling/movies/family time, N/A, bowling and movies, karaoke, more inips.

Jackie Bird Presentation 2015

[Diagram showing percent distribution for student responses: Strongly Agree, Agree, Disagree, Strongly Disagree]
NATIVE STUDENT SERVICES
Homemade Dinner at NACC
January 18, 2016
Participants 5

How did you find out about this event?
Email/List serve (1), Maria (2)

Please respond to the following questions:

I believe these social/cultural support activities are necessary for my success here at USD.

1. Strongly Agree 75% 2. Agree 25% 3. Disagree 0% 4. Strongly Disagree 0%

I believe these social/cultural support activities give me a sense of community and belonging at USD.

1. Strongly Agree 75% 2. Agree 25% 3. Disagree 0% 4. Strongly Disagree 0%

I believe these social/cultural support activities enable me to reach out to the USD community.

1. Strongly Agree 100% 2. Agree 0% 3. Disagree 0% 4. Strongly Disagree 0%

Please offer any other feedback about this event or suggestions for future activities.
Weekly dinners, bowling, movie night, speakers, meals, cultural nights, karaoke, movies, cooking

Homemade Dinner Evaluation January 2016
NATIVE STUDENT SERVICES

WELCOME BACK DINNER

January 20, 2016

Participants 51

How did you find out about this event?

Email/list serve (17), Gene (11), Friend (6), NACC (4), NSS Staff (2), Aunt (2), Facebook (1), Carol (1), Nicole (1), Donis (1), Dr. DenYelle Kenyon (1), Nations (1), Lakota Class (1), Sanford Research (1)

Please respond to the following statements:

I believe these social/cultural support activities are necessary for my success here at USD.

1. Strongly Agree 90%  2. Agree 10%  3. Disagree 0%  4. Strongly Disagree 0%

I believe these social/cultural support activities give me a sense of community and belonging at USD.

1. Strongly Agree 88%  2. Agree 12%  3. Disagree 0%  4. Strongly Disagree 0%

I believe these social/cultural support activities enable me to reach out to the USD community.

1. Strongly Agree 90%  2. Agree 10%  3. Disagree 0%  4. Strongly Disagree 0%

I believe these social/cultural support activities help shaped my identity as American Indian.

1. Strongly Agree 98%  2. Agree 2%  3. Disagree 0%  4. Strongly Disagree 0%

What would you suggest for future activities?

Dinners, just keep the positive thoughts flowing, more NACC gatherings, bingo, movie night, bowling, crafting/beading, meals, not sure as runs great already, more dinners, bowling, cultural events, trips to the movies, cook at NACC, karaoke, more activities at the center on campus and off campus, jump things in Sioux Falls or Omaha zoo, movie, not sure but I like these dinners, movie nights, supper at the NACC, movies, dinners, prayer nights, cookie making (V-day), more dinners and social gatherings, continue to bring guest speakers and share stories about success and resilience, more involvement with higher administration, Dean of Students to stay, and appearance from President Abbott, keep up the great work! Great work! Keep this going awesome welcome back for everyone!, drum song, yes, I would suggest hand games, more cheesecake, a lock-in for those who would like to participate, family nights—many older students with children, have booth for vendors so students can pick up information.
MARCH
2016
Native Student Services
Encouragement Dinner
March 2, 2016
Participants 56 at the dinner, 36 evaluations returned

How did you find out about this event?
Email (7), NACC (10), friend(s) (2), alumni (1), Facebook (2), aunt (2), word of mouth (3), student services meeting (1), NSS List Serve (5), staff (3), Gene (3)

Please respond to the following statements:

I believe these social/cultural support activities are necessary for my success here at USD.
Strongly Agree 92%  Agree 8%  Disagree 0%  Strongly Disagree 0%

I believe these social/cultural support activities give me a sense of community and belonging at USD.
Strongly Agree 100%  Agree 0%  Disagree 0%  Strongly Disagree 0%

I believe these social/cultural support activities enable me to reach out to the USD community.
Strongly Agree 92%  Agree 8%  Disagree 0%  Strongly Disagree 0%

I believe these social/cultural support activities are great activities at USD.
Strongly Agree 100%  Agree 0%  Disagree 0%  Strongly Disagree 0%

What would you suggest for future activities?
Movie night at the cultural center, specify how many people they need to get plates for the elders, N/A, go out to eat, more food, for one event have a traditional meal, wahampi, wojapi. Keep up the good work! Dinners are a great way to visit informally and meet new people and hear about their academic and other work. None, none, keep up the good work, traditional gathering, more art projects, game night, anything like this, food is good, more NSS activities for students ex: movies, bowling, pizza party, drum group, dance, music, bingo, bowling, movie, crafts, DIY projects, beading, everything is great! Thank you! Means a ton! I enjoy them every time I come, makes me feel at home. I don't have suggestions, but I do want to say how much I admire this event, and this culture. It was great to hear/see the traditions of the Native American culture. Thank you for welcoming guest. There were a lot of smiles and good, positive energy in the air. More dinners, bowling/more outings/team building/food is amazing. Bowling please! More encouragement dinners! A trip to California or somewhere 😊 Keep gaining momentum guys. Some road trips.
University of South Dakota

First Round

MARCH 18TH, 2016 - MUC BALLROOM

This Hand Drum Gathering is an inter-tribal social gathering of diverse tribal nations coming together to sing social songs representing their individual indigenous cultures.

JASON KINGBIRD
GARY DRAPEAU
DAWSON BIG EAGLE
JACQUELINE BIRD
PRESTON CLEVELAND
REDWING THOMAS
GARAN COONS

Presented by: The Native American Cultural Center Staff
All are welcome to attend & participate.
April 2016
NATIVE STUDENT SERVICES

Year End Academic and Student Support Incentive Trip

April 22-24, 2016

Participants 26 at the dinner, 25 evaluations returned

How did you find out about this event?

Email (7), NACC (2), My Bro (1), Donis (2), Facebook (1), Jump Start Advisor (2), word of mouth (1), NACC Staff (5), asked about it (1), others (1), Gene (7)

Please respond to the following statements:

I believe these social/cultural support activities are necessary for my success here at USD.

3. Strongly Agree 88% 2. Agree 12% 3. Disagree 0% 4. Strongly Disagree 0%

I believe these social/cultural support activities give me a sense of community and belonging at USD.

3. Strongly Agree 96% 2. Agree 4% 3. Disagree 0% 4. Strongly Disagree 0%

What would you suggest for future activities?

For those students interested in business management, a session about the Mystic Lake casino’s management would’ve been helpful. I don’t really have any suggestions. It was all good except maybe learn more about the culture around here. I don’t have any suggestions. I feel like it was great the way it is. Love it! Maybe we could participate in sweat or smudge together. More activities and more days than just three days please. Maybe getting the Native students to know there is a future. More trips for upperclassmen. N/A. Better bus and driver that had been to locations before. Cultural events, service learning, more Shakopee trips, trips to other tribes. A movie night. Nothing, I like it. I’m not sure. It was a great trip! Study sessions, bingo, movie night, cook outs. More dinners, trips, opportunities for students/faculty and staff connect. Continuation of this annual trip. This trip makes a great impact on students and retention rates. Love the trip and opportunity, wouldn’t have been able to go if NSS didn’t make it possible. It was awesome. Continuing to immerse students in culturally related activities to learn about themselves and each other.
8TH ANNUAL

NATIVE GRADUATE HONORING CEREMONY

MAY 6, 2016 AT 6:00PM

Muenster University Center (MUC)
414 E. Clark Street
Vermillion, SD 57069
Sponsor:
Native Student Services

Contributors/Supporters:
Native American Cultural Center
Wase Wakpa Elders
Division of Student Services
USD School of Health Sciences
Center for Excellence Grant
Native American Healthcare Scholars Program
Office of Institutional Diversity
TRIO Programs
Department of Clinical Psychology
Campus Catering-Aramark
Congratulations
Graduates
2016
Native Studies
Table 1: Total Number of Native American Students on USD main campus by term

The FREQ Procedure

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Table of ACAD_LVL by TERM</th>
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<tbody>
<tr>
<td></td>
<td>TERM</td>
</tr>
<tr>
<td></td>
<td>2015FA</td>
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<td>Graduate</td>
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<tr>
<td>Law School</td>
<td>10</td>
</tr>
<tr>
<td>Medical School</td>
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<tr>
<td>Undergraduate</td>
<td>119</td>
</tr>
<tr>
<td>Total</td>
<td>172</td>
</tr>
</tbody>
</table>

Source: Census Date Extract Files
JSB, Institutional Research, 6/22/2016
Table 2: Number of Native American Students by academic level (Graduate/Undergraduate/Med/School/Law)

<table>
<thead>
<tr>
<th>counter N</th>
<th>ACAD_LVL</th>
<th>2015FA</th>
<th></th>
<th>GENDER MEN</th>
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<td></td>
<td>Graduate</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Undergraduate</td>
<td>28</td>
<td>91</td>
<td>25</td>
<td>89</td>
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</tbody>
</table>

Source: Census Data Extract Files
JSB, Institutional Research, 6/22/2016
Table 3: Breakdown of Undergraduate students by class (year)

<table>
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<tr>
<th>STUDID N</th>
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<th>TERM</th>
<th>2015FA</th>
<th>2016SP</th>
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<tr>
<td></td>
<td></td>
<td>CLASS</td>
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<td>Junior</td>
</tr>
<tr>
<td>MEN</td>
<td></td>
<td></td>
<td>14</td>
<td>6</td>
</tr>
<tr>
<td>WOMEN</td>
<td></td>
<td>UG Certificate</td>
<td>40</td>
<td>9</td>
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</table>

Source: Census Date Extract Files
JSB, Institutional Research, 6/22/2016
Table 4: Breakdown of Undergraduate students Enrollment Status

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</tr>
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<td>WOMEN</td>
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</table>

<table>
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<th>GENDER</th>
<th>TERM</th>
<th>ENROLL_STATUS</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td>2016SP</td>
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<td>Continuing</td>
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<tr>
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<tr>
<td>WOMEN</td>
<td>64</td>
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</tr>
</tbody>
</table>

Source: Census Date Extract Files
JSB, Institutional Research, 6/22/2016
Dr. Kimberly Grieve  
Dean and Vice President  
Student Services Division  
University of South Dakota  
July 13, 2017

Dear Dr. Grieve:

Native Student Services had another great year and is making steady progress in retaining the overall American Indian students at USD and is collaborating with Admissions in the recruitment of more American Indian students to USD.

Native Student Services (NSS) has developed a foundational social, cultural and academic support system for American Indian students. NSS program is within the Student Services Division and the entire division works cohesively to provide outstanding student services to our university students.

In the initial years NSS worked to formulate and develop a collaborative, safe and comfortable environment within the Native American Cultural Center (NACC). The NACC serves as a home base for the American Indian and other university students with interests in Native American cultures or cultural activities. The NACC provides a “home away from home which reflects the cultural beliefs, values, norms and life styles of multi tribal nations” in the university setting.

Our next phase is to continue developing the Student Services Division’s “Student Learning Outcome” initiatives and student driven liberal arts learning opportunities within all our services. With this in mind, NSS has initiated into its 2017-2018 services the student learning outcomes, so our services delivery can be evaluated for student use/reception, stated learning outcomes, budgetary analysis leading to program effectiveness. This will include both formative ongoing evaluations and a summative evaluation for longitudinal study of overall program outcomes. There will be more student led student services/support activities and tutorial formulation to address specific student need.

We are excitedly working towards our upcoming year and anticipate a great year. I am also making transition plans based upon my retirement and I am conducting on the job training to the NSS part-time Program Coordinator. She is employed with NSS .5FTE and .5FTE at the Medical School, through a federal grant received by the Allied Health department in the School of Medicine. She has the opportunity to be employed in the grant up to 5 years. Whether this arrangement will continue to exist will depend upon the plans of the institutions for NSS and if the Medical School will still want to be in this collaborative effort.
I am grateful for the having the opportunity to be part of the amazing Student Life Division and work closely with departments in academics.

Sincerely,

Gene D. Thin Elk, Director
NSS/NACC
University of South Dakota
NATIVE STUDENT SERVICES
NATIVE AMERICAN CULTURAL CENTER
2016-2017 YEAR END REPORT

JULY 20, 2017
NATIVE STUDENT SERVICES

I. STAFF:

1. Director, Gene D. Thin Elk
2. Program Coordinator, Donis D. Drappeau (.5FTE from the Native American Health Scholars Program) A Grant in association with the Health Sciences Division, School of Medicine.
3. Graduate Assistant, Anudeep Ballu
4. Graduate Assistant, Alec Adamski

II. Year Long Retention and Support Programming.
III. Outcomes.

III. Outcomes.

IV. Data.

Yearlong report:

Yearlong report

Newsletter:

Newsletter Spring 2017

Native American Student Enrollment at USD:

Native American Student Enrollment at USD:

V. Cost – Budget Expenditures.

V. Cost – Budget Expenditures.

VI. Proposed Changes Native Student Services 2017-2018 Programming and Outcomes.

VI. Proposed Changes Native Student Services 2017-2018 Programming and Outcomes.

VII. Facilities and Addendum Support Materials.

VII. Facilities and Addendum Support Materials.
NATIVE STUDENT SERVICES

YEAR END REPORT

2017 – 2018

DIRECTOR: Gene D. Thin Elk

June 20, 2018
NATIVE STUDENT SERVICES

ACCOUNTS

Index #

220943 General Activity Fund (GAF)
220748 Native American Cultural/NSS (UBC)
240558 Center of Excellence Grant (COE)
NATIVE STUDENT SERVICES

ACCOUNTS

Index #

220943 General Activity Fund (GAF)
220748 Native American Cultural/NSS (UBC)
240558 Center of Excellence Grant (COE)

Financial Process in addition to USD Policies and Procedures.

1. Meet with Dr. Kimberly Grieve, Vice President and Dean of Student life Division. All expenditures must be submitted to and authorized by Dr. Grieve.
2. Meet with Michelle Fostvedt, Student Services Management Specialist, # 677-6402, learn about the NSS budget. Total of each budget/expenditures/assets.
3. Meet with Donis Drappeau, NSS Part-time Program Coordinator, she worked with the procurement process for two years and is familiar with the process and the persons involved.
4. Meet with Kim Moore, Account Assistant, 677-5070, she handles all the paperwork and account processing.
5. Facilities Management (FM) will handle all the facilities requests, building upkeep and ordering flooring;
6. Institutional Technology (IT) will handle all the IT and computer requests and issues.

Recommendations:

1. Meet with Donis biweekly for the paperwork and procurement business.
2. Meet with Michelle at least once per quarter on budget report, analysis and discussions about the budget and/or external grants.
3. Make sure all fiscal documentation records copies are kept at NSS and the originals go to Kim Moore.
Dr. Kimberly Grieve  
Dean and Vice President  
Student Services Division  
University of South Dakota  
July 13, 2017

Dear Dr. Grieve:

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We are excitedly working towards our upcoming year and anticipate a great year. I am also making transition plans based upon my retirement and I am conducting on the job training to the NSS part-time Program Coordinator. She is employed with NSS .5FTE and .5FTE at the Medical School, through a federal grant received by the Allied Health department in the School of Medicine. She has the opportunity to be employed in the grant up to 5 years. Whether this arrangement will continue to exist will depend upon the plans of the institutions for NSS and if the Medical School will still want to be in this collaborative effort.

I am grateful for the having the opportunity to be part of the amazing Student Life Division and work closely with departments in academics.
Sincerely,

Gene D. Thin Elk, Director
NSS/NACC
University of South Dakota
Program Assessment plan for learning Outcomes: Native Student Services

2017-2018

**Learning Outcomes:**

A. Students will demonstrate skills to transition from tribal communities to the university community.

B. Students will be able to articulate their traditional indigenous values and how they are utilized in Native Student Services programming.

C. Students will establish cohort groups and demonstrate group participation in the yearlong NSS retention programming.

**Assessment Strategies:**

1. Formulate and establish “Discussion Focus Groups” around transitions to college.

2. Research, identify, design and display the core Indigenous values as guidelines for being a successful student participating in the yearlong retention programming.

3. Attendance sign in sheets, data of the event and post activity survey.

**Assessment Work Plan:**

1. Identify and record common themes of “successful” transitions, strength based/success based.

2. Indigenous values use participation questionnaires.

3. Activity participation and satisfaction surveys.

**Assessment Reporting Plan:**

1. Written and verbal report to the Vice President of Student Life.
Learning Outcome A.

Assessment Strategies:

Students will demonstrate skills to transition from tribal communities to the university community in identifying campus resources for student success.

1. Attendance and active participation in the “New Student and Transfer Orientation” programming the week before the start of the semester. The following have been utilized for data generation through the attendance sign in sheet, after activity questionnaire and narrative feedback on the orientation program.

Assessment Work Plan:

1. The three day orientation schedule identifying the strength based skills to be successful at USD and the Native Student Services programming that will assist the new and transfer students in the year long process.
2. Personal success stories from faculty and staff and upper level students.
3. Identifying the specific success skills and strengths.

Assessment Reporting Plan

1. Verbal and written report to the Vice President of Student Life on Data developed and recorded.
Learning Outcome B.

Assessment Strategies:

As a result of participating in Native Student Services Orientation and Yearlong programming, students will be able maintain tribal values and develop strategies on how to contribute to the larger university community.

1. Participation in the Orientation and Year Long NSS Programming. Attendance sheets, Event Questionnaire and Narrative.

Assessment Work Plan:

1. Participation in the Orientation and Year Long retention and support programming. Attendance sheets, activity questionnaire and narrative, and student organization discussion group about the designed activates.

Assessment Reporting Plan:

1. Verbal and written report to the Vice president of Student life to recognize strengths and patterns that will be utilized to refine the orientation and yearlong programming for effectiveness.
Learning Outcome C.

Assessment Strategies:

Students will develop community building leadership skills by planning activities that are based in cultural strengths, group achievements and USD student identity relating to their educational experiences.

1. The students have organized and established four distinct student organizations based upon the foundations of indigenous cultural values and utilizing their indigenous tribal languages.
2. The students have established their groups into societies similar to their traditional tribal social structures and national organization standards.

Assessment Work Plan:

1. The student groups are student led with a faculty/staff advisor to assist them.
2. The student groups have specific individual meeting times and planned activity for their group. Each group provides their activities reports to the general student population at the Native Student Services four Encouragement Dinners throughout the year.
3. The four groups are; American Indian into Science and Engineering Society (AISES), Nations Group (NG), Indigenous Scholars Oyate (ISO) and Tiospaye.
4. Each group keeps record of their meetings, attendance and accomplishments.
5. Analyze the data collected.

Assessment Reporting Plan:

1. Verbal and written report to the Vice president of Student Life.
2. Attached is the yearlong programming schedule and within the report is the content for each activity.

- There is a key factor that affects everything that Native Student Services (NSS) does. 1. Actual documentation of American Indian population. It is important this is correct because there will always be an over reporting of program participants because of American Indian student participation in our programming evolves from the following categories. There are 191 American Indian students according to the official I.R. numbers, but participation levels for NSS are around 320 students that fall in one of the following areas.

1. Students enrolled in a federally recognized tribe;
2. Students applied for enrollment and categorized as tribally unaffiliated;
3. Students not affiliated in any manner with a federally recognized tribe but American Indian;
4. Students not affiliated in any manner with a Federally Recognized tribe due to the student just becoming aware of their American Indian lineage;
5. Students reporting lineage of more than one ethnicity inclusive of American Indian, but categorized as bi-cultural lineage or multi-lineage. In the university’s documentation if students are American Indian and other, they automatically be listed in the multi-lineage box.
I. STAFF:

1. Director, Gene D. Thin Elk
2. Program Coordinator, Donis D. Drappeau (.5FTE from the Native American Health Scholars Program) A Grant in association with the Health Sciences Division, School of Medicine.
3. Graduate Assistant, Sara Folk
4. Graduate Assistant, Madison Guhlke

II. Year Long Retention and Support Programming

<table>
<thead>
<tr>
<th>AUGUST</th>
<th>SEPTEMBER</th>
<th>OCTOBER</th>
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</thead>
<tbody>
<tr>
<td>- NSS Orientation</td>
<td>- Welcome Week Activities</td>
<td>- D-Days</td>
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<tr>
<td>- Welcome Week Activities</td>
<td>- Red Road Gathering</td>
<td>- Meet with Advisor (Spring Registration/Forms)</td>
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<td>- University Housing Training</td>
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<td>- Native American Month Activities</td>
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<tr>
<th>NOVEMBER</th>
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<th>JANUARY</th>
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<tr>
<td>- Harvest Dinner</td>
<td>- Winter Solstice</td>
<td>- Reverse Back Night</td>
</tr>
<tr>
<td>- Student Organization Report</td>
<td>- Holiday Gathering and Games</td>
<td>- Scholarship Night</td>
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<td>- Spring Registration</td>
<td>- Finals</td>
<td>- Open House Activities</td>
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<th>FEBRUARY</th>
<th>MARCH</th>
<th>APRIL</th>
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<td>- Full Registration</td>
<td>- Encouragement Dinner</td>
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<td>- FAFSA Night</td>
<td>- 3rd Annual Dance Social</td>
<td>- Student Organization Outcome Report</td>
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<tr>
<td>- Meet with Advisor (Fall Registration)</td>
<td>- Alumni Gathering &amp; Waqip (sponsored by Taxpayers)</td>
<td>- Incentive Trip</td>
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<td>- Support</td>
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<td>- Biweekly S.T.A.R Student Tracking</td>
<td>- Outreach Bound</td>
</tr>
<tr>
<td>- Advocacy Retention</td>
<td>- Oscar Howe Summer Institute</td>
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<tr>
<td>Monthly: NSS Gathering (Nez Goes to Nevada)</td>
<td>- Healthcare Careers Camp</td>
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<tr>
<td>Student Data Tracker: Monitoring</td>
<td>Planning</td>
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<tr>
<td>Director meetings with Student Life</td>
<td>- Native American + Transfer</td>
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<td></td>
<td>- Student Fall 2017 Orientation</td>
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<tr>
<td></td>
<td>Recruitment</td>
</tr>
<tr>
<td></td>
<td>- Call/letters to prospective students for orientation</td>
</tr>
</tbody>
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III. Outcomes.

2017-2018

Academic Year

Students will:

Welcome Back Dinner

- Learn risk taking in meeting other students for cohort building.
- Learn collective tribal use of cultural protocols and native life values in a collegiate setting.
- Learn the social, academic and cultural support systems and how to utilize them. (Wase’ Wakpa Elders, Student Services, Faculty and Staff and other academic systems)

Grocery Bingo

- Learn to create an informal cohort building environment of interactive opportunities by this student driven activity.
- Learn to be active participants in a positive healthy activity verses negative social pressure involvement.

Encouragement/Harvest Dinner

- Learn about the USD Tiospaye (extended USD family) support depending up on one another, learning from their faculty and support and tribal elders which is an intrinsic traditional native value.
- Learn to interact with appropriate cultural protocols and participate in cultural connectivity, songs, language and cultural customs.
- Learn health relationship continuity and stress reduction, by hearing inspirational messages from older tribal students and Elders share their life stories and remind them to keep their educational focus.

46th Annual Wac’ipi

- Learn to plan, organize budget raising strategies and produce a large student lead cultural and entertainment venue. The Wac’ipi is designed to expressing to the university community and the greater regional area our students’ cultural heritages through this annual activity.
- Learn the importance of diversity and inclusionary practices in this cross cultural gathering creating opportunities for exchange and promoting a sense of belonging at USD.

Native Graduate Honoring Ceremony
• Learn that they are appreciated, recognized and now they will transition to become part of the alumni of USD and coyote Tiospaye.
• Learn in a formal and cultural setting through family (their support systems and USD family) honoring of their accomplishments and hear stories about their graduate’s journeys.
• Learn appreciation of cultural intactness and sense of belonging enhanced by the cultural community honoring protocols and gifts.
• Learn and enjoy having this event in their honor is part of the inclusiveness of the university.
• Learn that perseverance is a great of value demonstration for goal achievement and paves a pathway for the future graduates.
• Learn on different collectivist tribal perspectives about the fact that students are not just graduating themselves but graduating to represent and benefit their Tiospayes, tribal/indigenous communities and tribal nations.

Year End Minneapolis Trip

• Learn that hard work and perseverance is rewarded on multiple levels.
• Learn from and are exposed to an affluent tribal nation living with their tribal values in a highly competitive modern world. (This is a vital experiential opportunity greatly impacts many of our students in a life changing positive manner since many are from highly impoverished areas.)
• Learn through healthy and inspiring indigenous/intertribal cultural exchanges.
• Learn firsthand from the specific tribal businesses with in the tribe and how they operate to serve their people. (An extremely profitable business empire that has intact their tribal social care systems and assist other tribal nations with their profits because doing so is an innate tribal value of generosity!)
• Learn from the immersion experience cultivating a sense of awe, hope and gratitude for themselves and their tribal nations.

IV. Data.

Orientation – September 17 & 18 2017

Full-Time Freshmen and Transfer Student Orientation was a wonderful success this year. In all, 26 new incoming students attended the event, in which they received delicious (free!) meals, a plethora of resources to help them acclimate to life at the University of South Dakota and in the Vermillion community, and the support of numerous faculty and staff. From presentations on academic advising, Native Student Services, student rights and responsibilities and the counseling center to information about what to do if struggling with academic work or finances, students were equipped with various materials and knowledge to begin a successful career at USD.

NSS took the students to Sky Zone, a trampoline park in Sioux Falls, SD. The group ended the day with dinner at the Empire Mall food court.
The orientation report includes the following questions

1. The NSS social/cultural support activities are necessary for my success here at USD.
2. The NSS social/cultural support activities give me a sense of community and belonging to USD.
3. The NSS social/cultural support activities to enable me to reach out to the USD community.
4. I believe that the NSS social/cultural support activities should continue at USD.
5. What did you learn from orientation?
6. What would you suggest for future activities?

Fall 2017 Orientation

Dinners

Native Student services organizes two dinners every semester, welcome dinner in the beginning of the semester and encouragement dinner at the end of the semester.

Welcome Dinners
The welcome dinner gives everyone a chance to meet new people and catch up with friends. And it makes the new incoming students more welcomed to the campus. NSS organizes a welcome dinner in the fall and a welcome back dinner in the spring.

**Fall 2017**

Fall 2017 Welcome Dinner was on September 7th where a whopping 85 students, NSS staff, USD faculty, and Wase Wakpa Elders attended. After being welcomed by Gene D. Thin Elk, Director NSS, and the Dean of Student Life, Dr. Kimberly Grieves, guests enjoyed a great meal together.

*Note: The evaluation forms includes the first 4 questions/statements of the above given questions.*

![Bar Graph: Fall 2017 Welcome Dinner](image)

**Spring 2018 (Welcome Back Dinner).**

Spring 2017 welcome back dinner was on January 18th where a whopping 57 students, NSS staff, USD faculty, and Wase Wakpa Elders attended.
Encouragement Dinners

The encouragement dinners reminds us all that through difficult times we must rely on each other and dig deep within ourselves to achieve our ultimate dreams. NSS organizes encouragement dinners in Fall and spring semesters.

Fall 2017

Fall 2017 Harvest dinner was on 15 November, a total of 45 students and community members attended the event. Members from the USD community consisting of faculty, staff and Wase Wakpa Elders gave encouraging messages to our students.
Spring 2018

Spring 2018 Encouragement dinner was on March 14th, a total of 36 students and community members attended the event. Each person shared touching and empowering stories of the perseverance and dedication it took them to get where they are in life.
**Fun and learning activities**

Native Student Services also organizes fun and learning activities throughout the year to keep the students engaged on campus and make them feel home at USD.

NSS organized many events in the year 2017-2018, some of them are

- Dentalium Earring Workshop
- Karaoke Night
- Grocery Bingo
- Quill Workshop
- Ribbon Skirt Workshop

**Dentalium Earring Workshop**

December 5th, students were invited and welcomed to learn and participate in making Native American dentalium earrings. All materials were provided for a small purchase fee. During this workshop, different values were recognized that have been passed down through generations within Native American culture.

![Dentalium Earring Workshop Chart]

**Karaoke Night**
Wednesday, February 14th, the NACC hosted a karaoke and open mic night. The night was started off with a duet from the NACC's GA's performing a song for everyone. The event turned out to be a great success and students enjoyed the evening.

**Spring 2018 Karaoke & Open Mic Night**

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<th>Neutral</th>
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</table>

**Grocery Bingo**

NACC organized Grocery Bingo on the November 29th, around 18 students participated. There were a lot of groceries like noodles, popcorn, detergent and so on which were given away as gifts for the students.

**Fall 2017 Grocery Bingo**

<table>
<thead>
<tr>
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</table>

**Quillwork Workshop**
On February 23rd and 24th, students were invited and welcomed to learn and participate in Native American quillwork workshop. All materials were provided for a small purchase fee. During this workshop, different values were recognized that have been passed down through generations within Native American culture.

**Spring 2018 Quill Workshop**

Ribbon Skirt Workshop

On March 27th and 28th, students were invited and welcomed to learn and participate in making Native American ribbon skirts. All materials were provided for a small purchase fee. During this workshop, different values were recognized that have been passed down through generations within Native American culture.

**Spring 2018 Ribbon Skirt Workshop**

Jump Start Support meeting
Native Student Services provide accommodation and snacks for the monthly Jump Start Support meetings. NSS has provided support for the Jump Start meetings for the school year 2016-2017.

**September 2017**

![Jump Start Support Meeting Chart](chart)

**Year-End Incentive Trip to the Shakopee Mdewakanton Sioux Community**

Native Student Services offer the incentive trip every year to freshmen students who are completing their first year of college. This educational tour inspires the students to be motivated in achieving their educational goals. In previous years areas. This trip provides the students with an impetus for hope and aspirations to get their degree and contribute back to society. The visit to Shakopee Mdewakanton Sioux Community and businesses offers pride, excitement and hope.

This year's incentive trip was from April 20- April 22 and 18 students went on the trip. The trip was a grand success and students came back with a lot of learning.
### Native American Student Enrollment at USD:

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<tr>
<th>Semester</th>
<th>No. of Students</th>
<th>Male</th>
<th>Female</th>
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<td>2012 Summer</td>
<td>83</td>
<td>22</td>
<td>61</td>
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<tr>
<td>2012 Fall</td>
<td>176</td>
<td>64</td>
<td>112</td>
<td>Decline of 8 students from Fall to Spring.</td>
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<tr>
<td>2013 Spring</td>
<td>168</td>
<td>57</td>
<td>111</td>
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<tr>
<td>2013 Summer</td>
<td>90</td>
<td>31</td>
<td>59</td>
<td></td>
</tr>
<tr>
<td>2013 Fall</td>
<td>175</td>
<td>64</td>
<td>111</td>
<td>Increase of 7 students from 2012 year. Decline of 12 students from Fall to Spring</td>
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<tr>
<td>2014 Spring</td>
<td>163</td>
<td>52</td>
<td>111</td>
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<tr>
<td>2014 Summer</td>
<td>74</td>
<td>23</td>
<td>51</td>
<td></td>
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<tr>
<td>2014 Fall</td>
<td>168</td>
<td>50</td>
<td>118</td>
<td>Increase of 5 students from 2013 year. Decline of 20 students from Fall to Spring</td>
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<tr>
<td>2015 Spring</td>
<td>148</td>
<td>39</td>
<td>109</td>
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<tr>
<td>2015 Summer</td>
<td>87</td>
<td>31</td>
<td>56</td>
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<tr>
<td>2015 Fall</td>
<td>172</td>
<td>47</td>
<td>125</td>
<td>Increase of 24 students from 2014 year. Decline of 2 students from Fall to Spring</td>
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<td>2016 Spring</td>
<td>170</td>
<td>45</td>
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<td>2016 Summer</td>
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<tr>
<td>Year</td>
<td>Total</td>
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<td>--------</td>
<td>--------------------------------------------</td>
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<tr>
<td>2017 Spring</td>
<td>195</td>
<td>54</td>
<td>141</td>
<td>Increase of 27 students from 2015 year. Decline of 2 students from Fall to Spring</td>
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<td>2017 Summer</td>
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<td>Male:</td>
<td>Female</td>
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<tr>
<td>2018 Spring</td>
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<td>43</td>
<td>115</td>
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**Monthly Average Student Head Count 2017/2018:**

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<th>Average # of Students Per Day</th>
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<td>September</td>
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<td>October</td>
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<td>March</td>
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</tr>
<tr>
<td>April</td>
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</tr>
<tr>
<td>May**</td>
<td>5</td>
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** = month #'s are skewed due to university school breaks

Native Students Enrollment
USD Headcount Total-Spring

Spring Male and Female Head Count

USD Headcount Total-Male

USD Headcount Total-Women

Undergraduate USD Enrollment
Graduate USD Enrollment

Fall Head Count

USD Headcount Total

Spring Head Count

USD Headcount Total
Law School Enrollment

Fall Head Count

USD Headcount Total

Spring Head Count

USD Headcount Total

Medical School Enrollment
### IV. Cost-Budget Expenditures.

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<th>Academic Year 2016-2017</th>
<th>Number in Attendance</th>
<th>Cost</th>
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<tr>
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<tr>
<td>Fall 2016 F&amp;T Orientation</td>
<td>43</td>
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<tr>
<td>Fall 2016 Welcome Dinner</td>
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<tr>
<td>Fall 2016 NSS Study Session</td>
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<td>Fall 2016 NSS Standing Rock Support</td>
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<td>Fall 2016 JumpStart Support-Oct</td>
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<td>Fall 2016 Coyote Twin - Nov</td>
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<td>Fall 2016 Native Identity Discussion</td>
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<td><strong>January - May</strong></td>
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<td>Spr 2017 Meet 'N Greet the Tutors</td>
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<td>Spr 2017 JumpStart Support-Feb</td>
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<td>Spr 2017 9th Annual Graduate Honoring</td>
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<td>Spr 2017 Winter Round Dance Social</td>
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<td>Spr 2017 Art Canvas Event</td>
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* 13 out of 15 graduates attended, no sign in sheet for other attendees
V. Proposed Changes Native Student Services 2017-2018 Programming and Outcomes.

VI. Facilities and Addendum Support Materials.
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<tr>
<td>Personnel Changes</td>
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<tr>
<td>Strategic Highlights</td>
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<td>Native American Heritage Month Calendar of Events</td>
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<tr>
<td>Programs</td>
<td>6-7</td>
</tr>
<tr>
<td>Activities In Progress</td>
<td>7</td>
</tr>
<tr>
<td>Average Student Usage per day at the NACC</td>
<td>7</td>
</tr>
<tr>
<td>3-5 Measureable Goals</td>
<td>8</td>
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<tr>
<td>2019-2020 Improvement Plans</td>
<td>8</td>
</tr>
<tr>
<td>Impact/Support of the University Strategic Plan</td>
<td>9-10</td>
</tr>
</tbody>
</table>
Our staff consists of the Director of Native Student Services, Marisa Cummings, two Graduate Assistants, and ten work study students.

Marisa Cummings, Director of Native Student Services
Kiva Sam, Graduate Assistant and PhD student in Counseling Psychology
Madison Guhlke, Masters in Science in Communications Studies

**Personnel Changes**

I started this position as the Director of Native Student Service in July 2018. I had served in the capacity of the I CARE Coordinator on campus since 2017. I replaced the well known and loved Gene Thin Elk after his retirement from the institution. The transition was a bit challenging at first, but through transparent communication and expectations, I have become very comfortable in my new role and my relationship with Native students and faculty and staff across campus.

My philosophy is rooted in campus wide collaboration and relationship building that will best serve the Native student population. I provide support services for students’ growth and academic support and development. I oversee the NACC, where students can come for a home away from home experience. I am encouraging healthy attitudes and relationships within the NACC and encouraging more Native students to utilize services for support. We initiated a student survey for programming that students wanted to see at the NACC and framed our programming ideas around it.
During this academic year, Donis Drappeau, Program Coordinator at the NACC, took a position within the Lee Med building. Dr. Yutrinka requested the grant funding for her position, which was half time, be reallocated to provide Donis’ new position with an assistant. Therefore, the half time funds used for the NACC Program Coordinator were suspended. Native Student Services could greatly use a Program Coordinator to assist with the wide variety of programming offered to Native and non-Native students.

**Strategic Highlights**

**Monthly Newsletter**

**Access to Coyote Connections**

**Collaboration with various university departments and programs**

- **Center for Teaching and Learning:** I provided a two part training series on the history of Native people and western educational practice and ally support for Native students on campus.

- **Housing:** Provided training on Contemporary Native Issues for RA’s and also did control burns of sage and other medicines for RA’s knowledge and reference.

- **Football Program:** I provided a presentation to the football team on bystander intervention behaviors, at the request of the coaches.

- **I CARE:** Participated in the I CARE Coordinated Community Response Team.

- **Marketing and Communications:** Developed a positive relationship with Michelle Cwach and the marketing department to best serve NSS marketing branding needs as well as student needs.

- **Sustainability Program:** We collaboratively brought Winona LaDuke and Annie Humphrey to campus. I cooked a traditional meal with the students for our guests.

- **STAR Meeting:** Coordinated bi-weekly STAR meetings between all departments that work with Native students to facilitate communication.

- **Admissions:** Mark Petty and I coordinated a relationship where I help train new Admission staff about our services, native special group visits come to the NACC and receive information and a tour catered to their needs, Native students come to the NACC for individual visits and are told about our services. In addition, I send out a letter to all admitted native students welcoming them to USD and informing them of our programs and services at the NACC through
NSS. I have also served on Admissions search committees. I also assisted with a college fair targeting Native students in St. Paul, MN.

- **Communication sciences Recruitment Event**: We worked with Communication Sciences to hold a Native recruitment event at the NACC.

- **Sioux Falls Title 6 Program/Vermillion Title 6 Program/Sioux City Title 6 Program**: I built relationships with the three area Title Office of Indian education programs in the area to serve as a resource.

- **Up Next Coffee Hour**: Spoke to the Vermillion community about NSS and services and programs.

- **Faculty and Staff of Color**: Participated in meetings and events.

- **Building Bridges**: Purchased t-shirts for all participants.

- **Guest Class Lecture**: Lectured as a guest in Dr. Lampert class, Dr. Boxers class, and Dr. Jarchow’s class.

- **Women, Gender, and Sexuality Studies Symposium Committee**: Member

- **Native American College Student Taskforce**: Member
# November Native American Heritage Month

## NOV. 5-9

### MMIW Awareness Week

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Time</th>
<th>Location</th>
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<tbody>
<tr>
<td>NOVEMBER 1</td>
<td>Kick Off Event</td>
<td>11:00 a.m. - 2:00 p.m.</td>
<td>MUC PIT</td>
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<tr>
<td>NOVEMBER 5</td>
<td>Tanaya Winder Lunch &amp; Learn Heartwork: Find Your Fire</td>
<td>Noon - 2:00 p.m.</td>
<td>NACC</td>
</tr>
<tr>
<td>NOVEMBER 6</td>
<td>Tiospaye Indian Taco Sale</td>
<td>5 - 7 p.m.</td>
<td>NACC</td>
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<tr>
<td>NOVEMBER 6</td>
<td>MMIW Ribbon Skirt and Shirt Workshop (RSVP)</td>
<td>5 - 8 p.m.</td>
<td>220 East Hall</td>
</tr>
<tr>
<td>NOVEMBER 7</td>
<td>Harvest Potluck/Traditional Food Practices Program</td>
<td>5 - 7 p.m.</td>
<td>NACC</td>
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<tr>
<td>NOVEMBER 8</td>
<td>Anitta Lucchesi Lecture Mapping the Missing</td>
<td>4 - 5 p.m.</td>
<td>Farber Hall</td>
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<tr>
<td>NOVEMBER 8</td>
<td>MMIW Interactive Community Quilting Project Kick Off</td>
<td>6 - 8 p.m.</td>
<td>NACC</td>
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<tr>
<td>NOVEMBER 9</td>
<td>Silent No More Film &amp; Panel Discussion</td>
<td>6 - 8:30 p.m.</td>
<td>MUC Ballroom</td>
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<tr>
<td>NOVEMBER 9</td>
<td>MMIW Interactive Community Quilting Project</td>
<td>10 a.m. - 5 p.m.</td>
<td>NACC</td>
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<tr>
<td>NOVEMBER 9</td>
<td>Silent No More Film &amp; Panel Discussion</td>
<td>6 - 8:30 p.m.</td>
<td>MUC Ballroom</td>
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<tr>
<td>NOVEMBER 15</td>
<td>Soul of an Indian Film and Discussion</td>
<td>7 p.m.</td>
<td>Farber Hall</td>
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<tr>
<td>NOVEMBER 27</td>
<td>Redwing Thomas Dakota Language Revitalization and Song</td>
<td>6 - 7 p.m.</td>
<td>MUC Ballroom</td>
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<tr>
<td>NOVEMBER 27</td>
<td>Round Dance Social</td>
<td>7:30 - 9 p.m.</td>
<td>MUC Ballroom</td>
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</tbody>
</table>

*If you are a person with a disability and need a special accommodation to fully participate, please contact Disability Services at 605-677-6389 48 hours before the event.*

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**University of South Dakota Native Student Services**

**WWW.USD.EDU/NSS**

**Questions? Contact Marisa Cummings at Marisa.Cummings@USD.EDU**
Programs

- Welcome Back Dinner
- Native Student Services Graduation Honoring Ceremony 2019: 17 Native graduates participated and over 200 people attended.
- Game Night
- Traditional Food Preparation
- Ribbon Skirt Making
- Lunch and Learn Series
- Native American Heritage Month
  - Tanaya Winder Lecture
  - MMIW Interactive Community Quilting
  - Silent No More Film and Panel
  - Redwing Thomas Lecture: Dakota Language Revitalization
  - Round Dance
- Average Student Usage of the NACC

<table>
<thead>
<tr>
<th>Month</th>
<th>Usage</th>
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<tbody>
<tr>
<td>August**</td>
<td>9</td>
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<tr>
<td>September</td>
<td>17</td>
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<td>October</td>
<td>15</td>
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<td>November</td>
<td>13</td>
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<td>December**</td>
<td>8</td>
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<td>January</td>
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<td>February</td>
<td>17</td>
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<td>March</td>
<td>13</td>
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<td>April</td>
<td>15</td>
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<tr>
<td>May**</td>
<td>4</td>
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</tbody>
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** = month #’s are skewed due to university school breaks
In Progress

- Developing Native Student Services CAS Standards
- President’s Council for Diversity: Member
- President’s Leadership Training Institute: Participant
- Strategic Planning Taskforce: Member

Measureable Goals for 19-20 Academic Year

1. To Increase involvement in NSS programming to all students across campus, with an inclusive environment and outreach. This can be assessed through a new swipe system through Coyote Connections where we can gauge the number of program participants and students that utilize services more accurately.

2. To provide a relevant academic, social, and cultural Orientation program for incoming students. We will provide a survey at the end of Orientation to gauge our success, challenges, and improvements.

3. To advocate for Native students academic, social, and cultural wellness through committee work.

4. To continue to offer high impact, quality programming for Native students.

2019/2020 Improvement Plans

1. Increase Native and non-native engagement through programming at Native Student Services.

2. Through Coyote Connections, better track NACC usage with a sign in computer mechanism.

3. Utilize Coyote Connections to better track Native student contact and reasons for contact.

4. Continue to provide cultural, academic, and social programming to enhance the Native student experience at USD.

5. To work on more community tribal engagement opportunities with local tribal nations.

6. To engage Native students in the Vermillion community more purposefully.

7. To start a Native Alumni organization and programming to support alumni/student mentorship.

8. To continue to collaborate with USD departments and programs across campus.
Native Student Services aligns with the vision of the strategic plan to create the best small, public flagship university in the nation built upon a liberal arts foundation through enhancing Native and non-native students through the strategic themes.

Native Student Services (NSS) contributes to the strategic plan in the following ways:

**Undergraduate, graduate, and Professional Student Experience**

GOAL 3: Develop and support a vibrant campus community that engages students and fosters their ongoing connection to USD. NSS provides programming and services for both Native and non-Native students that engages them in a better understanding of Native issues and engages dialogue and discussion that is solution based. NSS also builds community and helps continue a relationship with Native alumni.

**Liberal Arts and Learning**

GOAL 2: Graduate globally aware students. NSS provides a platform for indigenous models of thinking and interacting globally. NSS Director works directly with the VP of Student Services on recruiting Native students to participate in trips to England and Ireland.

**Diversity and Inclusiveness**

GOAL 2: Integrate diversity and inclusive excellence into all areas of university life. Native Student Services director has worked collaboratively towards diversity work related to native people. The Center for Teaching and Learning hosted a two part series to educate faculty and staff on the history and impact Native American History and Western Education and the second part on Supporting Native Students in Higher Education. NSS Director also volunteered to help train RA’s on Native Contemporary Experiences as well as provided training on the smells of different medicines burning that Native students may use.
Community and University Relations

GOAL 3: Explore and attend to increase partnerships between USD and local school districts. NSS has developed relationships with Vermillion schools and participates in Title 6 meetings as an advisor. NSS has built a relationship with the Title 6 program director, Timothy Easter in the Sioux Falls school district. NSS Director serves on the Title 6 parent advisory committee in Sioux City and participates in the Native Graduation Honoring Ceremony with SCCSD.
Fall 2018 Programming

NATIVE STUDENT SERVICES
FALL PROGRAMMING CALENDAR

AUGUST
20-24  Open House: Survey & Sweets  8 a.m. - 7 p.m.  NACC
21    Soup and Bread Meal  5 - 7 p.m.  NACC
29    Welcome Dinner  6:30 p.m.  All Nations Center

SEPTEMBER
17    Wossowa Making Class  9:30 - 7 p.m.  NACC
19    Corks Against Colonialism & Patricks  5 - 7:30 p.m.  NACC
24-26  South Dakota Indian Education Conference  2:30 - 3:15 p.m.  Pierre, SD/ NACC
27    Advising Overview  3 p.m.  NACC
27-28  Red Road Gathering  2 p.m.  Clay County Armory

NOVEMBER
5-9    Missing and Murdered Native Women Awareness Week
6      Tonzapayinlon Time Lecture: MMIW
5      Reclaiming the Narrative  5 - 6:30 p.m.  Farber Hall/ Old Main
5      MMIW Red Ribbon Skirt and Shirt Making Workshop  5 - 8 p.m.  NACC
6      Academic Advising  2:30 - 3:15 p.m.  NACC
7      Harvest Dinner: Traditional Food Practice Program  5 p.m.  NACC
8      MMIW Red Ribbon Skirt and Shirt Making Workshop  5 - 8 p.m.  NACC
9      Silent No More Film and Panel  6 - 8:30 p.m.  MUC Ballroom
12     Veterans Day Observed
19     The Pipe and the Cross Class Display  5:30 - 7 p.m.  NACC
22-25  Closed for Thanksgiving Break

OCTOBER
4-6    ASES National Conference  Oklahoma City, OK
8      Native American Day - Closed
10-12  University of Nebraska Lincoln NACC Conference  Lincoln, NE
11    Great Plains Tribal Chairman’s Health Board-Epi Center Visit  NACC
12    Academic Advising  2:30 - 3:15 p.m.  NACC

DECEMBER
5      No Classes
6-12   Flash Week

If you are a person with a disability and need special accommodation to fully participate, please contact Disability Services at 605-677-6389 or email disabilityervices@usd.edu 48 hours before the event. This document is available in alternative formats upon request, contact Disability Services.

Marina Makiwdu Cummings
Director, Native Student Services
Office (605) 677-6755
Cell (319) 621-6688
Marina.Cummings@usd.edu

UNIVERSITY OF SOUTH DAKOTA
NATIVE STUDENT SERVICES
WWW.USD.EDU/NSS
August Events 2018

Orientation
Full-Time Freshmen and Transfer Student Orientation was a wonderful success this year. In all, 6 new incoming students attended the event, in which they received delicious (free!) meals, a plethora of resources to help them acclimate to life at the University of South Dakota and in the Vermillion community, and the support of numerous faculty and staff. From presentations on academic advising, Native Student Services, student rights and responsibilities and the counseling center to information about what to do if struggling with academic work or finances, students were equipped with various materials and knowledge to begin a successful career at USD.
NSS took the students to Sky Zone, a trampoline park in Sioux Falls, SD. The group ended the day with dinner at the Empire Mall food court.

Survey and Sweets
At the beginning of the fall 2018 semester NSS hosted a week of surveys and sweets at the NACC to get a feel of what kind of programming and events the students wanted this academic year. 35 students responded to the surveys.

What type of programming would you like to see at the NACC?
- Cultural- 100% 35/35
- Academic- 37% 13/35
- Social- 100% 35/35
- Informational- 51% 18/35
Welcome Dinner

The welcome dinner gives everyone a chance to meet new people and catch up with friends. And it makes the new incoming students more welcomed to the campus. NSS organized a welcome dinner in the fall of 2018. The Welcome Dinner was on August, 29th where 45 students, NSS staff, USD faculty. After being welcomed by Marisa Cummings, Director NSS, and the Dean of Student Life, Dr. Kimberly Grieves, guests enjoyed a great meal together.

The students were asked these 4 questions:

The NSS social/cultural support activities are necessary for my success here at USD
The NSS social/cultural support activities give me a sense of community and belonging at USD
The NSS social/cultural support activities enable me to reach out to the USD community
The social/cultural support activities should continue at USD.

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Fall 2018 Welcome Back Dinner

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<tbody>
<tr>
<td>82</td>
<td>82</td>
<td>82</td>
<td>18</td>
<td>18</td>
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</tbody>
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Contact Marisa for any questions
Marisa.Cummings.usd.edu
(605) 477-4765
LIKE US on Facebook
Welcome Back Newsletter

University of South Dakota
Native Student Services

WELCOME BACK COYOTES!

Marisa Miakonda Cummings, our new Director!

I am delighted to welcome new and returning students to the University of South Dakota. My name is Marisa Cummings and I am the new Director of Native Student Services. I am a member of the Omaha Tribe of Nebraska and Iowa and belong to the Tesinde (Buffalo Tail Clan) of the Sky People. I have four children, Lauren 25, Brianna 19, Darius 18, and Nia 15. I also live with my partner, Samuel Grant and our puppy, Mika’e (Star) or Baby as we usually call her. Outside of work, my passion is sacred site research and protection, spending time with my family, volunteering with youth in Sioux City, attending my kids sporting events, and traditional doings.

As the new Director of Native Student Services, I acknowledge that I have big shoes to fill. Gene Thin Elk provided years of service to the university and the Vermillion community. I hope to honor his legacy by continuing the good work and vision he has for Native students and Native Student Services. We have some exciting new programs this semester and we want to engage all Native students across campus. Come check out our new carpet and furniture, which adds a great environment for students to study or lounge. Our computer lab has four desktops and offers free printing. We also have a full-service kitchen. The NACC has a great energy and home environment.

Stop by the NACC for our Open House: Survey and Sweets. There will be a different sweet of the day along with coffee, tea, and water for students to enjoy as you fill out a survey regarding your hopes for programming from the NACC this year. Stop by and say hello! We hope to see you soon! Go Yotes!

Marisa Cummings
Director, Native American Student Services
marisa.cummings@usd.edu
(605)-650-5155
Native American Cultural Center 102

Upcoming Events at the NACC for August

-A August 20th Work Study Interviews: contact Marisa for more info
-A August 21st RSVP to Hall of Fame Induction in Oacoma (pg.3 for more info)
-A August 20-24th Surveys and Sweats: Coffee, Tea, and Sweats
-A August 21th Soup and Bread dinner at 5pm: Get to know the newest staff members at the NACC
-A August 29th Welcome Back Dinner at 6pm at Neuhauser Media Center
-A Taco Sale 1st Tuesday of every month

University of South Dakota
2018-2019 Graduate Assistants

**Madison Guhike**
Madison Guhike is a second year graduate student obtaining her master’s degree in Speech Language Pathology and hopes to one day work in the ICU caring for traumatic brain injury and stroke patients. She is originally from Mankato, MN but got her Bachelor’s degree from the University of Minnesota, Duluth. Madison enjoys her new hobby of golfing and enjoying a day on the lake. She also has a loveable cat, Nugget.

madison.guhike@coyotes.usd.edu

Spot by the graduate office to meet this year’s graduate assistants!

**Kiva Sam**
Kiva Sam (Oglala Lakota) graduated from Dartmouth College in 2012 with a B.A in Government. Kiva joined Teach For America, a highly competitive teacher-training program, which allowed her to return to the Pine Ridge Indian Reservation where she taught social studies at her former high school, Little Wound. Kiva served as the school’s Behavioral Interventionist, inspiring her to pursue her Ph.D. in School Psychology through the Counseling and psychology in Education department at USD. Kiva possesses a M.A. in Lakota Leadership and Development through Oglala Lakota College, serves at a Historical Trauma Recovery Specialist, teaches Common Sense Parenting Classes, and utilizes Mind-Body Medicine techniques. Kiva is a mother of 2 boys, Treyton and Dayton.

kiva.sam@coyotes.usd.edu

Contact us
Native Student Services
Native American Cultural Center
409 E. Clark St.
Vermillion SD 57069
Office: 605-677-5426

The NACC's new look!
South Dakota Hall of Fame Induction

You are invited to attend this honoring ceremony where Nicholas Black Elk will be inducted into the South Dakota Hall of Fame. We had a generous donor reach out and offer to purchase students tickets to the dinner on September 8th. We would depart Vermillion at 1 PM and arrive in Oacoma, South Dakota at 4 PM on September 8th and return after the dinner. It is a 3 hour drive from Vermillion. Please email Marisa ASAP if you are interested in attending. This would be a valuable networking experience. All RSVP’s must be submitted to me by August 21st. This is an excellent opportunity to support USD Alum and to have Native representation as the original people of this land at the event. Click here to learn more and to view the agenda.

USD Alumni Spotlight: Charles Trimble

Charles Trimble was born and reared on the Pine Ridge Reservation in South Dakota. He graduated from Holy Rosary Mission in 1952 and went on to become a national leader in Indian affairs, advocating for public policies to strengthen tribal self-determination and improve quality of life across Indian Country. In 1969 he was principal founder of the American Indian Press Association, and served as the organization’s Executive Director until 1972, when he was elected Executive Director of the National Congress of American Indians. In 1975 he represented U.S. Indian tribes at the charter meeting of the World Council of Indigenous Peoples in Copenhagen, Denmark. He also served as a U.S. delegate at the U. N. Sub-commission on Prevention of Discrimination and Protection of Minorities in Geneva, Switzerland, in 1983.

Charles was inducted into the South Dakota Hall of Fame in 2013 and is an enrolled member of the Oglala Sioux Tribe. He is now retired and lives in Omaha, Nebraska, with his wife, Anne.
August Newsletter

This year’s Welcome Back Dinner was on August 29th where 45 students, NSS staff, USD faculty, and Wase Wakpa Elders attended. After being welcomed by Marisa Cummings the new NSS Director, guests enjoyed a great meal together. The dinner gave everyone a chance to meet new people and catch up with friends.

Upcoming Events at the NACC for September

- September 8th South Dakota Hall of Fame Banquet
- September 10th Power and Privilege, International Student Training, NACC @ 11am
- September 17th Wasna Making Class, NACC @ 5:30pm
- September 19th Cards Against Colonialism & Potluck, NACC @ 5pm
- September 24th-26th South Dakota Indian Education Conference
- September 27th Advising Overview, NACC 2:30-3:15
- Taco Sale 1st Tuesday of every month
2018-2019 Work Study Students

This year we will have 10 work study students at the Native American Cultural Center. Our workers play a vital role here and they are responsible for many things. Many of their duties include answering questions and assistance, making sure our space stays clean and tidy, along with being a friendly face when first walking in. Stop by and meet our new work study students!

Mekko Bearkiller is a Senior from Pine Ridge studying Social Work. His favorite thing about the NACC is environment, people and good snacks!

Jessi Bean is a senior from Choctaw Nation. She is double majoring in Native Studies and Social Work. Her favorite thing about the NACC is the sense of community and support that is found there. It is her home away from home.

Hailey Horsley is a sophomore from Rosebud Sioux, majoring in Nursing. Her favorite thing about the NACC is the homey and welcoming feeling.

Selena Olvera is Sisseton Wahpeton Dakota and a senior. She is double majoring in Native Studies and History with a career focus on museum work and academic success with Native scholars. Her favorite thing about the NACC is the home feelings and everyone feeling like family.

Brittany Two Elk, Sicangu Lakota, from the Rosebud Sioux Tribe, is a senior majoring in Social Work with a minor in Addiction Studies and Public Health. Her favorite thing about the NACC is the free coffee (with creamer) and the free laughs!

Tanner Drappeau is a junior studying Ocieth Sakowin Studies with a specialization in the language. He is from the Ihankthunwan Nakota Nation. His favorite about the NACC is the community and the home away from home feeling. He can be himself there and not get judged as much!

Aryn Menard

Solomon Fasthorse

Julianna Benge is a sophomore from Rosebud Sioux Tribe, studying Health Services Administration. Julianna’s favorite thing about the NACC is the welcoming environment and feeling of home as soon as you walk in the door.

Gavyn Spotted Tail

2018-2019 Student Organizations

Nations: meetings will take place every other Wednesday at the NACC @ 4pm

AISES: meetings will take place every other Thursday at the NACC @ 5pm

Indigenous Scholar Oyate: meetings will take place every Thursday at the NACC at 6pm

Tiospaye: meetings will take place every other Thursday at the NACC @ 5pm
USD Alumni Spotlight: Nitausha Williams

Natasha Williams is a member of the Hunkpawin Nation (Yankton Sioux Tribe) of from the USD Graduate School of Social Work, a Bachelors Degree of Social Work Level Clinician working as an Adult Outpatient Therapist in the Sioux City area. She centered advocacy, and prevention around mental illness, emotional, or behavioral American children entering the child welfare system. Her research and interests and a strong desire to break the cycle of intergenerational trauma and help others

Most enjoyable part of being a student at USD?
The program was financially affordable. The graduate school professors were to network with other professionals which I found to be extremely beneficial now as a grad school program with two of the most amazing and supportive friends ever.

As a proud Alumni what keeps you connected to USD?
The Native American cultural piece, specifically the celebrations that support It was always encouraging to me to see the Alumni before me & hear their stories.

What challenges did you face as a graduate student?
Having to sacrifice my entire life, not being able to attend family events on the to prioritize that way and choose school obligations over the needs of my family. Time management was also a significant challenge for me. I had a one-hour commute to get to class, so continually having to balance work, school, homework & family commitments was huge.

What advice can you give current students?
Reach out to professors for help early on, it will eliminate becoming overwhelmed and feeling like you want to quit. If you’re a perfectionist, you might as well throw that out the window RIGHT NOW or you will drive yourself crazy. After your first couple of twenty-page papers you will find that just getting them done by the deadline is enough. And that’s ok. You will encounter difficulties along the way, people will challenge you. Your personal life will have It’s ups and downs, you will get tired, overwhelmed, and discouraged at times. But know this: you are not alone, all of us alumni have felt the same at one point or another, but keep it moving!! Accept the challenge and keep it one day at a time, but most of all DON’T GIVE UP, it’s definitely doable and so worth it in the end!!

Cards Against Colonialism and Potluck

Native Student Services

September 19th, 2013
6pm-7:30pm

Wasna Making

September 17, 2013
5:30pm-7:00pm
At the NACC

Contact Khara or Crystal for more information.
Student Spotlight: Sydney Schad

Sydney Schad is Miniconjou Lakota from the Cheyenne River Sioux Tribe. Sydney is a senior majoring in Health Sciences and minoring in Public Health and Health Services Administration. She is from Eagle Butte, SD. Sydney is involved in many student organizations on campus; American Indian Science and Engineering Society (AISES), Tiospaye Student Council, Student Government Association, Healthcare Executives Advancing in Leadership (HEAL).

This summer I participated in a Faculty Led Program for two weeks to Accra and Cape Coast, Ghana, Africa. This trip emphasized the relationship and impact of policy making to health care organizations and their services. A goal of the trip was to discuss tactical issues of health services operations with a focus on achieving quality health care. We had the opportunity to visit several clinical sites throughout the country, including Sanford Health World Clinics in Accra and Cape Coast at the hand of this trip. Through this trip, I was able to interpret the opinion leadership process including agenda setting, policy formulation, implementation, and modification.

After that, I spent the summer in New York City at Columbia University in the Summer Public Health Scholars Program (SPHSP). SPHSP is designed for undergraduate students and its goal is to increase interest in and knowledge of public health and biomedical science careers. SPHSP is a partnership of the Columbia University Vagelos College of Physicians and Surgeons, College of Dental Medicine, School of Nursing, and the Mailman School of Public Health. This rigorous program included Public Health coursework at Columbia University; hands-on field experience and immersion in a diverse, economically disadvantaged urban environment; seminars and lectures with public health leaders; and mentoring by faculty members. My internship placement was at the New York City Department of Health and Mental Hygiene in the Office of the Commissioner, Mary T. Bassett, and Center for Health Equity. I developed and presented a case study titled “The Effects of Structural Racism on Mental Health in Native American Populations.” I chose to look at incarceration rates and how they correlate with suicide rates, posing the question “Are prisons a significant treatment option for Native Americans with severe mental illness?” I discussed the historical context of incarceration, various mechanisms of social controls, and the reservation to prison pipeline. This experience allowed me to develop personal and professional skills. My favorite quote is “people won’t care what you know, until they know that you care” and I believe that this program and my cohort allowed that saying to thrive.

September Events 2018

Communication Science and Disorders Event
Students and faculty from the Communication Science and Disorders program hosted an event at the NACC on September 27th where 11 of our students came to learn about majoring and or minoring in Communication Sciences and Disorders.

Wasna Workshop
15 students came out to learn about traditional methods of making wasna. NSS graduate assistant Kiva Sam led the instruction. Students were hands on and used a stone mortar to make dried buffalo meat, chokecherries, timpsilla wasna. They also learned about traditional practices that go along with making spirit food.

Game Night, Cards Against Colonialism
13 students got together at the NACC for a social night with games, cards, and treats!
Christian Skunk, I am an enrolled member of the Lower Brule Sioux Tribe. I am a senior majoring in Political Science and minoring in Business Administration. On campus I am involved with Tiospaye, AISES, and Student Government Association.

Last spring, I interned at the South Dakota State Legislature in the House of Representatives. I was assigned to House Majority Whip Rep. Isaac Lutteroll and House Local Government Committee Chair Rep. Kristin Conzet. While, at the legislature I worked on different pieces of legislation ranging from crime statutes to issues surrounding tribal relations. One of my proudest moments from the legislature was watching a bill that I helped write pass both in committee and on the floor. This bill was House Bill 1249 which authorizes tribal law enforcement officers to train at the state police academy. Having an experience like this really encouraged me to one day enter public service.

This past summer I had the opportunity to work for tribe as the tribal enrollment specialist. My duties were to work with the enrollment committee to ensure all applications were being processed in a timely manner. I also helped clean up and create a new system for filing new and old applications. This experience was unique because it allowed me to work directly with the tribal council and other members of the community to ensure the tribe was keeping up on enrollment.
GAME NIGHT!!!
Cards for Decolonization

South Dakota Hall of Fame Banquet

USD students attended the South Dakota Hall of Fame Banquet due to the generous contribution from USD Alumni Ted Muenster. Jessi Bean, Ingrid Cho, Inkpa Mani, and Inankawin Yellowhawk were accompanied by Professor Chaya Bland to the event. At the event, they were greeted by Ted Muenster and alumni Charles Trimble, as well as the relatives of Black Elk. The students were able to make valuable connections to USD Alumni as well as Native leaders in the state.

WASNA MAKING CLASS

Students came out to learn traditional methods of making wasna. Native Student Services Graduate Assistant Kiva Sam led the instruction. Students were hands on and used a stone mortar to make dried buffalo meat, chokecherries, timpsilia wasna. They also learned about traditional practices that go along with making spirit food.
COMMUNICATION SCIENCES AND DISORDERS EVENT

Students and faculty from the Communication Sciences and Disorders Program hosted an event at the NACC on October 27th where 11 of our students came to learn about majoring and or minoring in Communication Sciences and Disorders. At this event students were able to use an eye gaze device that would allow individuals to communicate without their own speech. Students tried thickened liquids that would help individuals with a swallowing disorder. Students also got the opportunity to take a look inside their own ear! Students with this major would further their education by either attending graduate school for Speech Language Pathology or either attain their doctor degree in Audiology. These professions are very needed in our community. If you would like more information please contact Dr. Elizabeth Hanson @ elizabeth.hanson@usd.edu

Need Volunteers for D-Days & Safe Rides

During D-Days, we have extra buses running for Safe Rides. We are looking for volunteers to help staff these buses. Here is a general description what volunteers will be doing:

- Each bus will have a pair of monitors (volunteers)
- Each volunteer monitor will ride the bus (NOT DRIVE) for a 5 hour shift
- Most shifts are from 10PM to 3AM
- Answer the Safe Rides phone
- Write down addresses
- Assist the driver
- Manage intoxicated riders

Contact Ben Severson at Ben.Severson@usd.edu
Marketing is hosting a University Marketing Casting Call on Wednesday, Oct. 10 from 12-1 p.m. in the MUC Pit.

Our hope is to identify a diverse and inclusive range of students who are interested in serving as marketing advocates for the University of South Dakota.

This might include activities like:

- Volunteering for photo/video shoots to help market campus life at USD
- Modeling fan apparel for the USD Charlie’s Store
- Participating in social media marketing campaigns

On Oct. 10, we will be taking quick headshots, gathering student information like major and year, and signing students up to be on an email listserv.

The goal is to build up a repository of student volunteers who are willing to help Marketing tell the story of the university.

Contact Michelle Cwach at Michelle.Cwach@usd.edu for more information
October Newsletter

NATIVE STUDENT SERVICES NEWSLETTER

Student Spotlight
Sage Gourneau

I am from Flmandreau, SD and my tribal affiliation is Turtle Mountain Chippewa. I am currently a first-year Medical Biology major. This past summer I went on a USD study abroad trip to England with Kim Grieve! It was the most amazing experience. My experience abroad was a life-changing experience. The class was a course about leadership, music, and culture in England. The trip was an opportunity to learn about a different culture and meet new people. I was able to grow as a person from the trip. Going on a trip without knowing anyone was really out of my comfort zone. I think that study abroad is an experience that every student should have at some point in their studies. On the trip, we stayed at Edge Hill University in Ormskirk, England. We were able to travel to Liverpool, Manchester, Yorkshire, London, and Conway, Wales!

November Events

1 Native American Heritage Kick Off Event
5 Tanaya Winder Lunch and Learn
5 Tanaya Winder Lecture
6 Indian Taco Sale 11-2 & 5-7
6 Ribbon Skirt and Shirt Workshop
7 Harvest Potluck
8 Annita Lucchesi Lecture
8 MMIW Interactive Quilting Project Kick Off
9 MMIW Interactive Quilting Project
9 Silent No More Film and Panel Discussion
15 Soul of an Indian Film
28 Redwing Thomas Talk on Language Revitalization and Song
28 Round Dance Social led by Redwing Thomas

Want to schedule an event at the NACC? Please email Marisa Cummings at Marisa.Cummings@usd.edu
Behavioral Health Ambassador Conference Tuesday, October 30th!

We want to welcome and congratulate our 64 incoming native students on accomplishing your first midterms and hope they went well! We hope you enjoyed your midterm munchies and have a great rest of the semester!

Midterm Munchies from Native Student Services!
Huge THANK YOU to the Oglala Lakota Tribe and Mekko Bear Killer for a $500 donation to the Native American Cultural Center!
MISSING AND MURDERED AWARNESS WEEK!

NOVEMBER 5TH-9TH

November
NATIVE AMERICAN HERITAGE MONTH

NOVEMBER 5-9
MMIW Awareness Week

NOVEMBER 5
Tara Young: Leaning & Learning
Through Your Eyes
Room: 207 - 10am

Tara Young will speak on recent missing and murdered indigenous women.

NOVEMBER 6
Anita Judah: Moxing the Missing
6:30pm - 10am

Non-violent resistance, cultural knowledge and rituals, support and community building.

NOVEMBER 7
Harriet Potocki: Traditional Food Practices Program
12:30pm - 10am

Sponsored by Native Student Services and the Center for Diversity and Community Engagement.

NOVEMBER 8
MMIW Interactive Quilting Project Kick Off
10am - 10am

A multimedia exhibition and community healing space to raise awareness about missing and murdered indigenous women.

NOVEMBER 9
Silent No More Film & Panel Discussion
6:30pm - 10am

K.C. Baldwin

Special thanks to the Native Student Services, the Center for Diversity and Community Engagement, and the University of South Dakota for their support.

For more information contact Native Student Services at 605-677-6303 or nativestudent@usd.edu.
ADDITIONAL NOVEMBER EVENTS!

November
NATIVE AMERICAN HERITAGE MONTH

NOVEMBER 15
Ohiyesa: Soul of an Indian
Film and Discussion
7 p.m. • Farber Hall

This documentary follows Kate Bonne, a young Dakota woman, as she examines the extraordinary life of her celebrated relative, Charles Eastman (Ohiyesa). Biography and journey come together as Kate traces Eastman’s path—from traditional Dakota boyhood, through education at Dartmouth College, and in later roles as physician, author, lecturer, and Native American advocate.

SPONSORED BY NATIVE AMERICAN STUDIES

If you are a person with a disability and need special accommodations to fully participate, please contact Disability Services at 605-677-5500 before the event.

November
NATIVE AMERICAN HERITAGE MONTH

NOVEMBER 27
Redwing Thomas Lecture:
Dakota Revitalization and Song
6 p.m. • MUC Ballroom

Round Dance Social
7:30 p.m. • MUC Ballroom

Sponsored by Native American Student Services

If you are a person with a disability and need special accommodations to fully participate, please contact Disability Services at 605-677-5500 before the event.
November Events 2018
Native American Heritage Month
Missing and Murdered Indigenous Women Week

Tanaya Winder Lunch and Learn
Tanaya Winder kicked off MMIW awareness week on November 5th, with a lunch and learn at the NACC, 11 students attended this event.

![Fall 2018 Tanaya Winder Lunch and Learn](chart.png)

Tanaya Winder Lecture
Tanaya also spoke to many students on November 5th in Farber Hall about missing and murdered indigenous women titled, Remembering Her: We are Still Singing. 25 students attended this event.

Harvest Potluck
The annual Harvest dinner was on November 7th with a total of 26 students and community members. Members from the USD community consisting of faculty, staff..
**Interactive Quilting Project**

On November 8th, 19 students attended a quilting workshop led by master quilter Nedra Bonds and USD are student Inpka Mani. The quilt will go on display as a traveling exhibit to provide awareness regarding MMIW.

**Anitta Lucchesi Lecture**

Anitta Lucchesi spoke to 59 students on November 8th at Farber Hall about Mapping the Missing.

**Silent No More Film and Panel**

On November 9th, 35 students, staff and faculty watched the film entitled: Silent No More, followed by a panel including: Dr. Elise Boxer, Ken James, Ruth Ann Buffalo, Anitta Lucchesi, and Faith Spotted Eagle.

**Redwing Thomas Dakota Language Revitalization and Song**

Redwing Thomas spoke to 41 students, staff, and faculty about the native language along with a rounds dance!
I am Oglala Lakota and I come from Pine Ridge, SD. I am a sophomore in college and majoring in medical biology. I had an amazing, once in a lifetime experience at the finals. During the pageant I was the youngest candidate for the title. During the written test portion of the pageant I was the only one to score perfectly on the written test, I also won best essay. I am most proud of winning the horsemanship portion - the coordinator of the pageant even told me that one of the judges scored me 275 out of 280 points. I met so many people that I can wait to see again and look forward to traveling during my reign.

November Newsletter

Kade Bettelyoun
Miss Indian Rodeo 2018

December Events
5-12  Extended Hours- Open till 1am
7    Lunch and Learn with RISE-UP
7    Winter-fest

Have a safe and loving winter break!
Happy holidays

Want to schedule an event at the NACC? Please email Marisa Cummings at Marisa.Cummings@usd.edu
Missing and Murdered Indigenous Women week!

To kick off the week we had Tanaya Winder visit campus along with a great lecture titled, Remembering Her: We are Still Singing, and Lunch in at the NACC!

Tuesday Night Native Student Services and Native American Studies held a ribbon skirt making class where students learned how to make a ribbon skirt and the symbolism behind the ribbon colors on MMIW skirts.
TO CONTINUE THE WEEK WE HAD OUR ANNUEL HARVEST DINNER AT THE NACC. WE HAD BOTH YOUNG AND OLD ATTENDED THE EVENT! THIS YEAR WE HAD A POTLUCK WITH MANY DIFFERENT NATIVE FOODS.

THURSDAY NIGHT INCLUDED A LOT OF THINGS! FIRST WAS ANNITA LUCCHI'S LECUTRE MAPPING THE MISSING, WHERE WE PRESENTED HER WITH A RIBBON SKIRT, FOLLOWED BY THE MMIW QUILT WORKSHOP THAT BROGUHT STUDENTS, FACULTY, AND STAFF TOGETHER FROM ACROSS USD AND THE VERMILLION COMMUNITY FOR THE ACTIVITY. THE WORKSHOP WAS LED BY MASTER QUILTER NEDRA BONDS AND USD ART STUDENT INKPA MANI. THE QUILT WILL GO ON DISPLAY AS A TRAVELING EXHIBIT TO PROVIDE AWARENESS REGARDING MMIW.
To end the week we watched the Silent No More film along with an amazing panel of Dr. Elise Boxer, Ken James, Ruth Ann Buffalo, Annita Lucchesi, and Faith Spotted Eagle.

Dr. Elise Boxer had the idea and donated the ribbon skirt to honor Native American Missing and Murdered Women. Thank you Native American Studies Department!

Redwing Thomas Dakota Language Revitalization and Round Dance!
December Events 2018

Chad from Rise Up, Lunch and Learn

10 students attended this lunch and learn at the NACC on December 6th.

My name is Ethan Paddock. I am from Flagstaff, Arizona and an enrolled member of the Navajo Nation. Currently, I am a second-year medical student at the University of South Dakota Sanford School of Medicine and transitioning to my clinical years where I will determine what specialty I would like to pursue. My clinical site is in Rapid City, South Dakota and my interests as of right now are in surgery and emergency medicine. I recall one of the many reasons I chose medicine and it was around the age of ten when my father brought a collection of science books that he received second hand from work and one of those items was an anatomy book. This simple book described the basics of anatomy and how an infection progresses through the human body. I spent countless hours reading and staring at the images till the bindings wore out and could no longer hold the pages together, which I eventually repaired with duct tape. There are many stories like this both happy and tragic that lead to this path, but it has been a pleasure to learn and grow this past year and half.
Winterfest

13 students came together at the NACC for a social night of food, games, and laughter to end the semester!
Student Spotlight
Selena Olvera

My name is Selena Olvera and I am Sisseton-Wahpeton Dakota from Yankton, SD. I am a senior double-majoring in History and Native Studies. I am currently secretary of Tiospaye Student Council and a member of Indigenous Scholars Oyate and AISES. Through my years at USD, I have been able to be involved in the student orgs through the NACC and involved in research on campus. In the summer of 2017, I was able to participate in the sustainableRIVER internship through the National Science Foundation, where I was able to take my research on the relationship between the Mnisose (Missouri River) and indigenous peoples to the SD research conference in Pierre, and the AISES National Conference in Denver. This past summer, I worked in the South Dakota Oral History Center and the L.D Weeks Special Collections and Archives. I will be graduating in December of 2019. I plan on applying to Public History grad programs and museum internships.

Upcoming Events

Blood Memory: Thursday January 31st 5-8pm at the Law School

Financial Aid and Scholarship night: Thursday January 31st 5-6pm at the North Commons 101

Open House: Thursday February 7th 3-5 pm at the NACC

Personal Development Workshops at the NACC
- Personal Statement Thursday, February 12th 3-5pm
- Scholarship Thursday, February 14th 3-5pm
- Open Workshop Thursday, February 21st 4-6pm
- Resume Part 1 Thursday, February 28th 4-6pm
- Resume Part 2 Wednesday March 13th 3-5pm

Want to schedule an event at the NACC? Please email Marisa Cummings at Marisa.Cummings@usd.edu
Blood Memory

Join the University of South Dakota School of Law and Native American Law Students Association for an advanced screening of the documentary “Blood Memory” on Thursday January 31st 5-8pm at the Law School. A panel discussion and reception will follow the screening.

www.BloodMemoryDoc.com
Marketing Photo Shoot!

We are looking for students to participate in a photo shoot for Native Student SERVIES. We would like to spotlight students, their majors, hometown, and organizational involvement on campus! Please email Marisa Cummings (marisa.cummings@usd.edu) for more information.

FINANCIAL AID AND SCHOLARSHIP NIGHT
Thursday, January 31
5:00 - 6:00 PM
North Commons 101
- Get help with your FAFSA
- Assistance in filling out
- Applying for scholarships
- Financial aid representative will be present.

Trio Student Support Services and Native Student Services bring to you

FINANCIAL AID
SCHOLARSHIP
& NIGHT

SAVE THE DATE!!
AISES Regional Conference March 1st, 3rd is hosted this year at USD!
February Events 2019

Open House
On February 7th the NACC hosted an open house to welcome back our students and to kick off the spring semester! 159 students, faculty, and staff attended the event.

**Personal Development Workshops**

- Personal statement workshop, February 12th, 5 students attended
- Scholarship workshop, February 14th, 11 students attended
- Resume workshop, February 28th, 9 students attended
My name is Brittany Two Elk I am Sicangu Lakota from the Rosebud Sioux Tribe. I am a senior majoring in Social Work and double minoring in Addiction Studies and Public Health. I am currently a member of Tiospaye and Indigenous Scholars Oyate. I am currently enlisted in the US National Guard as Military Police. This past fall I became a Wawokiya Peer Mentor in which I have been paired with a mentee in helping them succeed in their college experience. I will be graduating in May of 2019. I plan on working in my hometown for a year, then moving to Memphis, to gain as much experience and further my education by obtaining my Master’s degree at the University of Memphis in Social Work.
NACC Open house!

ON FEBRURARY 7TH WE HAD A GREAT TURNOUT AT OUR SPRING 2019 OPEN HOUSE! THANKS TO EVERYONE THAT CAME OUT!
Some of the Tiospaye community attended the Women’s Basketball game against Oral Roberts on February 9th. It was a good game and was amazing to see an Indigenous athlete on the court. Lakota Beatty (Lakota and Caddo) is one of the Oral Roberts starting guards and top scorers who played a great game! Tiospaye made posters in support of Lakota, to make sure she felt welcomed at USD and by the native community on campus. Support Indigenous athletes on their academic journeys!

“It’s good to see some skins” – Lakota Beatty

SAVE THE DATE!

UNIVERSITY OF SOUTH DAKOTA
47TH ANNUAL WACIPI
APRIL 6TH AND 7TH, 2019
SIOUXFALLS CONVENTION CENTER, SIOUXFALLS, SD
Zuya team wins intramural basketball!

Congratulations!

Zuya means: warpath, going to fight
Please welcome our Spring 2019 work study students!

Mekko Bearkiller
Jessi Bean
Tanner Drappeau
Selena Olvera
Aryn Menard
Larissa Lame
Gavyn Spottedtail
Brittany Two Elk

Thank you to our Native student panel and their hospitality to the Flandreau students who visited USD!
March Events 2019

AISES Breakfast
The NACC and AISES co-hosted a breakfast event during the AISES national conference that was held at USD. 19 students attended.

Sarah Manning Breakfast
15 students attended this lunch and learn at the NACC on March 13th along with faculty and staff on campus.

Midterm Study Session and Snacks.
The NACC provided healthy snacks for students during midterm week. 13 students attended.

Law School Lunch and Learn
On March 21st the NACC hosted a lunch and learn where 6 students attended along with 3 lawyers and 3 law students.

Women’s Basketball Watch Party
On March 22nd USD Women’s basketball team played in the national tournament. The NACC hosted a watch party where 11 students attended.
March Newsletter

NATIVE STUDENT SERVICES NEWSLETTER

ALUMNI DINNER AND 47TH ANNUAL WACIPI

APRIL EVENTS

Alumni Dinner Friday, April 5th
47th Annual Wacipi April 6th & 7th

Want to schedule an event at the NACC?
Please email Marisa Cummings at Marisa.Cummings@uscl.edu

SAVE THE DATE!

UNIVERSITY OF SOUTH DAKOTA
47TH ANNUAL WACIPI
APRIL 6TH AND 7TH, 2019
SAPRO EXPO & TRADE CENTER, VERNILLION, SD
Keynote Speaker, Sarah Sunshine Manning, on Women, Gender and Sexuality Studies Conference

Art pieces done by Liz Sky in honor of children lost to forced sterilization of Native American women.

Beautiful job Liz!
Lunch and Learn about USD Law School! Thanks to everyone that attended.
April 2019/May 2019

Winona LaDuke Visit
Winona LaDuke visited USD along with a traditional meal at the NACC. 32 students and staff were in attendance.

Ribbon Skirt and Shirt Making
11 students attended the ribbon skirt and shirt making workshop.

Native Graduation Honoring Ceremony
On May 3rd the NACC hosted the annual graduation ceremony at the MUC were 17 students were honored. 212 students, staff, and families were in attendance.

Graduation Celebration
May 4th the NACC hosted a graduation celebration after the commencement for families to come and enjoy a nice meal at the NACC. 76 people attended.
April/May Newsletter

NATIVE STUDENT SERVICES NEWSLETTER

ALUMNI DINNER AND 47TH ANNUAL WACIPI

Summer Hours:
Monday-Friday 8am-5pm
Closed Saturday and Sundays
Closed May 20th-27th

Congratulations to Tiospaye Student Council on putting on a great Alumni Dinner with food from Brain Yazzie and a great 47th annual Wacipi!
A special shout to Ingrid Cho, Jessi Bean, Selena Olvera, Myah Red Horse, Antone Morrison and Mekko Bearkiller!

Want to schedule an event at the NACC? Please email Marisa Cummings at Marisa.Cummings@usd.edu
47th Annual Wacipi!
Winona LaDuke visit and Traditional Meal at the NACC!

Ribbon Skirt and Shirt Making
Native Graduate Honoring Ceremony
Congratulations Class of 2019!
HAVE A SAFE AND FUN SUMMER COYOTES! WE CAN’T WAIT TO SEE YOU IN THE FALL!
Attached are the reports you requested on diversity at USD. We have a couple of gaps due to staff turnover. I have not included updates from each individual college and school, but if you would like that information please let me know and I will send it along.

Accreditation Diversity Efforts

1) Letter from HLC (2015)

2) USD’s HLC Quality Initiative Report (2015)

3) USD’s HLC Quality Initiative Report (2017)

4) Sanford School of Medicine Accreditation Self-Study Report

President’s Council on Diversity and Inclusiveness

1) Annual Report AY 17-18

Office of Diversity

1) Office for Diversity Report

Native American Student Services

1) Annual Report 17-18

Laura McNaughton, MSW
Chief of Staff
Office of the President
414 East Clark Street
Vermillion, SD 57069
605-658-5641
USD Diversity Report Glossary

**Higher Learning Commission Letter October 29, 2015**

The letter from the Higher Learning Commission outlines the process USD is implementing following their recommendation of increasing diversity efforts on our campus

QIP – Quality Initiative Proposal
FY – Fiscal Year
AY – Academic Year
Commission – Higher Learning Commission

**USD Quality Initiative Report to Higher Learning Commission September 1, 2015 and May 2017**

I.E. – Inclusive Excellence
HLC – Higher Learning Commission
GPA – Grade Point Average
AAC&U – Association of American Colleges and Universities
AY – Academic Year

**Sanford School of Medicine Accreditation Self-Study**

SSOM – Sanford School of Medicine
MOU – Memorandum of Understanding
INMED – Indians Into Medicine
WIMS – Women in Medicine and Sciences
FARM – Frontier and Rural Medicine
SD AHEC – South Dakota Area Health Education Centers
RAP – Research Apprentice Program
NAHSP – Native American Healthcare Scholars Program
AISES – American Indian Sciences and Engineering Society
RISE-UP – Research Initiatives for Student Enhancement
SD-BRIN – South Dakota Biomedical Research Infrastructure Network
ASSP – Alumni Student Scholars Program

**President’s Council on Diversity and Inclusiveness Annual Report for Academic Year 2018**

The Council – President’s Council on Diversity and Inclusiveness
AY – Academic Year
AAC&U – Association of American Colleges and Universities
LGBTQ+ – Lesbian, Gay, Bisexual, Transgender, Transsexual, Two-Spirit, Queer, Questioning, Intersex, Asexual, Ally, Pansexual, Agender, Gender Queer, Bigender, Gender Varian, Pangender
COHE – Council of Higher Education
HLC – Higher Learning Commission
IE – Inclusive Excellence
MLI21 – Multicultural Leadership for the 21st Century
HHMI – Howard Hughes Medical Institute Inclusive Excellence Grant
   This is a $1 million grant awarded to USD to enhance diversity in STEM programs
STEM – Science, Technology, Engineering and Math
SMART – Strategic, Measurable, Achievable, Result-Focused, and Time-Bound
ICI – Intercultural Development Inventory
OT – Occupational Therapy
PT – Physical Therapy
PA – Physician Assistant
APLU – Association of Public & Land-Grant Universities
iCARE – Office of Violence Against Women grant to work toward sexual assault prevention in the campus community
URM – Under-represented minority
NCORE – National Conference on Race & Ethnicity

Native Student Services Year-End Report – 2017-2018

GAF – General Activity Fee
UBC – University Budget Committee
COE – Center of Excellence
NSS – Native Student Services
FM - Facilities Management
IT – Institutional Technology
NACC – Native American Cultural Center
FTE – Full-Time Equivalent
AISES – American Indian into Science and Engineering Society
NG – Nations Group
ISO – Indigenous Scholars Oyate
Tiospayae – Native American student council
IR – Institutional Research
FA – Fall Semester
SP – Spring Semester
October 29, 2015

Mr. James Abbott  
President  
University of South Dakota  
136 Slagle Hall  
414 East Clark Street  
Vermillion, SD 57069

Dear President Abbott:

This letter is accompanied by the Quality Initiative Proposal (QIP) Review form completed by a peer review panel. University of South Dakota’s QIP is approved.

Within the QIP Review form, you will find comments from the panel for your consideration as you proceed with your Quality Initiative. The panel reviewed the QIP for four areas:

- Sufficiency of initiative’s scope and significance
- Clarity of initiative’s purpose
- Evidence of commitment to and capacity for accomplishing the initiative
- Appropriateness of the timeline for the initiative

If you have questions about the panel’s review please contact either Kathy Bijak (kbijak@hlcommission.org) or Pat Newton-Curran (pnewton@hlcommission.org). For any questions about your Quality Initiative contact your Commission liaison, Karen Solomon, at KSolomon@hlcommission.org.

The Higher Learning Commission

Enclosure
Open Pathway
Quality Initiative Proposal Review Form

Date of Review: 10/18/15
Name of Institution: University of South Dakota
Institutional ID: 1655
State: SD

Reviewers (names, titles, institutions):

Roz A. Jaffer, Assistant Professor, Michigan State University, East Lansing, MI.

David K. Jones, Associate Dean of Faculty and Professor of Psychology, Westminster College, Fulton, MO

Review Categories and Findings

1. **Sufficiency of the Initiative’s Scope and Significance**
   - Potential for significant impact on the institution and its academic quality
   - Alignment with the institution’s mission and vision
   - Connection with the institution’s planning processes
   - Evidence of significance and relevance at this time

   **Finding:**
   - x The Quality Initiative proposal demonstrates acceptable scope and significance.
   - ____ The Quality Initiative proposal does not demonstrate acceptable scope and significance.

   **Rationale and Comments:** (Provide two to three statements justifying the finding and recommending minor modifications, if applicable. Provide any comments, such as highlighting strong points, raising minor concerns or cautions, or identifying questions.)

   Overall, the significance of the project is well described along with the three major areas of focus. The mission and vision of the university is well aligned with the program goals and objectives. The University of South Dakota’s QI initiative centers around issues related to recruitment, retention, and success rates of Native American, African American, Asian American, and Latino American students. USD is currently in its third year of implementing and practicing “inclusive excellence,” and the QI proposal fits well within that structure as well as the charge given by the South Dakota Board of Regents to address recruitment and graduation rates of students of color.

   The Quality Initiative promises to bring together a number of people from USD’s governing bodies and critical service providers together with students for planning and implementation of initiatives in the university’s Inclusive Excellence initiatives.
The Quality Initiative holds promise for increasing the low recruitment and representation rate of South Dakota’s Native American population and holds promise for increasing the retention and success of the university’s African American and Latino American populations.

2. **Clarity of the Initiative’s Purpose**
   - Clear purposes and goals reflective of the scope and significance of the initiative
   - Defined milestones and intended goals
   - Clear processes for evaluating progress

   **Finding:**
   - x The Quality Initiative proposal demonstrates clarity of purpose.
   - _____ The Quality Initiative proposal does not demonstrate clarity of purpose.

   **Rationale and Comments:**
   USD has established three clear goals in their QI initiative: 1) Committing to a systematic, intentional, comprehensive, and holistic approach to diversity and inclusive excellence, 2) Integrating diversity and inclusive excellence into all areas of university life, and 3) Becoming a regional leader in initiatives and outreach for diversity and Inclusive Excellence.

   Over the past two years, USD has put in place an infrastructure to support the success of targeted students, and has indicated that the next key step is coordination of efforts. The university has also presented a clear timeline and structure in the QI proposal for evaluating additional initiatives in order to achieve the goals set out in the QI proposal. Specific goals regarding each initiative needed to be identified such as recruitment goals, etc.

3. **Evidence of Commitment to and Capacity for Accomplishing the Initiative**
   - Commitment of senior leadership
   - Commitment and involvement of key people and groups
   - Sufficiency of the human, financial, technological, and other resources
   - Defined plan for integrating the initiative into the ongoing work of the institution and sustaining its results
   - Clear understanding of and capacity to address potential obstacles

   **Finding:**
   - x The Quality Initiative proposal demonstrates evidence of commitment and capacity.
   - _____ The Quality Initiative proposal does not demonstrate evidence of commitment and capacity.

   **Rationale and Comments:**
   Financial commitment toward the QI is evident, as USD plans to commit $50,000 per year for three fiscal years (FY18, FY19, and FY20) toward completion of the QI.

   Senior leadership is clearly involved in the QI, including the Vice President for Academic Affairs and Provost and the Associate Vice President for Diversity/Office of the President.

   The proposal details the involvement of a number of key people and groups in the decision-making and review process, including the Faculty Senate, the Provost Council, Student Government, the Deans Council, Executive Council, and the President’s Council on Diversity and Inclusiveness). Additionally, key service providers, including Human Resources, Athletics, Academic Advising, Student Services, Financial Aid, Admissions, and the Office of Institutional Research) are key participants in the work.

   It is evident that a great deal of background work has been exerted in the areas of diversity and inclusion with the hiring of the “Associate VP for Diversity” and the various initiatives linked to diversity including a diversity office and resources.

   Given the sensitive nature of the “inclusive excellence” topic, more details regarding resistance and how obstacles will be addressed would have strengthened the proposal.
4. **Appropriateness of the Timeline for the Initiative**
   
   Consistency with intended purposes and goals
   
   Alignment with the implementation of other institutional priorities
   
   Reasonable implementation plan for the time period

   **Finding**
   
   x The Quality Initiative proposal demonstrates an appropriate timeline.
   
   _____ The Quality Initiative proposal does not demonstrate an appropriate timeline.

   **Rationale and Comments:**

   The timeline presented in the QI proposal spans five years, beginning in AY 15-16 and ending in AY 19-20 with a final report being presented in September, 2020. This five-year time period will afford USD the opportunity to develop recruitment and retention programs and to give time to adequately assess the effectiveness of these programs on recruitment, retention, and success of the targeted populations.

   The proposal did not indicate specific measurable objectives clearly defined for each of the three major areas of focus. Specifically, alignment of diversity initiatives needed to be better aligned with institution’s priorities (e.g. university-wide recruitment timelines, etc.).

5. **General Observations and Recommended Modifications:** (Panel members may provide considerations and suggested modifications that the institution should note related to its proposed Quality Initiative.)

   Overall, this proposal is well presented. It is evident that there has been great support from various stakeholders including senior leaders as evidenced by the hire of the “Associate VP for Diversity.”

   Suggestion: Specific goals and objectives needed to be defined for each of the three major areas, such as recruitment. For instance, what recruitment “best practices” will be implemented to recruit more students of color? Additionally, benchmarking the program initiatives would enhance the creativity and innovation of the program.

6. **Conclusion:**

   x Approve the proposed Quality Initiative with or without recommended minor modifications. No further review required.

   _____ Request resubmission of the proposed Quality Initiative

   **Rationale and Expectations if Requesting Resubmission**

   **Timeline and Process for Resubmission** (the Commission staff will add this section if the recommendation is for resubmission)
Campaign for  
Inclusive Excellence:  
Increasing the Recruitment, Retention, and 
Success of Students of Color

Proposal for the Higher Learning Commission’s  
Quality Initiative

Office of the Vice President for Academic Affairs  
And  
Office for Diversity

Submission: September 1, 2015

University of South Dakota
**Campaign for Inclusive Excellence: Increasing the Recruitment, Retention, and Success of Students of Color**

Quality Initiative Plan for the University of South Dakota

**Inclusive Excellence at the University of South Dakota**

Inclusive Excellence is part of the University of South Dakota’s (USD) strategic initiative designed to create a campus that conceptualizes diversity among students, staff, and faculty as a valuable asset and positive force for achieving the institution’s educational mission (Milem, Chang, and Lising, 2005). Inclusive Excellence (I.E.) (Association of American Colleges & Universities) can be broadly defined as the merging of the concepts of diversity and inclusiveness. Within this framework, the combination of these two concepts is necessary in the pursuit of equity within an institution. The I.E. approach seeks to embed diversity and inclusiveness throughout the institution with the goal of transforming its culture into one that welcomes, respects, and celebrates differences throughout all aspects of a university. If any form of discrimination, such as racism, is present in all sectors of an institution (Dowd & Bensimon, 2015), then the antidote is Inclusive Excellence, the practice of infusing diversity and inclusiveness throughout a college or university.

At present, USD is in its third year of implementing and practicing I.E. and using the emergent diversity infrastructure to drive an agenda of diversity and inclusiveness. In this context, “diversity” can be defined as variation among social and personal dimensions including, but not limited to, gender, gender identity and expression, sexual orientation, age, religion, disability status, race, ethnicity, nationality, and veteran status. Currently, USD has initiatives focusing on recognition and representation of several of these communities. For purposes of the Higher Learning commission (HLC) Quality Initiative and given the charge from the South Dakota Board of Regents to address recruitment and graduation rates of students of color, we propose to specifically focus on race and ethnicity centering on issues related to the recruitment, retention, and success rates of Native American, African American, Asian American, and Latino American students.
Background

Colleges and universities continue to struggle to find solutions to the problems that students of color often face in higher education environments (Witham, Malcom-Piqueux, Dowd & Bensimon, 2015). Across the spectrum of higher education, there are numerous prototypes designed to address each of the dimensions cited above with varying degrees of success. Many of these are focused on encouraging students of color to adapt to the existing cultures of colleges and universities. Additionally, success is pursued utilizing deficit models that conceptualize underrepresented communities as underprepared, economically deprived, devoid of social and cognitive capital, and possessing poor social skills and other perceived disadvantages (Padilla, Treviño, Gonzalez, & Treviño, 1997). Other universities, including USD, are seeking transformational and structural change as a way of recruiting, retaining, and increasing the success of students. Asset-based approaches to the success of underrepresented students that focus on validation, talent identification and talent development are a central part of this process (Rendon, & Linares, 2011).

In addressing the success of students of color, USD considers this construct robust in its dedication to underrepresented communities. Traditional measures of achievement such as GPA and graduation rates as well as many other dimensions including persistence, commitment to community and family, and pride in one’s cultural identity (Rendón, Nora, & Kanagala, 2014; Yosso, 2005) are considered integral parts of success.

To accomplish its goals, the institution is investing in the implementation of Inclusive Excellence. An inclusive institution, in pursuit of a multiplicity of educational and social outcomes, capitalizes on the varied talents, backgrounds, experiences, and perspectives brought to the institution by students. Colleges and universities that employ this type of initiative advance social progress among the communities they serve and promote inclusive learning for all who enter their doors. I.E. institutions perceive diversity and inclusiveness as a resource that offers tremendous benefits and, subsequently, work towards cultivating, utilizing, and embedding the concept in all areas of the institution. By achieving and maintaining inclusive student bodies, along with creating an inclusive climate among staff and faculty, an I.E. institution successfully connects with the reality of our evolving society and makes contributions toward a better world. Ultimately, I.E. institutions gain an edge in educational and research opportunities and in preparing all USD students for living and working in a diverse democracy and an increasingly complex
The proposed HLC Quality Initiative (outlined below) aligns with the I.E. context described above and the current institutional transformational efforts directed at the identification, recruitment, development, and promotion of talented students of color.

Overview of the Quality Initiative

For the Quality Initiative, USD proposes the “Campaign for Inclusive Excellence: Increasing the Recruitment, Retention, and Success of Students of Color”, a multi-year (2015 – 2020) concerted effort focused on the recruitment, retention, and success of talented Native American, African American, Asian American, and Latino American students, both undergraduate and graduate, at the University of South Dakota. The Initiative will approach the issues utilizing a high level commission and campaign framework to achieve the intended goals. An appointed commission with leadership from top management will provide credibility and compelling vitality to drive the success of the initiative. An accompanying campaign approach will also contribute to the attainment of the project’s goals. The literature suggests that confronting higher education challenges by deploying a campaign style change strategy has merit (Hirschhorn & May, L., 2000). Employing a campaign model counteracts the glacier inertia characteristic of change on college and university campuses by capitalizing on the energy, action, engagement, and innovation that accompanies a campaign.

The Campaign

The Campaign for Inclusive Excellence will entail committed leadership, use of evidence-based action, broad engagement, and systemic institutional improvement for success. It will proceed in several phases. First, an appointed high-level commission comprised of representatives from the major USD governing bodies including Faculty Senate, Provost Council, Student Government, Deans Council, Executive Council, President’s Council on Diversity and Inclusiveness) and critical service providers (Human Resources, Athletics, Academic Advising, Student Services, Financial Aid, Admissions, and Office of Institutional Research) will be created. Deans, administrators, faculty, staff, and students will be recruited to serve on the steering committee. The goal is to adhere to the one of the tenets of Inclusive Excellence by widely disseminating responsibility for diversity and the concomitant task at hand. Second, three subcommittees (with two leads or chairs) focusing on the areas...
of recruitment, retention and success of students of color will be formed. All three groups will begin with a thorough study of the current data available at USD and identify promising practices within programs and initiatives at peer institutions related to recruitment, retention, and success of students color. The result will be a plan for improving recruitment, retention, and success rates by developing goals, initiatives, timelines, metrics, and accountability.

Key primary and secondary metrics that will drive the campaign include (but not limited to):

- The number of Native American, Latino, Asian American, and African American students;
- The number of students of color receiving degrees with attention to:
  - Fall to spring and fall to fall retention rates
  - Success in gateway courses (e.g., math, biology, etc.)
  - Cautionary flags related to student issues (Starfish program)
  - Students on probationary status;
- The gaps in four- and six-year graduation rates with attention to:
  - Credit hours at graduation
  - Pass rates on exit exams;
- Measures of satisfaction; and
- Assessment and results of the campus climate for diversity.

And finally, periodic progress reports will be solicited from those responsible for taking purposeful action. Other tasks will include developing a campaign slogan (e.g., The Campaign for Multicultural Excellence; Diversity and Inclusiveness is Excellence), informing the USD community on progress of the campaign, and a review session/celebration at the end of each academic year.
In addition, those currently involved in extant initiatives focusing on recruitment, retention, and success will be invited to participate in the campaign.

Sufficiency of the Initiative’s Relevance and Significance

The Quality Initiative is relevant and significant for the institution as it aligns with the strategic plan, mission, and values, and the current Inclusive Excellence work that is taking place at USD. As stated in the University Diversity and Inclusiveness statement:

To insure that the values proclaimed in our diversity documents are realized will require tireless work. USD student demographics do not reflect the population of the State of South Dakota, in particular the Native American population. Lack of a diverse student body inhibits interaction between students from diverse backgrounds and suppresses the quest to achieve diverse learning outcomes. This has a detrimental effect on the university’s ability to educate and prepare students for living and working in a diverse society and world.

According to the US Census, Native Americans make up approximately 8.9% of South Dakota’s population, significantly greater than the 2% of current USD students who are Native American. Latino Americans represent 3.4% of South Dakota’s population, a percentage that is negligibly greater than the 3% of students attending USD who are Latino American. With respect to Asian American and African American students, both groups are slightly higher (2%) at USD than their representation among the state’s population. It is important to note that a large percentage of African American students at USD are student-athletes. Overall, progress in recruiting students of color has been minimal and requires a concerted effort to ameliorate.

In addition to low recruitment and representation, USD continues to struggle to increase the retention and success of students of color. In 2013, less than half of the entering Native American (43.4%) and African-American (42.9%) full-time first-time degree-seeking students persisted to the second year. Asian American and Latino American students persisted at between 68.2% and 55.3%, compared to White/Caucasian students at 77.5%. In 2007, the six-year graduation rate for entering first-time full-time degree-seeking students was 13.6% for Native Americans, 35.3% for African Americans, 50.0% for
Latino American students and 44.4% for Asian students. White/Caucasian students in this cohort graduated at a rate of 59.3%

The South Dakota Context

USD recognizes its failure to fulfill its responsibility to provide equity for excellence in the educational experiences of all students accepted by the university. The recent AAC&U Report, “America’s Unmet Challenge” (Witham, Malcom-Piqueux, Dowd & Bensimon, 2015) highlights the need to provide pathways to success for all students. The Report focuses on the importance of postsecondary success for entry into the middle class in this country and thus for the economic, social and cultural vitality of the region and nation.

Commitment to the success of each and every student is a critical aspect of the University’s revised strategic plan, which builds on the existing Inclusive Excellence Plan. Success, in this context, is defined by the opportunities to engage in enriching educational experiences while obtaining credentials and competencies necessary to be successful in careers and to contribute to the communities in which we live.

The data suggests that USD needs a focused effort to achieve this outcome. This initiative seeks to close and eventually eliminate the gaps in graduation rates and participation in enriching educational experiences. The Stockdale Paradox as discussed in Collins’ (2001) classic “Good to Great” asks us to confront the brutal facts of our reality as we maintain prevailing optimism. Our facts tell us that we must take bold action to facilitate change.

The four-year graduation rate for the White/Caucasian students that entered the University in 2007 was 33.5%, while that rate was 7.1% for African American students and only 5.2% for Native American students. As we look at six-year graduation rates, there is an increase in percentage, especially for Native American students. However, it is still 40.5% lower than that of White/Caucasian students, at 15.8%. The 28.6% graduation rate for African American students also pales in comparison to the 56.3% rate for White/Caucasian students.

We recognize the myriad of factors that have been advanced to “explain” the data (e.g. academic preparation, cultural patterns, income), but these “explanations” have not led to concrete changes in outcomes. For the 2012 entering cohort the retention gap for Native American students remains at
Quality Initiative – Higher Learning Commission

33.1% (78.3% vs. 45.2% for White/Caucasian and Native American students respectively).

The University has made an active decision to focus efforts of all units on creating an environment in which all students can achieve their aspirations – postsecondary success is essential in reaching those goals.

Setting the Stage and Building Momentum

Over the past two years, USD has been working to put in place the infrastructure to promote success of all students. One aspect of success entails establishing a significant number of students of color on campus accompanied by focused advising and support efforts. The following are some of the initiatives designed to enhance the success of students of color.

- Academic Bridge Program in the summer prior to matriculation
- Native American Orientation Program
- Student-Athlete Success Center
- Center for Diversity and Community
- Jumpstart
- Multicultural Leadership Retreat
- President’s Council
- African American Student Success Committee
- Multicultural Student Success Network
- Inclusive Excellence Committees and diversity plans
- Strategic plan and metrics

Committing Resources

The Office for Diversity/Office of the President and the Office of the Vice President for Academic Affairs has been setting the stage for implementation of this initiative for the past 2 years. The following key resources were developed during the 2012-14 academic years and will be mobilized to contribute to the campaign.

- The Office for Diversity was created and an Associate Vice-President for Diversity was hired.

- Inclusive Excellence was approved by the major USD governing boards and was approved as one of the pillars of the University’s strategic plan.
Each academic school created an inclusive excellence committee, underwent a diversity audit, and developed a plan of action.

The Center for Academic and Career Planning is starting an academic coaching program.

The Office for Diversity created a Multicultural Student Success Network of service providers to improve services to students of color.

A key aspect is coordination of these efforts. To date, without consistent coordination we have not been able to create the inclusive environment to which we aspire. According to a Student Services consultant, our efforts at student success can be described as “uncoordinated and independent of each other with disjointed goals and objectives.” In those few cases where our efforts share the same goals, they are advancing separately and working in isolation. The proposed project is designed to coordinate initiatives and programs with similar goals and a high level of compatibility.

As the plan unfolds, Strategic Initiative Funds have been dedicated to this focused effort. The Provost Office is committing $50,000 per year of dedicated funds during FY18, FY19 and FY20 toward meeting the goals of this project.

Impact and Clarity of Purpose

The creation of a mechanism to increase the recruitment, retention, and success of students of color will result in a concerted and systematic effort to fulfill the Inclusive Excellence goals outlined in USD’s Strategic Plan. Milestones and interim targets for success have been defined as annual goals in the Strategic Plan. Critical measures (e.g., participation in High Impact Practices) will be disaggregated to measure equity of opportunity and participation.

**Goal 1: Commit to a systematic, intentional, comprehensive, and holistic approach to diversity and inclusive excellence.**

The University’s long-standing aim of increasing the diversity of its students, staff and faculty will be advanced more effectively if approached through Inclusive Excellence, with responsibility for diversity and inclusiveness jointly held by all members of the university community.
Goal 2: Integrate diversity and inclusive excellence into all areas of university life.
A diversity recruitment plan that includes new methods of attracting students, staff and faculty will be developed and implemented, accompanied by a diversity retention plan that includes physical space, specialized resources, and support for students, staff and faculty of color. Ideally, first-year retention of students of color will match or exceed that of the overall undergraduate student body.

Goal 3: Become a regional leader in initiatives and outreach for diversity and inclusive Excellence.
Both the University and the region stand to benefit from greater access to USD education for members of populations of color. Partnerships between USD and tribal colleges and universities will be mutually advantageous.

Groups and Individuals Committed to Implementation

This initiative is being led by the Vice President for Academic Affairs and Provost and the Associate Vice President for Diversity/Office of the President. The Commission, constituted as part of the initiative, will direct implementation of the effort. The Office of Institutional Research will be involved in assessment and data analysis. Representatives from the major USD governing bodies (Faculty Senate, Provost Council, Student Government, Deans Council, Executive Council, President’s Council on Diversity and Inclusiveness) and critical service providers (Human Resources, Athletics, Academic Advising, Student Services, Financial Aid, Admissions, and Office of Institutional Research) will also be key participants in the initiative.

Primary Activities and Implementation Timeline

Year 1: AY15-16
- April 2015 Approval by the USD Executive Committee
- May 2015 Presentation to the USD Faculty Senate
- May 2015 Submission of Proposed Quality Initiative to HLC
- July 2015 Formation of Commission and Sub Committees
  o Development of Data Gathering for Baseline and Progress Metrics
- September 2015 Summit meeting and launch of campaign
  o Development of Plan for Coordinated Action
Quality Initiative – Higher Learning Commission

- November 2015  Commission Fall meeting
  - Review of University-Wide effort
  - Review of Baseline Data
- January 2016  Commission Winter meeting
  - Status Review of Projects
  - Policy Review Focused on Access and Completions
- May 2016  Commission meeting
  - Status Review of Projects
  - Review of Available Data
  - Policy Review Focused on Equity of Financial Aid

Year 2: AY 16-17
- July 2016  Commission Meeting
  - Focus on Coordination of Efforts
  - Review of Data Quality and Data Needs
- November 2016  Commission Fall meeting
  - Status Review
  - Review of Fall 16 and AY 16-17 Data
- January 2017  Commission Winter meeting
  - Status Review
  - Policy Review Focuses on Equity of Access to Enhanced Learning Opportunities
- February 2017  Report to University Senate
- May 2017  Commission meeting
  - Status Review
  - Review of Spring 17 Data

Year 3: AY 17-18
- July 2017  Commission Meeting
  - Focus on Coordination of Efforts
    - Lessons Learned
    - Review and Redirection as Needed
- November 2017  Commission Fall meeting
  - Status Review
  - Review of Fall 17 and AY 16-17 Data
- January 2018  Commission Winter meeting
  - Status Review
- February 2018  Report to University Senate
Quality Initiative – Higher Learning Commission

• May 2018 Commission meeting
  o Status and Progress Review
  o Review of Spring 18 Data

Year 4: AY 18-19

• July 2018 Commission Meeting
  o Focus on Coordination of Efforts
    ▪ Lessons Learned
    ▪ Review of Metrics and Progress
    ▪ Review and Redirection as Needed
  o Prepare Interim Report to Campus for Presentation at September State of the University Address

• November 2018 Commission Fall meeting
  o Review of University-Wide effort
  o Review of Fall 18 and AY 17-18 Data

• January 2019 Commission Winter meeting
  o Status and Progress Review

• May 2019 Commission meeting
  o Status Review
  o Review of Spring Data

Year 5: AY 19-20

• July 2019 Commission Meeting
  o Future Directions
  o Building QI Successes into the University Processes

• November 2019 Commission Fall meeting
  o Review of On-going Projects
  o Review of Fall 19 and AY 18-19 Data

• January 2020 Commission Winter meeting
  o Lessons Learned
  o Future Efforts
  o Strategic Plan 2025 Recommendations

• February 2020 Report to University Senate

• May 2020 Commission meeting
  o Outlining the Draft of the Final Report
  o Status Review
Quality Initiative – Higher Learning Commission

- June 2020
  - Review of Spring Data
  - Commission Fall meeting
    - Preparation of Final Report to HLC

Year 6: AY 20-21
- September 2020
  - Final Report presented at the fall State of the University Address
- HLC Reaffirmation Visit

References


APPENDIX A:

### Table 1
**Key Baseline Data for the Campaign for Inclusive Excellence Effort**

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### Table 2
**Key Total Undergraduate Students of Color**

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### Table 3
**Total Graduate and Professional Students**

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Quality Initiative – Higher Learning Commission

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**Table 5**

*Four Year Graduation Rate for FTFT degree seeking Undergraduate Students of Color*

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**Table 6**

*Six Year Graduation Rate of Undergraduate Students of Color*
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**Table 7**

**Total Degrees Awarded to Undergraduate Students of Color**

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<td>Percent US White</td>
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<td>2010</td>
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APPENDIX B: Key Metrics as identified in the USD Strategic Plan (Revised April 2015)

Diversity and Inclusiveness

Goal 1: Commit to a systematic, intentional, comprehensive and holistic approach to diversity and inclusiveness

Goal 2: Integrate diversity and inclusive excellence into all areas of university life

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<td>44.6</td>
<td>47.2</td>
<td>50.1</td>
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Inclusive Excellence:
Increasing the Recruitment, Retention, and Success of Students of Color
Redesign May 2017

Proposal for the Higher Learning Commission’s Quality Initiative

Office of the Vice President for Academic Affairs
And
Office for Diversity

University of South Dakota
Inclusive Excellence: Increasing the Recruitment, Retention, and Success of Students of Color

Quality Initiative Plan for the University of South Dakota

Inclusive Excellence at the University of South Dakota

Inclusive Excellence, broadly defined as the merging of the concepts of diversity and inclusiveness, is part of the University of South Dakota’s (USD) strategic initiative designed to create a campus that conceptualizes diversity among students, staff, and faculty as a valuable asset and positive force for achieving the institution’s educational. The University seeks to embed diversity and inclusiveness throughout the institution with the goal of transforming its culture into one that welcomes, respects, and celebrates differences throughout all aspects of a university.

For purposes of the Higher Learning commission (HLC) Quality Initiative and given the charge from the South Dakota Board of Regents to address recruitment and graduation rates of students of color, we propose to specifically focus on race and ethnicity centering on issues related to the recruitment, retention, and success rates of Native American, African American, Asian American, and Latino American students.

The Effort

The effort to enhance Inclusive Excellence will entail committed leadership, use of evidence-based action, broad engagement, and systemic institutional improvement for success. The President’s Council on Diversity and Inclusiveness will serve as the primary facilitator utilizing critical service providers such as Human Resources, Athletics, Academic Advising, Student Services, Financial Aid, Admissions, and Office of Institutional Research. The goal is to adhere to the one of the tenets of Inclusive Excellence by widely disseminating responsibility for diversity and the concomitant task at hand. The result will be a plan for improving recruitment, retention, and success rates by developing goals, initiatives, timelines, metrics, and accountability.
Quality Initiative – Higher Learning Commission

Key primary and secondary metrics that will drive the campaign include (but not limited to):

- The number of Native American, Latino, Asian American, and African American students at USD;
- The number of students of color receiving degrees;
  - Persistence and retention rates
  - Success in gateway courses (e.g., math, biology, etc.)
  - Success of students on probationary status;
- Gaps in four- and six-year graduation rates;
- Credit hours at graduation
- Measures of satisfaction; and
- Assessment and results of the campus climate surveys on diversity.

Periodic progress reports will be solicited from those responsible for taking purposeful action.

Sufficiency of the Initiative’s Relevance and Significance

The Quality Initiative is relevant and significant for the institution as it aligns with the strategic plan, mission, and values, and the current Inclusive Excellence work that is taking place at USD. As stated in the University Diversity and Inclusiveness statement:

*To insure that the values proclaimed in our diversity documents are realized will require tireless work. USD student demographics do not reflect the population of the State of South Dakota, in particular the Native American population. Lack of a diverse student body inhibits interaction between students from diverse backgrounds and suppresses the quest to achieve diverse learning outcomes. This has a detrimental effect on the university’s ability to educate and prepare students for living and working in a diverse society and world.*

According to the US Census, Native Americans make up approximately 8.9% of South Dakota’s population, significantly greater than the 2% of current USD students who are Native American. Latino Americans represent 3.4% of South Dakota’s population, a percentage that is negligibly greater than the 3% of students attending USD who are Latino American. With respect to Asian American and African American students, both groups are slightly higher (2%) at USD than their representation among the state’s population. It is important to note that a large percentage of African American students at USD are student-athletes. Overall, progress in recruiting students of color up to 2013 had been minimal and required a concerted effort to ameliorate.

In addition to low recruitment and representation, USD continues to struggle to
Quality Initiative – Higher Learning Commission

increase the retention and success of students of color. In 2013, less than half of the entering Native American (43.4%) and African-American (42.9%) full-time first-time degree-seeking students persisted to the second year. Asian American and Latino American students persisted at between 68.2% and 55.3%, compared to White/Caucasian students at 77.5%. In 2007, the six-year graduation rate for entering first-time full-time degree-seeking students was 13.6% for Native Americans, 35.3% for African Americans, 50.0% for Latino American students and 44.4% for Asian students. White/Caucasian students in this cohort graduated at a rate of 59.3%

The South Dakota Context

USD recognizes its failure to fulfill its responsibility to provide equity for excellence in the educational experiences of all students accepted by the university. The recent AAC&U Report, “America’s Unmet Challenge” (Witham, Malcom-Piqueux, Dowd & Bensimon, 2015) highlights the need to provide pathways to success for all students. The Report focuses on the importance of postsecondary success for entry into the middle class in this country and thus for the economic, social and cultural vitality of the region and nation.

Commitment to the success of each and every student is a critical aspect of the University’s revised strategic plan, which builds on the existing Inclusive Excellence Plan. Success, in this context, is defined by the opportunities to engage in enriching educational experiences while obtaining credentials and competencies necessary to be successful in careers and to contribute to the communities in which we live.

The data suggests that USD needs a focused effort to achieve this outcome. This initiative seeks to close and eventually eliminate the gaps in graduation rates and participation in enriching educational experiences. The Stockdale Paradox as discussed in Collins’ (2001) classic “Good to Great” asks us to confront the brutal facts of our reality as we maintain prevailing optimism. Our facts tell us that we must take bold action to facilitate change.

The four-year graduation rate for the White/Caucasian students that entered the University in 2007 was 33.5%, while that rate was 7.1% for African American students and only 5.2% for Native American students. As we look at six-year graduation rates, there is an increase in percentage, especially for Native American students. However, it is still 40.5% lower than that of White/Caucasian students, at 15.8%. The 28.6% graduation rate for African American students also pales in comparison to the 56.3% rate for White/Caucasian students.
We recognize the myriad of factors that have been advanced to “explain” the data (e.g. academic preparation, cultural patterns, income), but these “explanations” have not led to concrete changes in outcomes. For the 2012 entering cohort the retention gap for Native American students remains at 33.1% (78.3% vs. 45.2% for White/Caucasian and Native American students respectively).

The University has made an active decision to focus efforts of all units on creating an environment in which all students can achieve their aspirations – postsecondary success is essential in reaching those goals.

Setting the Stage and Building Momentum

Over the past two years, USD has been working to put in place the infrastructure to promote success of all students. One aspect of success entails establishing a significant number of students of color on campus accompanied by focused advising and support efforts. The following are some of the initiatives designed to enhance the success of students of color.

- Academic Bridge Program in the summer prior to matriculation
- Native American Orientation Program
- Student-Athlete Success Center
- Center for Diversity and Community
- Jumpstart
- Multicultural Leadership Retreat
- President’s Council
- African American Student Success Committee
- Multicultural Student Success Network
- Inclusive Excellence Committees and diversity plans

Committing Resources

The Office for Diversity/Office of the President and the Office of the Vice President for Academic Affairs has been setting the stage for implementation of this initiative for the past 2 years. The following key resources were developed during the 2012-14 academic years and will be mobilized to contribute to the campaign.

- The Office for Diversity was created and an Associate Vice-President for Diversity was hired.
- Inclusive Excellence was approved by the major USD governing boards and
Quality Initiative – Higher Learning Commission was approved as one of the pillars of the University’s strategic plan.

• Each academic school created an inclusive excellence committee, underwent a diversity audit, and developed a plan of action.

• The Center for Academic and Career Planning is starting an academic coaching program.

• The Office for Diversity created a Multicultural Student Success Network of service providers to improve services to students of color.

A key aspect is coordination of these efforts. To date, without consistent coordination we have not been able to create the inclusive environment to which we aspire. According to a Student Services consultant, our efforts at student success can be described as “uncoordinated and independent of each other with disjointed goals and objectives.” In those few cases where our efforts share the same goals, they are advancing separately and working in isolation. The proposed project is designed to coordinate initiatives and programs with similar goals and a high level of compatibility.

As the plan unfolds, Strategic Initiative Funds have been dedicated to this focused effort. The Provost Office is committing $50,000 per year of dedicated funds during FY18, FY19 and FY20 toward meeting the goals of this project.

Impact and Clarity of Purpose

The creation of a mechanism to increase the recruitment, retention, and success of students of color will result in a concerted and systematic effort to fulfill the Inclusive Excellence goals outlined in USD’s Strategic Plan. Milestones and interim targets for success have been defined as annual goals in the Strategic Plan. Critical measures (e.g., participation in High Impact Practices) will be disaggregated to measure equity of opportunity and participation.

Goal 1: Commit to a systematic, intentional, comprehensive, and holistic approach to diversity and inclusive excellence.

Goal 2: Integrate diversity and inclusive excellence into all areas of university life.

Goal 3: Become a regional leader in initiatives and outreach for diversity and inclusive Excellence.
Quality Initiative – Higher Learning Commission
Groups and Individuals Committed to Implementation

This initiative is being led by President’s Council on Diversity and Inclusiveness with support from the Vice President for Academic Affairs and Provost and the Associate Vice President for Diversity/Office of the President. The Office of Institutional Research will be involved in assessment and data analysis. Representatives from the major USD governing bodies (Faculty Senate, Provost Council, Student Government, Deans Council, Executive Council,) and critical service providers (Human Resources, Athletics, Academic Advising, Student Services, Financial Aid, and Admissions) will also be key participants in the initiative.

References


Relevant Data from Spring 2017 Ruffalo Noel-Levitz Survey

Table 7
Item Scores for Satisfaction – USD Custom Items

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<tr>
<td>USD has a large number of students from diverse backgrounds.</td>
<td>5.20</td>
<td>-</td>
<td>71</td>
</tr>
<tr>
<td>Learning how to talk about diversity with other students is promoted.</td>
<td>5.23</td>
<td>-</td>
<td>72</td>
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<tr>
<td>Faculty members show tolerance and respect for diversity in the classroom. (S)</td>
<td>5.87</td>
<td>5.11</td>
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<tr>
<td>Courses include multi-cultural and diversity topics (topics, books, assignments).</td>
<td>5.45</td>
<td>5.78</td>
<td>78</td>
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<tr>
<td>There is a strong commitment to training and educ. regarding sexual orientation.</td>
<td>5.02</td>
<td>-</td>
<td>66</td>
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<tr>
<td>Students with disabilities have access to support services. (S)</td>
<td>5.88</td>
<td>5.72</td>
<td>86</td>
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<tr>
<td>There is adequate lighting on campus for purposes of personal safety.</td>
<td>5.38</td>
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<td>There is a strong commitment to training and education regarding sexual assault.</td>
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<td>Support services for female students are readily available.</td>
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<tr>
<td>USD adequately supports online learners.</td>
<td>5.62</td>
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Table 5i depicts data for statements from the Responsiveness to Diverse Populations scale. These items, which underscore the extent to which the campus accommodates various non-traditional student groups, tended to receive mean satisfaction ratings that were at or above national averages. Students appear to hold especially positive views of the university’s efforts to support students with disabilities.

Table 5i
Item Scores for Satisfaction – Responsiveness to Diverse Populations Scale

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<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution's commitment to students with disabilities?</td>
<td>5.74</td>
<td>5.59</td>
<td>5.60</td>
<td>83</td>
</tr>
<tr>
<td>Institution's commitment to older, returning learners?</td>
<td>5.54</td>
<td>5.42</td>
<td>5.41</td>
<td>80</td>
</tr>
<tr>
<td>Institution's commitment to part-time students?</td>
<td>5.53</td>
<td><strong>5.33</strong></td>
<td>5.33</td>
<td>78</td>
</tr>
<tr>
<td>Institution's commitment to under-represented populations?</td>
<td>5.44</td>
<td>5.38</td>
<td>5.30</td>
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</tr>
<tr>
<td>Institution's commitment to evening students?</td>
<td>5.43</td>
<td>5.31</td>
<td>5.29</td>
<td>78</td>
</tr>
<tr>
<td>Institution's commitment to commuters?</td>
<td>5.23</td>
<td>5.17</td>
<td>5.21</td>
<td>72</td>
</tr>
</tbody>
</table>
Relevant Data from USD Dashboards
(Note: Non-majority includes African-American, Asian, Latino, Native and Multi-racial students combined)

### QUALITY INITIATIVE METRICS

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>FY2012 Baseline</th>
<th>FY2016 Most Recent</th>
<th>2020 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonmajority</td>
<td>1,087</td>
<td>1,317</td>
<td>1,450</td>
</tr>
<tr>
<td>% Growth</td>
<td></td>
<td>21.2%</td>
<td></td>
</tr>
<tr>
<td>Majority</td>
<td>10,031</td>
<td>9,070</td>
<td>9,250</td>
</tr>
<tr>
<td>% Growth</td>
<td></td>
<td>-9.6%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Degrees Awarded</th>
<th>FY2012 Baseline</th>
<th>FY2016 Most Recent</th>
<th>2020 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonmajority</td>
<td>134</td>
<td>193</td>
<td>360</td>
</tr>
<tr>
<td>% Growth</td>
<td></td>
<td>44.0%</td>
<td></td>
</tr>
<tr>
<td>Majority</td>
<td>1,746</td>
<td>1,853</td>
<td>2,140</td>
</tr>
<tr>
<td>% Growth</td>
<td></td>
<td>6.1%</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>FTFT Retention (Bach)</th>
<th>FY11 Baseline</th>
<th>FY16 Most Recent</th>
<th>2020 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Pell</td>
<td>78.9</td>
<td>79.9</td>
<td>82.0</td>
</tr>
<tr>
<td>Pell</td>
<td>66.7</td>
<td>65.8</td>
<td>76.0</td>
</tr>
<tr>
<td>GAP</td>
<td>12.2</td>
<td>14.1</td>
<td>6.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FTFT Retention (Bach)</th>
<th>FY11 Baseline</th>
<th>FY16 Most Recent</th>
<th>2020 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Majority</td>
<td>77.7</td>
<td>78.5</td>
<td>82.0</td>
</tr>
<tr>
<td>Nonmajority</td>
<td>64.1</td>
<td>58.5</td>
<td>75.0</td>
</tr>
<tr>
<td>GAP</td>
<td>13.6</td>
<td>20.0</td>
<td>7.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FTFT Five-Year Grad Rate</th>
<th>FY08 Baseline</th>
<th>FY11 Most Recent</th>
<th>FY15 2020 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Majority</td>
<td>54.1</td>
<td>58.5</td>
<td>62.0</td>
</tr>
<tr>
<td>Non-majority</td>
<td>28.1</td>
<td>24.1</td>
<td>49.0</td>
</tr>
<tr>
<td>GAP</td>
<td>26.0</td>
<td>34.4</td>
<td>13.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FTFT Four-Year Grad Rate</th>
<th>FY08 Baseline</th>
<th>FY12 Most Recent</th>
<th>FY16 2020 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Majority</td>
<td>33.9</td>
<td>42.7</td>
<td>46.0</td>
</tr>
<tr>
<td>Non-majority</td>
<td>8.8</td>
<td>23.0</td>
<td>33.5</td>
</tr>
<tr>
<td>GAP</td>
<td>25.1</td>
<td>19.7</td>
<td>12.5</td>
</tr>
</tbody>
</table>
SSOM has put significant effort into ensuring a diverse student body and faculty. The school’s diversity statement is broadly shared and displayed on its walls and web site. The school has defined three diversity categories to which its student and faculty recruitment and retention efforts are specifically directed: American Indians, rural background and gender. Additional personnel and financial resources have been invested, and the Dean has charged a diversity planning committee to direct and monitor these efforts. The school has established policies for annual training in unconscious bias and other aspects of diversity and inclusion for the Administrative Council and members of key committees (Admissions Committee, MD-PhD Admissions Standing Committee, Student Progress and Conduct Committee, Faculty Council, Diversity Health Affairs Committee, Promotion and Tenure Committee) as well as members of search committees.

The school’s mission and diversity statements guide efforts in recruitment and retention of medical students relative to the defined diversity categories. SSOM has a long-standing memorandum of understanding (MOU) with the University of North Dakota School of Medicine and Health Sciences and its Indians into Medicine (INMED) program which extends the range for SSOM recruitment and admission of American Indian students. The 2014 renegotiation of the MOU in light of curriculum changes allows the matriculation of American Indian students into the first year rather than transferring into the third year. SSOM also has a Women in Medicine and Science (WIMS) program. Programs are in place which provide networking opportunities, professional development and mentoring. The Frontier and Rural Medicine (FARM) program provides an excellent opportunity for students to learn in rural communities, and continues to spark interest among applicants.

The SSOM Office of Diversity and Inclusion partners with the South Dakota Area Health Education Centers (SD AHEC), the Center for Disabilities, the University of South Dakota, national organizations, and numerous tribal institutions to develop and maintain its 25 pipeline efforts. Among the larger pipeline programs specifically focused on American Indian students are the Research Apprentice Program (RAP), the Native American Healthcare Scholars Program (NAHSP), the American Indian Sciences and Engineering Society (AISES), Research Initiatives for Student Enhancement (RISE-UP), and the South Dakota Biomedical Research Infrastructure Network (SD-BRIN) programs. Numerous programs are directed toward enhancing high school and undergraduate student understanding of careers in medicine and other healthcare professions with specific outreach to American Indian and rural students. Resources for the Office of Diversity and Inclusion and the associate dean are funded by the school of medicine and supplemented by grants. A diversity dashboard and pipeline program databases allow for monitoring of pipeline program efforts relative to American Indian, rural background and gender. For selected programs, student placement outcomes are available, and demonstrate that these efforts are contributing to the diversity of the school. Students in Healthcare Career Summer Camp, RAP, Alumni Student Scholars Program (ASSP), INMED and AISES programs are monitored at 1, 3, and 5 years post involvement with the specific program. It is a recognized challenge that the pool of qualified American Indian applicants has remained relatively unchanged. Despite this, SSOM is ranked at the 98th percentile for graduates who are American Indian and at the 98th percentile for graduates practicing in rural areas. The last four years of matriculated classes were made up of 45% female and 55% male.

For faculty recruitment and retention, the school has made significant efforts within our defined diversity categories. There is coordination of diversity efforts among the dean’s office, human resources department, and the associate dean for diversity and inclusion. Recruitment efforts include advertising positions in publications/resources that diverse applicants would likely read. The associate dean for diversity and inclusion participates in chair and senior administration searches to provide assistance in assuring a diverse applicant pool. Human resources provides diversity training and sits on all search committees of the medical school. Unconscious bias training is also provided to all search committee members. The recruitment of American Indian faculty and staff continues to be a challenge. Among our faculty, 21 of approximately 1700, or 1.24% are American Indian. The school celebrates the fact that
greater than 50% of its full-time faculty and senior administrative staff are from rural backgrounds. The WIMS program provides a network for women and has the ability to enhance recruitment and to support the retention and advancement of women faculty into leadership positions. For employed faculty, male/female pay is equivalent by rank. This contributes to our retention of female faculty.
Institutional Priorities and Mission

One of the five themes outlined in USD’s strategic plan is Diversity and Inclusiveness. USD has three goals under this theme.

- Goal 1: Commit to a systematic, intentional, comprehensive, and holistic approach to diversity and inclusive excellence.
- Goal 2: Integrate diversity and inclusive excellence into all areas of university life.
- Goal 3: Become a regional leader in initiatives and outreach for inclusive excellence and diversity.

With these goals in mind, the President’s Council for Diversity and Inclusiveness ("the Council") was formed and initial appointments were made on August 7, 2013. The Statement of Purpose was as follows:

An inclusive campus requires the University’s sincere willingness to include all its diverse stakeholders in the decision-making process. No individual or group can be marginalized or systematically excluded. The purpose of the President’s Council on Diversity and Inclusiveness is to advise the President on issues of diversity and inclusiveness and to promote diversity and inclusiveness as a strength, a core element in academic excellence, and a reflection of a caring community.

With the support of the Office of the President, the Council seeks to ensure an academic environment that welcomes, recognizes, respects and celebrates the heritage of all campus constituents.

The President’s Council on Diversity and Inclusiveness will advise the President on:

- Policies and programs that increase diversity and create inclusiveness campus-wide.
- Review existing efforts and initiatives that contribute to diversity and inclusiveness.
- Address issues and advise the President on issues related to the campus climate for diversity and inclusiveness.
- Report annually to the President on the activities of the Council.

The Council met on the following dates during AY18

- October 16, 2017
- November 20, 2017
- January 22, 2018
Needs and Involvement from President’s Office

Former President Abbott typically attended one or two meetings per year and met with the co-chairs to discuss the annual report. The Council also let the President’s Office know if support was needed for a particular issue or concern. We look forward to discussing the future relationship between President Gestring’s office and the Council.

Summary of AY18

This year, the Council decided to focus its efforts on becoming more active. We began this year by forming six subcommittees to take on various projects and issues. Their activities are summarized below.

• **Quality Initiative:** The Council was charged with reviewing data related to recruitment, retention, and graduation by race and ethnicity as part of the upcoming HLC accreditation. This group attended the AAC&U Diversity, Equity, and Inclusive Democracy Conference in San Diego to gain a better understanding of expectations and best practices at other schools. They also worked with Institutional Research to understand what data and resources are already available on campus. These actions were imperative to them developing metrics and assessments to better evaluate USD against its own past information to gauge improvement. The committee recommended providing resources towards Multicultural Student Success Network, Campus-wide Training and Professional Development, Population Specific Recruiting and Advising Roles, Scholarship Funding, and Recruitment to improve recruitment, retention, and graduation rates.

• **Critical Dialogues:** This subcommittee was formed to help transition the previous Voices of Discovery program to engage students beyond talking about issues and facilitate action for those issues. The new, six-week program was piloted during the spring semester and included a four-week educational component followed by a two-week action component where students were able to seek methods to solve the issues they discovered during the educational piece and through dialogues. Graduate students served as co-facilitators and were compensated with stipends of $150 for their time commitment to the program. The Office for Diversity reached out to faculty to recruit student participants for the spring pilot. The program concluded with an end-of-program celebration in which there were presentations of their type of privilege and action to be taken. Student participants and co-facilitators received certificates.
• **Campus Climate Survey:** This group was tasked with reviewing quantitative and qualitative data collected during the 2016 campus climate survey and creating focus groups based upon this review to help address any concerns. Five subsets of the campus population were selected for focus groups: Native American students, female students, African-American students, International Students, and LGBTQ+ students. More groups may be explored in the future and; however, the committee decided to start with these student groups. The committee may begin with some faculty and staff listening sessions over the summer.

• **Gender Inclusive:** This committee was formed to combine a couple of issues previously brought to the Council’s attention. One of these included establishing Gender Inclusive restrooms on campus and the other included working on a preferred name policy. Gender Inclusive restrooms were identified and signage changes happened for all buildings under Student Services. This committee also worked with facilities management to identify the other single-stall bathrooms on campus and submitted a list of these to Dean’s Council for review as the deans would be responsible for covering the cost of additional signage changes. This committee also submitted a budget proposal for the new signs which spread the remaining costs ($10,800) over both three and four years. The Lee Medical Building already has funding to cover their restrooms and would like to make the change immediately. The preferred name policy discussion, which has been a problem for multiple years, was delayed further as the institution refuses to implement any policy until the new Banner system is released (AY20 projected). This information was not received well by those on the Council and not on the Council who had been working on this for multiple years. Members from the Council met with individuals around campus who could address this issue again and no progress was made. A few, non-Council, faculty who were upset with the issue (including one who has since left USD largely because of this issue) administered a petition regarding the need for a preferred name policy. Unfortunately, having a policy is a moot point as there is no way to actually implement a policy in any form until administration is willing to facilitate the process which we have been told will happen when the student records system switches from Colleague to Banner.

• **Volante Articles:** The Council publishes an article during most months classes are in session; this committee was responsible for fostering this process. Articles published during AY18 included a reminder for non-appropriation during Halloween, a request that faculty avoid calling roll and allow students to introduce themselves, an explanation of History Months, and a spotlight on what USD does to foster inclusiveness and diversity on campus.

• **Gender Rank/Promotion:** A few faculty were asked, by COHE, to complete a faculty gender pay gap study for USD and reported their findings to the Council upon request. While pay differences were not a concern once faculty salaries were adjusted for college and rank, there were substantial differences in faculty ranks by gender. This study
found 22.7% of male faculty are full professors and 7.8% of female faculty are full professors. On the other side of the rank spectrum, 46.3% of female faculty are instructors while only 7.7% of male faculty are instructors. This committee was unable to obtain data to research rank discrepancies further during AY18 and will continue work in AY19.

In addition to the work done by subcommittees, the Council also asked representatives from the college-level Inclusive Excellence Committees to attend a meeting and share their efforts. During AY18, we heard from University Libraries, the College of Arts & Sciences, and the School of Law. The School of Education attended a meeting to present; however, time did not permit.

The Council also heard updates from other guest speakers from around campus. These included Daniel Palmer from Institutional Research who explained the NUVENTIVE software and data, Dean Larry Schou who updated the group on the deans’ activities towards inclusive excellence, female faculty who attended the Faculty of Women in Color in the Academy conference to discuss their experiences, DenYelle Kenyon who is working on a grant with the Sanford Research Center to explore Native student persistence, and Brian Burrell who explained his HHMI grant and what this grant could do to increase inclusion in the sciences.

**Plans for AY19**

Each year, the Council selects a theme to ask the campus to rally around which helps drive inclusive excellence activities around campus. The theme selected for AY19 is “Becoming Allies and Advocates.”

The Council would also like to foster connections between Faculty of Color based upon discussion from one of our guest speakers. We will start this process formally during AY19.

**Subcommittee Plans**

- **Quality Initiative:** This committee will continue to monitor data related to recruiting, retention, and graduations rates and help with inclusiveness aspects of the HLC accreditation.
- **Critical Dialogues:** As the pilot program was successful, the new system will be used during the spring semester with the theme “Becoming Advocates and Allies.” Facilitator training will take place during the fall semester.
- **Campus Climate:** Focus groups with the five identified sub-populations will begin in the fall. Once these are completed, the committee will make recommendations to the Council for changes which may help improve the campus climate. The next campus climate survey will be administered in fall 2019 with the goal of having that data inform the upcoming strategic planning process.
- **Gender Inclusive:** This committee will continue to monitor signage changes for single-stall restrooms and find a way for these to be included in the interactive campus map (handicap accessible restrooms will also be included in these plans). Once these are
completed, the committee may review more substantive changes. This committee will also remain involved in and help inform the preferred name policy process as it, hopefully, is implemented in AY20.

- **Volante Articles:** This committee will continue to submit articles to the Volante. The first article planned will be a welcome back to campus and introduce “Becoming Allies and Advocates” as the new theme. The Gender Inclusive committee would also like to draft an article related to avoiding gendered speech.

- **Gender Rank/Promotion Gap:** This committee will, hopefully be able to obtain data to see if there appear to be issues in rank and/or promotion by gender.

**Council Goals**

- **Short-Term:**
  - Facilitate focus groups for campus climate and find survey instrument for next administration
  - Promote the “Becoming Allies and Advocates” theme for this year
  - Continue to update campus on events or issues related to diversity and inclusiveness on campus.
  - Analyze data related to rank and promotion by gender if data are available
  - Continue to monitor and encourage the process towards gender inclusive restroom sign changes and preferred name policy
  - Promote Faculty & Staff of Color Association to help foster dialogue, create community, and better address issues of diversity, equity, and inclusion

- **Intermediate-Term**
  - Identify and administer next Campus Climate Survey and analyze data in fall 2019
  - Lead the completion of Quality Initiative portions of the HLC Accreditation
  - Complete gender inclusive restroom signage changes
  - Implement preferred name policy

- **Long-Term**
  - Make substantive and systemic changes and recommend actions for the 2020 strategic planning process based on results from next Campus Climate Survey
  - Identify additional ways to increase the number of gender inclusive restroom facilities
  - Monitor preferred name policy and make adjustments where needed and where possible.

**Recommendations:**
The Council makes the following recommendations to the President:

1. Availability of the University President to make timely statements about our commitment to Diversity & Inclusiveness in the event of a campus crisis situation.
Research and best practices show the importance of leadership and strong messages from the highest levels about campus identity with regard to diversity and inclusiveness.

2. A renewed statement of the commitment to inclusive excellence to be made available to the USD community (suggested language attached);
3. Enhanced marketing and orientation materials to highlight diversity and inclusion on the USD campus (print and website);
4. The Council would like to continue to engage in communications with the campus community around national issues and events involving race and diversity. The Council can take the lead in development of the communications and will need continued access to all campus listservs;
5. As a number of Council members have rotated off, we have proposed additions to the Council membership to include the Chairs of the College Inclusive Excellence Committees. This will enhance communication as we engage in the Quality Initiative. The proposed membership list for 2018-2019 is attached.
6. Dr. Beth Boyd is supposed to rotate off her role as co-chair this year; however, she is willing to stay on for an additional year to provide continuity. A new co-chair will need to be appointed to begin the next year. Mandie Weinandt would continue on as the senior co-chair in the following year.

As, co-chairs of the President’s Council on Diversity & Inclusiveness, we want to express our gratitude for the opportunity to serve on this critical group. Your leadership and commitment to diversity and inclusiveness at the University of South Dakota is greatly appreciated.

Respectfully submitted on August 29, 2018.

_____________________________   _______________________________
Beth Boyd, Co-Chair     Mandie Weinandt, Co-Chair

Proposed meeting dates for 2018-2019:
The Council meets on the third Monday of the month from 4-6 pm (unless it is a holiday). Location will be announced:
• September 17, 2018
• October 15, 2018
• November 19, 2018
• December 17, 2018
• January 28, 2019 (the 21st is a holiday)
• February 25, 2019 (the 18th is a holiday)
• March 18, 2019
• April 15, 2019
• May 20, 2019
Attachments:
- 2018-2019 Proposed Membership List
- Preferred Name Policy Proposal
- Quality Initiative Proposal
University of South Dakota
Office for Diversity
Activities Report
Submitted: May 2019

Staff

Lamont A. Sellers, MA
Associate Vice President for Diversity

Mission

The Office for Diversity works to promote and advance Inclusive Excellence, the practice of embedding diversity and inclusiveness throughout all sectors of the University of South Dakota. Our work is guided by the University’s Diversity and Inclusiveness Statement and the principles of Inclusive Excellence. We adhere to a broad and comprehensive definition of diversity including gender identity, gender expression, race/ethnicity, socio-economic status, sexual orientation, religion, disability, veteran’s status, first-generation status, nationality, citizenship, age and other identity dimensions that are integral to the USD community. Our mantra is: "The relentless pursuit of excellence through diversity."

Goals

In order to advance and support the University of South Dakota’s pursuit of inclusive excellence via a commitment to a systematic, intentional, comprehensive, and holistic approach to diversity and inclusiveness, the Office for Diversity maintains the following goals:

1. Assisting units, schools, offices, and departments in expanding talent by increasing the diversity of students, staff, and faculty.
2. Collaborating with the campus community in fostering and maintaining a positive and vibrant campus climate for inclusiveness.
3. Working with units, schools, offices, and departments in embedding diversity and inclusiveness throughout the University.
4. Ensuring that all sectors of USD including individuals, groups, and communities are engaged in diversity and inclusiveness.

Philosophy

One outstanding practice of a twenty-first Century university is Inclusive Excellence (IE), the concept of valuing and practicing diversity and inclusiveness throughout every sector of the institution.

At the University of South Dakota, both diversity and inclusiveness are ubiquitous values that permeate the entire institution. In conceptualizing campus diversity, it is important to understand the difference between diversity and inclusiveness. Here, it is helpful to invoke the metaphor of a dance: “Diversity is like being invited to a dance; whereas inclusiveness is the next step, being invited to dance.”
Inclusive Excellence is about honoring and accepting both processes as we work to recruit underrepresented populations and then, to include them and other diverse groups and individuals into all aspects of USD. To that end, diversity is an asset that can be employed to fulfill the educational mission of the university. Students, staff, faculty, and administrators who are recruited to USD from diverse groups possess a myriad of gifts, talents, experiences, and cultures that allow them to make valuable contributions to the institution’s educational mission of preparing all students for living and working in an increasingly complex and global society. Moreover, diverse individuals contribute to a positive and vibrant campus climate that benefits the USD community.

**Programming**

**Talking Change, Making Change**
The Office for Diversity, in collaboration with the President’s Council on Diversity & Inclusiveness, has developed a critical dialogue and action program called Talking Change, Making Change. Recognizing that dialogue is ineffective without corresponding action toward creating change personally and socially, this program aims to help facilitate in-depth discussion to motivate positive social action.
The first session begins the first week of February and will consist of six sessions, with a break in week five for spring break. The first four sessions will focus on educating student participants on a select theme for the semester. The following two sessions are devoted to developing a deliverable action item, such as a public service announcement, video, infographic or service opportunity to address challenges associated with the selected theme. Each session is facilitated by two graduate students trained to lead undergraduates through the critical dialogue and action planning steps of the program.
The success of the Talking Change, Making Change program depends on engaged student participation. Though many faculty will offer students course points for their participation, this program relies on more than your interest in course points. Talking Change, Making Change is looking for a genuine commitment to full engagement for the two-hour facilitated sessions once you begin the program, as well as the drive to produce action items to address program themes. We welcome you to the program and hope to work closely with you to develop your personal, professional and public interests.

**Multicultural Leadership Institute**
As our society and world are becoming increasingly diverse and interconnected, there is a need to prepare students to assume leadership roles and be successful in highly diverse contexts. Diversity and Inclusiveness in the world of work and on a college campus offer both challenges and opportunities. Intergroup conflict, discrimination, microaggressions, acts of insensitivity, and hate crimes are, but some, of the difficulties associated with diversity. On the other hand, diversity and inclusiveness offer tremendous opportunities for educating and learning about different communities.
Nowhere is the above more true than on a college campus such as the University of South Dakota. Presently, at USD one can find individuals representing a variety of diverse social dimensions such as race/ethnicity, religion, national origin, biracial, ancestry, gender identity and expression, citizenship, sexual orientation, age, disability, veteran status, and numerous other social identities. In one sense, diversity at USD represents a “gold” or asset that might be utilized
to achieve a whole host of educational outcomes related to learning, growth, and development. In order to achieve this end, activities must be structured to bring students, staff, and faculty for intergroup interaction, cross-cultural understanding, and leadership education and training. As members of these groups, we need to speak up and know how to speak out for our fellow peers as allies, advocates and accomplices.

The USD Multicultural Leadership for the 21st Century Retreat (MLI21) is an annual project designed to take advantage of the rich diversity that exists on the campus to train USD students to be leaders in a globally interconnected and diverse world. MLI is a partnership between the Office for Diversity, Center for Diversity & Community, and Office of Sorority/Fraternity Life & Leadership.

The purpose of the retreat is to bring USD students in leadership positions for:

- Two days of interactive training related to diversity concepts, knowledge, terms, and skill building;
- Networking and relationship building with other USD students;
- Increasing collaboration between student organizations on campus.

**Multicultural Student-Athlete Summit**

The USD Athletics Department, Student-Athlete Success Center, and Office for Diversity are collaborating to host the first Multicultural Student-Athlete Summit. With the support of athletic directors throughout the eastern South Dakota region, we aim to bring together multicultural students from SDSU, DSU, Augustana, University of Sioux Falls, and Dakota Wesleyan. As a central meeting point, we will utilize facilities at the Sioux Falls University Center. The nation has begun to rally around Dr. Martin Luther King, Jr. Day of Service as a day “on” and not a day “off”. This will be a “Day of Service” activity for our multicultural student-athletes.

Recognizing that there are unique issues for our multicultural student-athlete populations at predominantly White institutions we seek to empower, develop, and support these students. Research shows that when student-athletes of Color have these types of opportunities it assists in their identity development, future planning, and student success (Beamon, 2012).

There are similar conferences and summits hosted by the University of Texas at Austin and Clemson University. The feasibility of sending students en masse to these events is not possible, so we aim to create this opportunity for our students here in the eastern South Dakota region. We are actively seeking out potential speakers, national, regional, and alumni to contribute their expertise to the program. Topics addressed will be student success oriented, to include but not limited to, leadership development, preparation for life after athletics, taking advantage of a full university experience, and the struggles & opportunities of being a multicultural student at a predominantly White institution.

The day-long summit will include a national speaker & presenter, Coach George Rice, III. Coach Rice will serve as the keynote speaker and workshop presenter. Other presenters will come from the area to include, athletics support staff, athletics alumni, and area support organizations.

**2nd Annual Dr. Martin Luther King, Jr. Faculty Day of Service Workshop**

**Theme:** Engaging Diverse Student Identities in the Classroom

**Presenter:** Dr. Heather Hackman, Hackman Consulting Group

Dr. Hackman has been teaching and training on social justice issues since 1992 and was a professor in the Department of Human Relations and Multicultural Education at St. Cloud State.
University in St Cloud, Minnesota for 12 years before she began focusing full time on consulting. She has taught courses in social justice and multicultural education (pre-service and in-service teachers), race and racism, heterosexism and homophobia, social justice education (higher education leadership), oppression and social change, sexism and gender oppression, class oppression, and Jewish oppression. She received her doctorate in Social Justice Education from the University of Massachusetts at Amherst in 2000 and has taught at the University of Massachusetts at Amherst, Westfield State College, Springfield College, St Cloud State University, Hamline University, and the University of St Thomas. In 2005 she founded Hackman Consulting group and consults nationally on issues of deep diversity, equity, and social justice and has focused most of her recent training work on issues of racism and white privilege, gender oppression, heterosexism and homophobia, and classism. She has published in the area of social justice education theory and practice, racism in health care (with Stephen Nelson), and is currently working a book examining the issue of race, racism, and whiteness in education through a model she calls “cellular wisdom”.

Sponsored by: Office for Diversity, Academic Affairs, College of Arts & Sciences, Graduate Studies, School of Education, School of Law, Beacom School of Business, College of Fine Arts, School of Health Sciences, Sanford School of Medicine, HHMI-USD Inclusive Science Initiative

Be SMART: Creating Inclusive Program Goals Faculty Retreat
The Center for Teaching and Learning and Office for Diversity partnered to offer departments the chance to work with us on creating a rubric and guidelines for writing strategic, measurable, achievable, result-focused, and time-bound (SMART) goals. We selected 3 departments (chair and 3-4 strategic faculty members from each department) to join us in a one-day joint learning opportunity. At the retreat, we explored the process of identifying and writing departmental goals, as well as using theoretical frameworks to address diversity as one of those goals. The departments that assisted us with this work were highlighted in the Academic Affairs newsletter, recognized for their work by the Provost and Office for Diversity, and had the ability to apply for an up to $500 implementation grant (funded by the Center for Teaching and Learning and Office for Diversity).

Intercultural Development Inventory
“The Intercultural Development Inventory (IDI) is the premier cross-cultural assessment of intercultural competence that is used by thousands of individuals and organizations to build intercultural competence to achieve international and domestic diversity and inclusion goals and outcomes.” (https://idiinventory.com/)
USD has two Qualified Administrators licensed by IDI, LLC to administer the inventory, present profile results, and work with individuals on a development plan. During AY19, several offices and groups have participated in the IDI as a group and are working towards further intercultural development.

- University Housing
- Academic and Career Planning Center
- Center for Diversity & Community
- University Libraries
- Facilities Management
Training Requests

Law School: First Year Orientation Diversity & Inclusive Excellence Training
OT, PT, PA: First Year Orientation Diversity & Inclusive Excellence Training
Facilities Management: Bias Reduction Training
Intergroup Dialogue Facilitator Training & Certification
Student Government Association Senator Retreat Inclusive Excellence Training
Art Department Graduate Seminar

Consultations, Partnerships, & Collaborations

Association of Public & Land-Grant Universities (APLU) Powered by Publics: Scaling Student Success Initiative
USD is one of 130 public institutions engaged in an effort to improve college access, advance equity, and increase college degrees awarded. We are part of the Western Transformation Cluster. Our institution has developed a definition of success and currently working on faculty development as a strategy to improve student outcomes.

I CARE
The Office for Diversity has served as a strategic partner through a signed MOU with the federal Office of Violence Against Women, ICARE Grant. The $500,000 grant works to educate, prevent, and reduce the incidences of sexual assault on campus. The Associate Vice President for Diversity serves as a consultant to the grant Programming Coordinator, Coordinated Campus Response Team (CCRT), and other subcommittees on cultural competence and healthy masculinity. These topics represent crucial, cross-cutting themes required by the funding federal agency.

USD-HHMI Inclusive Science Initiative
Awarded the Howard Hughes Medical Institute Inclusive Excellence Grant establishing the USD Inclusive Science Initiative. The University of South Dakota-Howard Hughes Medical Institute (USD-HHMI) Inclusive Science Initiative, seeks to make USD a regional leader in enrolling and retaining students from a non-traditional background in the sciences. The program’s philosophy is that students from under-represented groups already have to make many changes to adapt to the institution and it is time for the institution adapts to the needs of these students. The program targets students from under-represented minority (URM) groups and those who are the first in their families to attend college, with an emphasis placed on American Indian students, who represent the largest ethnic minority group in South Dakota. The programmatic goals are to enhance faculty mentorship training, create an environment that stimulates an interest in the sciences in a broad range of students, to provide the tools for the students themselves to cultivate a science identity that meshes with their cultural identity, and to understand in greater detail the motivational processes that promote student success in the sciences. Ultimately, this program aspires to increase the number of non-traditional students enrolled as science majors at USD to levels that are consistent with the demographics of the area. The Associate Vice President for Diversity assisted in the grant writing process and continues to actively engage with the grant through consultation and training.
Committees and Councils

The Associate Vice President for Diversity actively engages with the following university committees and councils.

- Executive Council
- President’s Council on Diversity & Inclusiveness
- Provost’s Council
- Dean’s Council
- Student Success Team
- Student Services Senior Staff
- USD Strategic Planning Task Force
- Athletics Department Gender Equity Committee
- Support Center Review Council
- University Scholarship Committee
- Ullyot Scholarship Committee
- Move-In Day Committee
- Human Library Planning Committee
- Search Committees
  - Dean, Law School
  - Associate Dean for Diversity & Director of MPH Program
- Union of African American Students, Advisor
- African Student Association, Advisor

Loca, State, Regional, and National Connections

- South Dakota Higher Education Association, Board of Directors, Member
- National Conference on Race & Ethnicity (NCORE), National Advisory Council, Member
- Vermillion Human Relations Commission, Member & Secretary
- Consulted on Diversity Officer & Committee creation
  - University of Montana
  - University of Alaska - Fairbanks
  - Wharton School of Business
NATIVE STUDENT SERVICES

YEAR END REPORT
2017 – 2018

DIRECTOR: Gene D. Thin Elk
June 20, 2018
NATIVE STUDENT SERVICES

ACCOUNTS

Index #

220943 General Activity Fund (GAF)
220748 Native American Cultural/NSS (UBC)
240558 Center of Excellence Grant (COE)
ACCOUNTS

Index #

220943 General Activity Fund (GAF)
220748 Native American Cultural/NSS (UBC)
240558 Center of Excellence Grant (COE)

Financial Process in addition to USD Policies and Procedures.

1. Meet with Dr. Kimberly Grieve, Vice President and Dean of Student life Division. All expenditures must be submitted to and authorized by Dr. Grieve.
2. Meet with Michelle Fostvedt, Student Services Management Specialist, # 677-6402, learn about the NSS budget. Total of each budget/expenditures/assets.
3. Meet with Donis Drapceau, NSS Part-time Program Coordinator, she worked with the procurement process for two years and is familiar with the process and the persons involved.
4. Meet with Kim Moore, Account Assistant, 677-5070, she handles all the paperwork and account processing.
5. Facilities Management (FM) will handle all the facilities requests, building upkeep and ordering flooring;
6. Institutional Technology (IT) will handle all the IT and computer requests and issues.

Recommendations:

1. Meet with Donis biweekly for the paperwork and procurement business.
2. Meet with Michelle at least once per quarter on budget report, analysis and discussions about the budget and/or external grants.
3. Make sure all fiscal documentation records copies are kept at NSS and the originals go to Kim Moore.
Dr. Kimberly Grieve  
Dean and Vice President  
Student Services Division  
University of South Dakota  
July 13, 2017

Dear Dr. Grieve:

Native Student Services had another great year and is making steady progress in retaining the overall American Indian students at USD and is collaborating with Admissions in the recruitment of more American Indian students to USD.

Native Student Services (NSS) has developed a foundational social, cultural and academic support system for American Indian students. NSS program is within the Student Services Division and the entire division works cohesively to provide outstanding student services to our university students.

In the initial years NSS worked to formulate and develop a collaborative, safe and comfortable environment within the Native American Cultural Center (NACC). The NACC serves as a home base for the American Indian and other university students with interests in Native American cultures or cultural activities. The NACC provides a “home away from home which reflects the cultural beliefs, values, norms and lifestyle of multi tribal nations” in the university setting.

Our next phase is to continue developing the Student Services Division’s “Student Learning Outcome” initiatives and student driven liberal arts learning opportunities within all our services. With this in mind, NSS has initiated into its 2017-2018 services the student learning outcomes, so our services delivery can be evaluated for student use/reception, stated learning outcomes, budgetary analysis leading to program effectiveness. This will include both formative ongoing evaluations and a summative evaluation for longitudinal study of overall program outcomes. There will be more student led student services/support activities and tutorial formulation to address specific student need.

We are excitedly working towards our upcoming year and anticipate a great year. I am also making transition plans based upon my retirement and I am conducting on the job training to the NSS part-time Program Coordinator. She is employed with NSS .5FTE and .5FTE at the Medical School, through a federal grant received by the Allied Health department in the School of Medicine. She has the opportunity to be employed in the grant up to 5 years. Whether this arrangement will continue to exist will depend upon the plans of the institutions for NSS and if the Medical School will still want to be in this collaborative effort.

I am grateful for the having the opportunity to be part of the amazing Student Life Division and work closely with departments in academics.
Sincerely,

Gene D. Thin Elk, Director
NSS/NACC
University of South Dakota
Program Assessment plan for learning Outcomes: Native Student Services

2017-2018

Learning Outcomes:

A. Students will demonstrate skills to transition from tribal communities to the university community.

B. Students will be able to articulate their traditional indigenous values and how they are utilized in Native Student Services programming.

C. Students will establish cohort groups and demonstrate group participation in the yearlong NSS retention programming.

Assessment Strategies:

1. Formulate and establish “Discussion Focus Groups” around transitions to college.

2. Research, identify, design and display the core Indigenous values as guidelines for being a successful student participating in the yearlong retention programming.

3. Attendance sign in sheets, data of the event and post activity survey.

Assessment Work Plan:

1. Identify and record common themes of “successful” transitions, strength based/success based.

2. Indigenous values use participation questionnaires.

3. Activity participation and satisfaction surveys.

Assessment Reporting Plan:

1. Written and verbal report to the Vice President of Student Life.
Learning Outcome A.

Assessment Strategies:

Students will demonstrate skills to transition from tribal communities to the university community in identifying campus resources for student success.

1. Attendance and active participation in the “New Student and Transfer Orientation” programming the week before the start of the semester. The following have been utilized for data generation through the attendance sign in sheet, after activity questionnaire and narrative feedback on the orientation program.

Assessment Work Plan:

1. The three day orientation schedule identifying the strength based skills to be successful at USD and the Native Student Services programming that will assist the new and transfer students in the year long process.
2. Personal success stories from faculty and staff and upper level students.
3. Identifying the specific success skills and strengths.

Assessment Reporting Plan

1. Verbal and written report to the Vice President of Student Life on Data developed and recorded.
Learning Outcome B.

Assessment Strategies:

As a result of participating in Native Student Services Orientation and Yearlong programming students will be able maintain tribal values and develop strategies on how to contribute to the larger university community.

1. Participation in the Orientation and Year Long NSS Programming. Attendance sheets, Event Questionnaire and Narrative.

Assessment Work Plan:

1. Participation in the Orientation and Year Long retention and support programming. Attendance sheets, activity questionnaire and narrative, and student organization discussion group about the designed activates.

Assessment Reporting Plan:

1. Verbal and written report to the Vice president of Student life to recognize strengths and patterns that will be utilized to refine the orientation and yearlong programming for effectiveness.
**Learning Outcome C.**

**Assessment Strategies:**

Students will develop community building leadership skills by planning activities that are based in cultural strengths, group achievements and USD student identity relating to their educational experiences.

1. The students have organized and established four distinct student organizations based upon the foundations of indigenous cultural values and utilizing their indigenous tribal languages.
2. The students have established their groups into societies similar to their traditional tribal social structures and national organization standards.

**Assessment Work Plan:**

1. The student groups are student led with a faculty/staff advisor to assist them.
2. The student groups have specific individual meeting times and planned activity for their group. Each group provides their activities reports to the general student population at the Native Student Services four Encouragement Dinners throughout the year.
3. The four groups are; American Indian Into Science and Engineering Society (AISES), Nations Group (NG), Indigenous Scholars Oyate (ISO) and Tiospaye.
4. Each group keeps record of their meetings, attendance and accomplishments.
5. Analyze the date collected.

**Assessment Reporting Plan:**

1. Verbal and written report to the Vice president of Student Life.
2. Attached is the yearlong programming schedule and within the report is the content for each activity.

- There is a key factor that affects everything that Native Student Services (NSS) does. 1. Actual documentation of American Indian population. It is important this is correct because there will always be an over reporting of program participants because of American Indian student participation in our programming evolves from the following categories. There are 191 American Indian students according to the official I.R. numbers, but participation levels for NSS are around 320 students that fall in one of the following areas.

1. Students enrolled in a federally recognized tribe;
2. Students applied for enrollment and categorized as tribally unaffiliated;
3. Students not affiliated in any manner with a federally recognized tribe but American Indian;
4. Students not affiliated in any manner with a Federally Recognized tribe due to the student just becoming aware of their American Indian lineage;
5. Students reporting lineage of more than one ethnicity inclusive of American Indian, but categorized as bi-cultural lineage or multi lineage. In the university’s documentation if students are American Indian and other, they automatically be listed in the multi-lineage box.
NATIVE STUDENT SERVICES
NATIVE AMERICAN CULTURAL CENTER
2017-2018 YEAR END REPORT

May 21st, 2018
NATIVE STUDENT SERVICES

I. STAFF:

1. Director, Gene D. Thin Elk
2. Program Coordinator, Denis D. Drappeau (0.5 FTE from the Native American Health Scholars Program) A Grant in association with the Health Sciences Division, School of Medicine.
3. Graduate Assistant, Sara Folk
4. Graduate Assistant, Madison Guhlke

II. Year Long Retention and Support Programming
III. Outcomes.

2017-2018

Academic Year

Students will:

Welcome Back Dinner

- Learn risk taking in meeting other students for cohort building.
- Learn collective tribal use of cultural protocols and native life values in a collegiate setting.
- Learn the social, academic and cultural support systems and how to utilize them. (Wase' Wakpa Elders, Student Services, Faculty and Staff and other academic systems)

Grocery Bingo

- Learn to create an informal cohort building environment of interactive opportunities by this student driven activity.
- Learn to be active participants in a positive healthy activity verses negative social pressure involvement.

Encouragement/ Harvest Dinner

- Learn about the USD Tiospaye (extended USD family) support depending up on one another, learning from their faculty and support and tribal elders which is an intrinsic traditional native value.
- Learn to interact with appropriate cultural protocols and participate in cultural connectivity, songs, language and cultural customs.
- Learn health relationship continuity and stress reduction, by hearing inspirational messages from older tribal students and Elders share their life stories and remind them to keep their educational focus.

46th Annual Wac’ipi

- Learn to plan, organize budget raising strategies and produce a large student lead cultural and entertainment venue. The Wac’ipi is designed to expressing to the university community and the greater regional area our students’ cultural heritages through this annual activity.
- Learn the importance of diversity and inclusionary practices in this cross cultural gathering creating opportunities for exchange and promoting a sense of belonging at USD.

Native Graduate Honoring Ceremony
• Learn that they are appreciated, recognized and now they will transition to become part of the alumni of USD and coyote Tiospaye.
• Learn in a formal and cultural setting through family (their support systems and USD family) honoring of their accomplishments and hear stories about their graduate’s journeys.
• Learn appreciation of cultural intactness and sense of belonging enhanced by the cultural community honoring protocols and gifts.
• Learn and enjoy having this event in their honor is part of the inclusiveness of the university.
• Learn that perseverance is a great of value demonstration for goal achievement and paves a pathway for the future graduates.
• Learn on different collectivist tribal perspectives about the fact that students are not just graduating themselves but graduating to represent and benefit their Tiospayes, tribal/indigenous communities and tribal nations.

**Year End Minneapolis Trip**

• Learn that hard work and perseverance is rewarded on multiple levels.
• Learn from and are exposed to an affluent tribal nation living with their tribal values in a highly competitive modern world. (This is a vital experiential opportunity greatly impacts many of our students in a life changing positive manner since many are from highly impoverished areas.)
• Learn through healthy and inspiring indigenous/intertribal cultural exchanges.
• Learn firsthand from the specific tribal businesses with in the tribe and how they operate to serve their people. (An extremely profitable business empire that has intact their tribal social care systems and assist other tribal nations with their profits because doing so is an innate tribal value of generosity!)
• Learn from the immersion experience cultivating a sense of awe, hope and gratitude for themselves and their tribal nations.

**IV. Data.**

**Orientation – September 17 & 18 2017**

Full-Time Freshmen and Transfer Student Orientation was a wonderful success this year. In all, 26 new incoming students attended the event, in which they received delicious (free!) meals, a plethora of resources to help them acclimate to life at the University of South Dakota and in the Vermillion community, and the support of numerous faculty and staff. From presentations on academic advising, Native Student Services, student rights and responsibilities and the counseling center to information about what to do if struggling with academic work or finances, students were equipped with various materials and knowledge to begin a successful career at USD.

NSS took the students to Sky Zone, a trampoline park in Sioux Falls, SD. The group ended the day with dinner at the Empire Mall food court.
The orientation report includes the following questions

1. The NSS social/cultural support activities are necessary for my success here at USD.

2. The NSS social/cultural support activities give me a sense of community and belonging to USD.

3. The NSS social/cultural support activities to enable me to reach out to the USD community.

4. I believe that the NSS social/cultural support activities should continue at USD.

5. What did you learn from orientation?

6. What would you suggest for future activities?

---

Dinners

Native Student services organizes two dinners every semester, welcome dinner in the beginning of the semester and encouragement dinner at the end of the semester.

Welcome Dinners
The welcome dinner gives everyone a chance to meet new people and catch up with friends. And it makes the new incoming students more welcomed to the campus. NSS organizes a welcome dinner in the fall and a welcome back dinner in the spring.

**Fall 2017**

Fall 2017 Welcome Dinner was on September 7th where a whopping 85 students, NSS staff, USD faculty, and Wase Wakpa Elders attended. After being welcomed by Gene D. Thin Elk, Director NSS, and the Dean of Student Life, Dr. Kimberly Grieves, guests enjoyed a great meal together.

**Note: The evaluation forms includes the first 4 questions/statements of the above given questions.**

![Fall 2017 Welcome Dinner](image)

**Spring 2018 (Welcome Back Dinner).**

Spring 2017 welcome back dinner was on January 18th where a whopping 57 students, NSS staff, USD faculty, and Wase Wakpa Elders attended.
Encouragement Dinners

The encouragement dinners reminds us all that through difficult times we must rely on each other and dig deep within ourselves to achieve our ultimate dreams. NSS organizes encouragement dinners in Fall and spring semesters.

Fall 2017

Fall 2017 Harvest dinner was on 15 November, a total of 45 students and community members attended the event. Members from the USD community consisting of faculty, staff and Wase Wakpa Elders gave encouraging messages to our students.
Spring 2018

Spring 2018 Encouragement dinner was on March 14th, a total of 36 students and community members attended the event. Each person shared touching and empowering stories of the perseverance and dedication it took them to get where they are in life.
**Fun and learning activities**

Native Student Services also organizes fun and learning activities throughout the year to keep the students engaged on campus and make them feel home at USD.

NSS organized many events in the year 2017-2018, some of them are

- Dentalium Earring Workshop
- Karaoke Night
- Grocery Bingo
- Quill Workshop
- Ribbon Skirt Workshop

**Dentalium Earring Workshop**

December 5th, students were invited and welcomed to learn and participate in making Native American dentalium earrings. All materials were provided for a small purchase fee. During this workshop, different values were recognized that have been passed down through generations within Native American culture.

![Dentalium Earring Workshop Chart]

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

**Karaoke Night**
Wednesday, February 14th, the NACC hosted a karaoke and open mic night. The night was started off with a duet from the NACC’s GA’s performing a song for everyone. The event turned out to be a great success and students enjoyed the evening.

### Spring 2018 Karaoke & Open Mic Night

- **Strongly Agree:** 87
- **Agree:** 87
- **Neutral:** 87
- **Disagree:** 87
- **Strongly Disagree:** 87

---

**Grocery Bingo**

NACC organized Grocery Bingo on the November 29th, around 18 students participated. There were a lot of groceries like noodles, popcorn, detergent and so on which were given away as gifts for the students.

### Fall 2017 Grocery Bingo

- **Strongly agree:** 100
- **Agree:** 80
- **Neutral:** 60
- **Disagree:** 40
- **Strongly Disagree:** 20

---

**Quillwork Workshop**
On February 23rd and 24th, students were invited and welcomed to learn and participate in Native American quillwork workshop. All materials were provided for a small purchase fee. During this workshop, different values were recognized that have been passed down through generations within Native American culture.

**Spring 2018 Quill Workshop**

**Ribbon Skirt Workshop**

On March 27th and 28th, students were invited and welcomed to learn and participate in making Native American ribbon skirts. All materials were provided for a small purchase fee. During this workshop, different values were recognized that have been passed down through generations within Native American culture.

**Spring 2018 Ribbon Skirt Workshop**

**Jump Start Support meeting**
Native Student Services provide accommodation and snacks for the monthly Jump Start Support meetings. NSS has provided the support for the Jump Start meetings for the school year 2016-2017.

**September 2017**

![Bar Chart]

**Year-End Incentive Trip to the Shakopee Mdewakanton Sioux Community**

Native Student Services offer the incentive trip every year to freshmen students who are completing their first year of college. This educational tour inspires the students to be motivated in achieving their educational goals. In previous years areas. This trip provides the students with an impetus for hope and aspirations to get their degree and contribute back to society. The visit to Shakopee Mdewakanton Sioux Community and businesses offers pride, excitement and hope.

This year's incentive trip was from April 20- April 22 and 18 students went on the trip. The trip was a grand success and students came back with a lot of learning.
**Native American Student Enrollment at USD:**

<table>
<thead>
<tr>
<th>Semester</th>
<th>No. of Students</th>
<th>Male</th>
<th>Female</th>
<th>Student count Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012 Summer</td>
<td>83</td>
<td>22</td>
<td>61</td>
<td></td>
</tr>
<tr>
<td>2012 Fall</td>
<td>176</td>
<td>64</td>
<td>112</td>
<td>Decline of 8 students from Fall to Spring.</td>
</tr>
<tr>
<td>2013 Spring</td>
<td>168</td>
<td>57</td>
<td>111</td>
<td></td>
</tr>
<tr>
<td>2013 Summer</td>
<td>90</td>
<td>31</td>
<td>59</td>
<td></td>
</tr>
<tr>
<td>2013 Fall</td>
<td>175</td>
<td>64</td>
<td>111</td>
<td>Increase of 7 students from 2012 year.</td>
</tr>
<tr>
<td>2014 Spring</td>
<td>163</td>
<td>52</td>
<td>111</td>
<td>Decline of 12 students from Fall to Spring.</td>
</tr>
<tr>
<td>2014 Summer</td>
<td>74</td>
<td>23</td>
<td>51</td>
<td></td>
</tr>
<tr>
<td>2014 Fall</td>
<td>168</td>
<td>50</td>
<td>118</td>
<td>Increase of 5 students from 2013 year.</td>
</tr>
<tr>
<td>2015 Spring</td>
<td>148</td>
<td>39</td>
<td>109</td>
<td>Decline of 20 students from Fall to Spring.</td>
</tr>
<tr>
<td>2015 Summer</td>
<td>87</td>
<td>31</td>
<td>56</td>
<td></td>
</tr>
<tr>
<td>2015 Fall</td>
<td>172</td>
<td>47</td>
<td>125</td>
<td>Increase of 24 students from 2014 year.</td>
</tr>
<tr>
<td>2016 Spring</td>
<td>170</td>
<td>45</td>
<td>125</td>
<td>Decline of 2 students from Fall to Spring.</td>
</tr>
<tr>
<td>2016 Summer</td>
<td>110</td>
<td>26</td>
<td>84</td>
<td></td>
</tr>
<tr>
<td>2016 Fall</td>
<td>197</td>
<td>54</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Month</td>
<td>Average # of Students Per Day</td>
<td></td>
<td></td>
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<tr>
<td>August**</td>
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<tr>
<td>May**</td>
<td>5</td>
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</table>

** = month #’s are skewed due to university school breaks

**Monthly Average Student Head Count 2017/2018:**

<table>
<thead>
<tr>
<th>Month</th>
<th>Female: 143</th>
<th>Male: 54</th>
<th>Increase of 27 students from 2015 year. Decline of 2 students from Fall to Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017 Spring</td>
<td></td>
<td></td>
<td></td>
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<td>2017 Summer</td>
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<tr>
<td>2017 Fall</td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female</td>
<td></td>
</tr>
<tr>
<td>2018 Spring</td>
<td></td>
<td>Male:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female</td>
<td></td>
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<tr>
<td>2018 Fall</td>
<td></td>
<td>Male:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female</td>
<td></td>
</tr>
</tbody>
</table>

**Native Students Enrollment**
USD Headcount Total-Spring

Spring Male and Female Head Count

USD Headcount Total-Male

USD Headcount Total-Women

Undergraduate USD Enrollment
Fall Head Count

USD Headcount Total

Spring Head Count

USD Headcount Total
Graduate USD Enrollment

Fall Head Count

USD Headcount Total

<table>
<thead>
<tr>
<th>Year</th>
<th>Count</th>
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</thead>
<tbody>
<tr>
<td>2012FA</td>
<td>33</td>
</tr>
<tr>
<td>2013FA</td>
<td>38</td>
</tr>
<tr>
<td>2014FA</td>
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<tr>
<td>2015FA</td>
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<tr>
<td>2016FA</td>
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<td>2017FA</td>
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Spring Head Count

USD Headcount Total

<table>
<thead>
<tr>
<th>Year</th>
<th>Count</th>
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</thead>
<tbody>
<tr>
<td>2013SP</td>
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</tr>
<tr>
<td>2014SP</td>
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</tr>
<tr>
<td>2015SP</td>
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<td>2018SP</td>
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Law School Enrollment

Fall Head Count

USD Headcount Total

Spring Head Count

USD Headcount Total

Medical School Enrollment
### IV. Cost-Budget Expenditures.

<table>
<thead>
<tr>
<th>Academic Year 2016-2017</th>
<th>Number in Attendance</th>
<th>Cost</th>
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<tbody>
<tr>
<td><strong>August - December</strong></td>
<td></td>
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</tr>
<tr>
<td>Fall 2016 F&amp;T Orientation</td>
<td>43</td>
<td>$4,260.18</td>
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<tr>
<td>Fall 2016 Welcome Dinner</td>
<td>56</td>
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</tr>
<tr>
<td>Fall 2016 NSS Study Session</td>
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<td>$171.65</td>
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<tr>
<td>Fall 2016 NSS Standing Rock Support</td>
<td>10</td>
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<tr>
<td>Fall 2016 JumpStart Support-Oct</td>
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<tr>
<td>Fall 2016 Encouragement Dinner</td>
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<td>Fall 2016 NSS Study Session</td>
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<td>Fall 2016 Lacrosse Event</td>
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<td>Fall 2016 Karoake Night</td>
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<td>Fall 2016 CH + NSS Support</td>
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<td>Fall 2016 Coyote Twin - Nov</td>
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<td>Fall 2016 Native Identity Discussion</td>
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<td>Fall 2016 Inipi Support</td>
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<td>Fall 2016 Coyote Twin - Dec</td>
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<td><strong>January - May</strong></td>
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<td>Spr 2017 Meet 'N Greet the Tutors</td>
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<td>Spr 2017 Study Support</td>
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<td>Spr 2017 Coyote Twin - Jan-Feb</td>
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<td>Spr 2017 Grocery Bingo</td>
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<td>Spr 2017 JumpStart Support-Feb</td>
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<td>Spr 2017 AISES Support Mtg-Mar</td>
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<td>Spr 2017 JumpStart Support-Mar</td>
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<td>Spr 2017 Coyote Twin - Mar</td>
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<td>Spr 2017 Finals Week Activities-D1_D2</td>
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<td>Spr 2017 9th Annual Graduate Honoring</td>
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<td>Spr 2017 Art Canvas Event</td>
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<td>Spr 2017 Inipi Support</td>
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<td>$48.59</td>
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</tbody>
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* 13 out of 15 graduates attended, no sign in sheet for other attendees
V. Proposed Changes Native Student Services 2017-2018 Programming and Outcomes.

VI. Facilities and Addendum Support Materials.