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2018

**USD-HHMI Inclusive Science Initiative Annual Report(2017-2018)**

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# USD-HHMI Inclusive Science Initiative Annual Report

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YEAR 1 (2017-2018)

Nordyke, Shane A

GOVERNMENT RESEARCH BUREAU | UNIVERSITY OF SOUTH DAKOTA

## Executive Summary

The USD Inclusive Science Initiative is a five-year, \$1 million grant from the Howard Hughes Medical Institute (HHMI), the largest private funder of biomedical research in the U.S. The intention of this award is to engender significant, lasting institutional change that increases the inclusiveness/diversity of students participating in the sciences. USD was one of 25 institutions out over 90 applications to win this award. The USD HHMI program has three core activities, (1) faculty training, (2) promotion and development of science majors and careers to under-represented minorities (URM), and (3) educational research and programmatic assessment. Targeted student populations include, but are not limited to, Native Americans, Hispanic Americans, African Americans, and first generation college students of any ethnicity. Science majors are defined somewhat narrowly by HHMI to be those in biology, chemistry, physics, and geology programs, but the USD program includes those plus social and health sciences.

The following report was assembled by Dr. Shane Nordyke of the USD Government Research Bureau and is based on institutional data and survey data from faculty and staff. The lessons learned are as follows.

- Approximately 10% of science majors are URM students. First year retention in the sciences is lower for URM students (57-71%) when compared to white students (≈80%) and fourth year retention rates are even lower (37-40% vs. 67%).
- USD faculty and staff are clearly aware of and support inclusive practices with a clear majority responding with agreement or strong agreement to the relevant probe questions. However, there were some questions where a smaller majority of science faculty were in agreement when compared to all faculty. Examples include responses to “I am aware of the educational challenges faced by diverse racial and ethnic groups” and “I am aware of the sociocultural characteristics of diverse racial and ethnic groups”. This indicates a potential, albeit small, difference in awareness between science faculty and non-science faculty. This would seem to be an issue of training.
- For all faculty there were small majorities or even no majority indicating awareness of differences in learning/knowing between cultures and issues regarding expectations across cultures. Again, these results indicate issues related to training of multicultural awareness.
- A clear weakness is observed in faculty perceptions of institutional/administrative support of inclusive practices. Only a minority of faculty stated agreement that their department and/or college made efforts to
  - Conduct ongoing assessments of the department's/college's inclusive excellence related activities.
  - Collect and maintain accurate and reliable demographic data to monitor the impact of inclusive excellence on student success and outcomes
  - Establish culturally responsive goals and policies, for the department.
  - Communicate the department's/college's progress in implementing and sustaining inclusive excellence to all constituents.
  - Conduct assessment of training needs for staff and faculty in inclusive excellence.

Both the issues detected in this survey, a need for more multicultural and inclusive excellence training and a questioning of institutional buy-in for inclusive excellence, were also noted in a faculty focus group conducted as part of a separate assessment activity.

- The 10-week *Entering Mentoring Workshop*, which utilized curricula developed by the National Research Mentoring Network and from USD faculty, achieved clear improvements in faculty/staff confidence in or knowledge of the various aspects of successfully mentoring practices. This included elements related to inclusive excellence.

## Introduction

In September 2017, the HHMI project contracted with USD's Government Research Bureau (GRB) to conduct an evaluation of grant performance. The evaluation includes three primary elements, the reporting of three essential institutional data points, a campus climate survey administered to all faculty and staff, and a quantitative summary of research productivity from the grant. While it is too early in the life of the grant for research to have been presented or published, this report will summarize the first two elements to date. This report also includes a summary evaluation of the first Mentor Training workshop series. This first annual report serves primarily as a baseline with which to compare the data from subsequent years.

## Detailed Findings

### Institutional Data

In developing grant goals, the project team decided on the following essential outcomes for the project:

- An increase in the number of American Indian, black and Hispanic students enrolled in science majors, with an annual average growth of 6-8% during and immediately after the funded period (annual increase based).
- An increase in the retention of American Indian, black and Hispanic students in the sciences, with an annual average growth in the First-time Full-time retention rate of 10-15% during and immediately after the funded period.
- An increase in the number of science degrees awarded to American Indian, black and Hispanic students, with an annual average growth of 6-8% during and immediately after the funded period.

To assess progress toward these goals going forward, we first needed to establish a baseline for each of these data points. Table 1 below provides the data for each of these measures for the 2017-2018 academic year. For each measure we include both a narrow interpretation of science degrees (labeled as N) including just Biology, Chemistry, Medical Biology, Physics, and Sustainability majors as well as a broader interpretation of STEM fields (labeled as B) which includes all of the above as well as Addiction Studies, Communication Sciences and Disorders, Computer Science, Health Sciences, Mathematics, Medical Laboratory Science, Nursing, Political Science, Psychology, Social Work and Sociology.

Table 1: Institutional Data on Minority Representation in Undergraduate Science Degrees Fall 2017

	American Indian		Black		Hispanic		White	
	N	B	N	B	N	B	N	B
Enrollment in science majors	11	56	16	67	23	109	473	2011
First year retention for science majors <sup>1</sup>	71.4%	57.4%	66.7%	60.3%	70.0%	60.7%	82.8%	79.2%
Fourth year retention for science majors	50.0%	36.8%	50.0%	40.9%	45.0%	36.8%	72.5%	66.6%
Number of science degrees awarded	1	9	0	9	3	18	89	594

<sup>1</sup> Data for retention rates includes initial enrollments from fall 2006 to fall 2016. The percentage includes students who are still enrolled or have completed a Bachelor's degree.

## Faculty and Staff Survey

One of the goals of the HHMI grant project is to ultimately change improve the institutional culture as it relates to diversity. Institutional culture includes “the attitudes, dispositions, beliefs, and values of campus stakeholders and their influence on institutional practices and policies.”<sup>2</sup> To evaluate improvement in institutional culture, we first needed to establish a baseline of attitudes, dispositions, beliefs and values of campus stakeholders to monitor change as the program is implemented.

The GRB developed the survey instrument in coordination with students enrolled in an Applied Government Research course in Fall 2017. The GRB Director and students canvassed the existing research and available instruments to develop a comprehensive survey instrument that would both evaluate improvements over time and allow for the grant project to identify specific areas for improvement. The entire survey document is included as Appendix A. The survey was sent via email to all campus faculty and staff and was open for completion from February 26 – March 21, 2018. We received a total of 203 valid responses. To provide some context of the diversity of respondents, Table 2 provides a breakdown of respondents by reported ethnicity. It is important to note that not all respondents answered this question.

Table 2: Respondent Ethnicity

	Black/ African American	Native American/ American Indian/ Alaskan Native	Asian American/ Pacific Islander	Hispanic/Latino American	Multiracial/ Biracial	White/ Euro- American
Faculty	0	0	2	2	1	60
Staff	1	1	4	1	2	53
Total	1	1	6	3	3	113

While the goal of the project is to improve the institutional culture overall, we are particularly interested in the perceptions and beliefs of faculty, especially those that teach in the sciences. Hence, responses are presented for only science faculty, all faculty, and all staff. We expect improvements over time to be most concentrated among science faculty. However, including the other data points provides a more comprehensive assessment of institutional culture.

### **Science Faculty and All Faculty**

A total of 36 faculty in science related fields completed the survey<sup>3</sup>. Of those 7 (19.4%) were in the non-medical natural sciences and 29 (80.6%) were in Health and Biomedical Sciences. In addition, 13 (36%) indicated they were female, and 23 (61%) indicated male.<sup>4</sup> The overwhelming majority of science faculty respondents (84%) indicated that they were white of non-Hispanic origin, 2 respondents (5.4%) indicated they were Hispanic. There were no black or American Indian faculty within the respondents.

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<sup>2</sup> PIER:Progress towards Inclusive Excellence through Reflection document

<sup>3</sup> For the purpose of this survey, “Science Faculty” include any faculty that indicated there were a in the Natural Sciences or Health and Biomedical Sciences

<sup>4</sup> One responded replied “human” without providing a specific gender.

Survey questions were grouped into relevant blocks. Table 3, on the next page, provides science faculty and all faculty responses for the first block of questions. These questions asked faculty to reflect on their perspectives and awareness of the student experience of diverse students.

Table 3: Science Faculty and All Faculty Survey Responses Q1 – Q15

Please indicate your level of agreement with each of the following statements:								
			Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't Know
Q1	Family structure often affects students' academic decisions.	Science Faculty	30.6% (11)	55.6% (20)	8.3% (3)	0.0%	0.0%	5.6% (2)
		All Faculty	43.4% (36)	48.2% (40)	4.8% (4)	0.0%	0.0%	3.6% (3)
Q2	Socioeconomic status often affects students' perceptions.	Science Faculty	44.4% (16)	50.0% (18)	0.0%	0.0%	0.0%	5.6% (2)
		All Faculty	50.6% (42)	44.6% (37)	2.4% (2)	0.0%	0.0%	2.4% (2)
Q3	Different people are subject to different social expectations.	Science Faculty	30.6% (11)	55.6% (20)	5.6% (2)	2.8% (1)	0.0%	5.6% (2)
		All Faculty	41.0% (34)	47.0% (39)	4.8% (4)	3.6% (3)	0.0%	3.6% (3)
Q4	Students often have issues with time management.	Science Faculty	27.8% (10)	50.0% (18)	19.4% (7)	2.8% (1)	0.0%	0.0%
		All Faculty	31.3% (26)	51.8% (43)	15.7% (13)	1.2% (1)	0.0%	0.0%
Q5	It is important to hold all students to the same expectations regardless of individual circumstances.	Science Faculty	16.7% (6)	33.3% (12)	16.7% (6)	30.6% (11)	0.0%	2.8% (1)
		All Faculty	15.6% (13)	37.4% (31)	18.1% (15)	25.3% (21)	2.4% (2)	1.2% (1)
Q6	It is important to hold all students to the same timeline regardless of individual circumstances.	Science Faculty	8.3% (3)	22.2% (8)	13.9% (5)	38.9% (14)	13.9% (5)	2.8% (1)
		All Faculty	6.0% (5)	20.5% (17)	16.9% (14)	42.2% (35)	12.1% (10)	2.4% (2)
Q7	I am aware of prominent issues on Native American reservations.	Science Faculty	25.0% (9)	55.6% (20)	8.3% (3)	2.8% (1)	5.6% (2)	2.8% (1)
		All Faculty	26.5% (22)	57.8% (48)	4.8% (4)	4.8% (4)	3.6% (3)	2.4% (2)

Table 3: Science Faculty and All Faculty Survey Responses Q1 – Q15 Continued

Please indicate your level of agreement with each of the following statements:								
			Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't Know
Q8	I am aware of prominent issues in inner city communities.	Science Faculty	13.9% (5)	52.8% (19)	11.1% (4)	11.1% (4)	8.3% (3)	2.8% (1)
		All Faculty	19.5% (16)	53.7% (44)	13.4% (11)	7.3% (6)	4.9% (4)	1.2% (1)
Q9	I am aware of the sociocultural characteristics of diverse racial and ethnic groups.	Science Faculty	8.3% (3)	52.8% (19)	25.0% (9)	5.6% (2)	2.8% (1)	5.6% (2)
		All Faculty	17.1% (14)	57.3% (47)	17.1% (14)	2.4% (2)	2.4% (2)	3.7% (3)
Q10	I am aware of the educational challenges faced by diverse racial and ethnic groups.	Science Faculty	8.3% (3)	58.3% (21)	19.4% (7)	5.6% (2)	2.8% (1)	5.6% (2)
		All Faculty	19.3% (16)	60.2% (50)	12.1 (10)	3.6% (3)	2.4% (2)	2.4% (2)
Q11	I am aware of the different teaching traditions of other cultures.	Science Faculty	5.6% (2)	27.8% (10)	22.2% (8)	33.3% (12)	8.3% (3)	2.8% (1)
		All Faculty	4.8% (4)	36.1% (30)	19.3% (16)	31.3% (26)	6.0% (5)	2.4% (2)
Q12	I value efforts to expand access to and achievement in my discipline by all students.	Science Faculty	63.9% (23)	27.8% (10)	2.8% (1)	2.8% (1)	0.0%	2.8% (1)
		All Faculty	60.2% (50)	32.5% (27)	4.8% (4)	1.2% (1)	0.0%	1.2% (1)
Q13	I enjoy interacting with people from different cultures.	Science Faculty	66.7% (24)	30.6% (11)	0.0%	2.8% (1)	0.0%	0.0%
		All Faculty	63.9% (53)	33.7% (28)	1.2% (1)	1.2% (1)	0.0%	0.0%
Q14	I am sure I could deal with the stresses of adjusting to a culture that is new to me	Science Faculty	13.9% (5)	41.7% (15)	27.8% (10)	11.1% (4)	0.0%	5.6% (2)
		All Faculty	19.3% (16)	34.9% (29)	26.5% (22)	13.3% (11)	2.4% (2)	3.6% (3)
Q15	I enjoy experiencing cultures that are unfamiliar.	Science Faculty	33.3% (12)	52.8% (19)	11.1% (4)	2.8% (1)	0.0%	0.0%
		All Faculty (83)	34.9% (29)	50.6% (42)	8.4% (7)	6.0% (5)	0.0%	0.0%



There are several noteworthy patterns in the responses. First, in most cases the responses of all faculty members are not dramatically different from those of science faculty alone. There are a couple of exceptions. Science faculty were less likely to indicate strong agreement to the statements:

- Family structure often affects students' academic decisions.
- Different people are subject to different social expectations.
- I am aware of the sociocultural characteristics of diverse racial and ethnic groups.
- I am aware of the educational challenges faced by diverse racial and ethnic groups.

Most statements received agreement from a substantial majority of both science faculty and all faculty. However, there were a few statements for which the majority was smaller or there was not a clear majority in agreement. These include:

- It is important to hold all students to the same expectations regardless of individual circumstances.
- It is important to hold all students to the same timeline regardless of individual circumstances.
- I am aware of the different teaching traditions of other cultures.
- I am sure I could deal with the stresses of adjusting to a culture that is new to me

In one case the statement is asking about a very specific knowledge base that faculty may not have been exposed to in their professional training. In the others, disagreement with the statements actually indicates a higher level of awareness of the role that individual circumstances can play and the challenges of adjusting to a different culture.

Table 4, on the next page displays the results of the next block of questions. These questions ask faculty to report on their perceptions and awareness of their behaviors in interacting with students.

Table 4: Science Faculty and All Faculty Survey Responses Q16 – Q31

When Interacting with Under Represented Minority (URM) students:								
			Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't Know
Q16	I realize my own background and experiences may influence my effectiveness.	Science Faculty	47.2% (17)	50.0% (18)	0.0%	2.8% (1)	0.0%	0.0%
		All Faculty	51.8% (43)	44.6% (37)	0.0%	3.6% (3)	0.0%	0.0%
Q17	I am aware some teaching techniques will be less effective for URM students.	Science Faculty	27.8% (10)	47.3% (17)	16.7% (6)	0.0%	2.78% (1)	5.6% (2)
		All Faculty	27.7% (23)	49.4% (41)	8.4% (7)	2.41% (2)	2.4% (2)	9.6% (8)
Q18	I am aware lack of progress may be attributed to cultural differences.	Science Faculty	11.1% (4)	44.4% (16)	30.6% (11)	8.3% (3)	0.0%	5.6% (2)
		All Faculty	13.3% (11)	54.2% (45)	19.3% (16)	6.0% (5)	0.0%	7.2% (6)
Q19	I am aware not all members of other socioeconomic groups think or act the same way.	Science Faculty	38.9% (14)	61.1% (22)	0.0%	0.0%	0.0%	0.0%
		All Faculty	48.2% (40)	49.4% (41)	2.4% (2)	0.0%	0.0%	0.0%
Q20	I am aware I may need to adjust teaching methods to meet students' cultural needs.	Science Faculty	22.2% (8)	58.3% (21)	8.3% (3)	5.6% (2)	0.0%	5.6% (2)
		All Faculty	28.9% (24)	51.8% (43)	7.2% (6)	8.4% (7)	1.2% (1)	2.4% (2)
Q21	I am aware of my own racial, ethnic, or cultural identity.	Science Faculty	50.0% (18)	44.4% (16)	0.0%	2.8% (1)	0.0%	2.8% (1)
		All Faculty	45.1% (37)	51.2% (42)	1.2% (1)	1.2% (1)	0.0%	1.2% (1)
Q22	I am aware of my own racial, ethnic, or cultural stereotypes.	Science Faculty	36.15 (13)	52.8% (19)	5.6% (2)	2.8% (1)	0.0%	2.8% (1)
		All Faculty	35.6% (30)	50.0% (41)	8.5% (7)	3.7% (3)	0.0%	1.2% (1)
Q23	I am aware of my own racial, ethnic, or cultural prejudices.	Science Faculty	33.3% (12)	52.8% (19)	5.6% (2)	2.8% (1)	0.0%	5.6% (2)
		All Faculty	31.7% (26)	51.2% (42)	8.5% (7)	3.7% (3)	1.2% (1)	3.7% (3)

Table 4: Science Faculty and All Faculty Survey Responses Q16 – Q31 Continued

When Interacting with Under Represented Minority (URM) students:								
			Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't Know
Q24	I am aware I might have to change the way I socialize with students depending on their cultural background.	Science Faculty	19.4% (7)	61.1% (22)	11.1% (4)	2.8% (1)	0.0%	5.6% (2)
		All Faculty	27.2% (22)	55.6% (45)	9.9% (8)	4.9% (4)	0.0	2.5% (2)
Q25	I believe gender-neutral language makes everyone feel more included.	Science Faculty	13.9% (5)	50.0% (18)	27.8% (10)	5.6% (2)	0.0%	2.8% (1)
		All Faculty	23.5% (19)	35.8% (29)	21% (17)	14.8% (12)	1.2% (1)	3.7% (3)
Q26	It is important to have a student body that includes URM populations.	Science Faculty	61.1% (22)	38.9% (14)	0.0%	0.0%	0.0%	0.0%
		All Faculty	56.1% (46)	34.2% (28)	6.1% (5)	1.2% (1)	0.0%	2.4% (2)
Q27	It is important to have faculty that include URM populations.	Science Faculty	60.0% (21)	37.1% (13)	2.8% (1)	0.0%	0.0%	0.0%
		All Faculty	53.1% (43)	37.0% (30)	7.1% (6)	1.2% (1)	0.0%	1.2% (1)
Q28	It is important to have staff that include URM populations.	Science Faculty	58.3% (21)	38.9% (14)	2.8% (1)	0.0%	0.0%	0.0%
		All Faculty	52.4% (43)	36.6% (30)	9.8% (8)	0.0%	0.0%	1.2% (1)
Q29	It is important to have administrators that include URM populations.	Science Faculty	58.3% (21)	38.9% (14)	2.8% (1)	0.0%	0.0%	0.0%
		All Faculty	52.4% (43)	36.6% (30)	9.8% (8)	0.0%	0.0%	1.2% (1)
Q30	It is important for educational professionals to receive training in cultural diversity.	Science Faculty	50.0% (18)	41.7% (15)	2.8% (1)	5.6% (2)	0.0%	0.0%
		All Faculty	43.9% (36)	37.8% (31)	12.2% (10)	3.7% (3)	1.2% (1)	1.2% (1)
Q31	It is important for educational professionals to receive training in multicultural pedagogy.	Science Faculty	38.9% (14)	47.2% (17)	5.6% (2)	5.6% (2)	0.0%	2.8% (1)
		All Faculty	37.8% (31)	42.7% (35)	9.8% (8)	4.9% (4)	2.4% (2)	2.4% (2)

Again, in all cases a majority of science faculty and all faculty agree or strongly agree with every statement. Science faculty are also not notably different from all faculty with only two exceptions. For both of the following statements, science faculty alone are slightly less likely to indicate agreement than all faculty:

- I am aware I might have to change the way I socialize with students depending on their cultural background.
- I believe gender-neutral language makes everyone feel more included.

The next block of questions asked faculty to report specifically on actions they might take as a part of their normal teaching and advising practices. Table 5, on the next page, displays these responses.

Table 5: Science Faculty and All Faculty Survey Responses Q32– Q43

Please indicate your level of agreement with the following statements: In working with underrepresented students, I...								
			Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't Know
Q32	Assist them to understand whether the problem is of an individual or collective nature.	Science Faculty	2.8% (1)	44.4% (16)	27.8% (10)	2.8% (1)	2.8% (1)	19.4% (7)
		All Faculty	5.1% (4)	37.2% (29)	32.1% (25)	9.0% (7)	2.6% (2)	14.1% (11)
Q33	Am able to engage them in identifying academic progress that the student has made.	Science Faculty	8.3% (3)	61.1% (22)	25% (9)	0.0%	0.0%	5.6% (2)
		All Faculty	15.4% (12)	60.3% (47)	19.2% (15)	1.3% (1)	0.0%	3.9% (3)
Q34	Consider it an obligation to familiarize myself with their culture and history.	Science Faculty	11.1% (4)	41.7% (15)	30.6% (11)	11.1% (4)	0.0%	5.6% (2)
		All Faculty	14.3% (11)	37.7% (29)	29.9% (23)	15.6% (12)	0.0%	2.6% (2)
Q35	Am able to understand and relate to their culture and experiences.	Science Faculty	5.6% (2)	27.8% (10)	36.1 (13)	19.4% (7)	0.0%	11.1% (4)
		All Faculty	7.7% (6)	33.3% (26)	32.1% (25)	16.7% (13)	2.6% (2)	7.7% (6)
Q36	Can identify the links between systematic problems and individual concerns.	Science Faculty	2.8% (1)	58.3% (21)	22.2% (8)	8.3% (3)	0.0%	8.3% (3)
		All Faculty	15.4% (12)	47.4% (37)	20.5% (16)	7.7% (6)	1.3% (1)	7.7% (6)
Q37	Am sensitive to their fear of racism or prejudice.	Science Faculty	20.0% (7)	60.0% (21)	11.4% (4)	0.0%	0.0%	8.6% (3)
		All Faculty	26.0% (20)	58.4% (45)	9.1% (7)	1.3% (1)	1.3% (1)	3.9% (3)
Q38	Consider the implications of what is being taught in relation to each student's identity (unique dispositions, behaviors, and experiences).	Science Faculty	2.8% (1)	58.3% (21)	27.8% (10)	2.8% (1)	0.0%	8.3% (3)
		All Faculty	11.5% (9)	60.3% (47)	18.0% (14)	3.9% (3)	0.0%	6.4% (5)

Table 5: Science Faculty and All Faculty Survey Responses Q32– Q43 Continued

Please indicate your level of agreement with the following statements: In working with underrepresented students, I...								
			Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't Know
Q39	Change my verbal behavior (accent or tone) when a cross-cultural interaction requires it.	Science Faculty	2.8% (1)	30.6 (11)	27.8% (10)	16.7% (6)	2.8% (1)	19.4% (7)
		All Faculty	9.0% (7)	28.2% (22)	33.3% (26)	15.4% (12)	2.6% (2)	11.5% (9)
Q40	Use pause and silence differently to suit different cross-cultural situations	Science Faculty	8.3% (3)	25.0% (9)	27.8% (10)	16.7% (6)	5.6% (2)	16.7% (6)
		All Faculty	11.5% (9)	26.9% (21)	28.2% (22)	19.2% (15)	3.9% (3)	10.3% (8)
Q41	Vary the rate of my speaking when a cross-cultural situation requires it	Science Faculty	11.1% (4)	33.3% (12)	22.2% (8)	8.3% (3)	5.6% (2)	19.4% (7)
		All Faculty	18.0% (14)	37.2% (29)	20.5% (16)	9.0% (7)	3.9% (3)	11.5% (9)
Q42	Change my nonverbal behavior when a cross-cultural situation requires it.	Science Faculty	2.8% (1)	36.1% (13)	22.2% (8)	16.7% (6)	2.8% (1)	19.4% (7)
		All Faculty	12.8% (10)	37.2% (29)	21.8% (17)	12.8% (10)	2.6% (2)	12.8% (10)
Q43	Alter my facial expressions when a cross-cultural interaction requires it	Science Faculty	2.8% (1)	25.0% (9)	33.3% (12)	16.7% (6)	2.8% (1)	19.4% (7)
		All Faculty	11.5% (9)	28.2% (22)	29.5% (23)	16.7% (13)	3.9% (3)	10.3% (8)

Total agreement, which includes both agree and strongly agree is more varied and generally less for these questions than in earlier blocks. More faculty also opted for the “Neither agree nor disagree” and “Don't Know” categories indicating less certainty about their responses to these questions. We also see greater differences in the responses of the science faculty subset as compared to the total faculty.

The next block of questions ask faculty to report on specific behaviors in which they might engage. Those responses are reported in Table 6, on the next page.

Table 6: Science Faculty and All Faculty Survey Responses Q44– Q47

Please indicate your level of agreement with each of the following statements								
			Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't Know
Q44	I volunteer my time toward programs at the University of South Dakota that add to my experience and knowledge of other cultures.	Science Faculty	11.1% (4)	44.4% (16)	22.2% (8)	19.4% (7)	0.0% (0)	2.8% (1)
		All Faculty	18.2% (14)	33.8% (26)	22.1% (17)	23.4% (18)	1.3% (1)	1.3% (1)
Q45	I regularly read a periodical that supports cultural views very different from my own.	Science Faculty	8.3% (3)	22.2% (8)	19.4% (7)	30.6% (11)	11.1% (4)	8.3% (3)
		All Faculty	15.6% (12)	27.3% (21)	15.6% (12)	28.6% (22)	7.8% (6)	5.2% (4)
Q46	I consider representation of diverse and minority perspectives when designing the readings list for my courses.	Science Faculty	0.0% (0)	19.4% (7)	36.1% (13)	25.0% (9)	8.3% (3)	11.1% (4)
		All Faculty	14.3% (11)	31.2% (24)	22.1% (17)	22.1% (17)	3.9% (3)	6.5% (5)
Q47	I participate in cultural events and programming that add to my experience and knowledge of other cultures.	Science Faculty	16.7% (6)	47.2% (17)	22.2% (8)	8.3% (3)	2.8% (1)	2.8% (1)
		All Faculty	19.5% (15)	50.7% (39)	16.9% (13)	9.1% (7)	1.3% (1)	2.6% (2)

In this block we see more differences between science faculty alone and all faculty. For example, when asked if they regularly read a periodical that supports cultural views very different from their own, only 30.5% of science faculty indicated agreement, compared to 42.9% of all faculty. Likewise, only 19.4% of science faculty indicated that they consider representation of diverse and minority perspectives when designing the readings list for their courses, compared to 35.5% of all faculty. However, responses to questions 44 and 47 were still fairly similar.

Table 7, on the next page, presents the results from our next block of questions. These questions pertain to the organizational behavior of the faculty member's department and/or college.

Table 7: Science Faculty and All Faculty Survey Responses Q48– Q58

Please indicate your level of agreement with the following statements: In my department/college we...								
			Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't Know
Q48	Discuss the importance of diversity and inclusive excellence in our faculty meetings.	Science Faculty	33.3% (12)	33.3% (12)	5.6% (2)	16.7% (6)	5.6 (%)	5.6% (2)
		All Faculty	20.3% (15)	40.5% (30)	5.4% (4)	17.6% (13)	8.1% (6)	8.1% (6)
Q49	Integrate inclusive excellence related measures into measurement and continuous quality improvement activities	Science Faculty	11.1% (4)	33.3% (12)	16.7% (6)	19.4% (7)	5.6% (2)	13.9% (5)
		All Faculty	10.8% (8)	35.1% (26)	13.5% (10)	20.3% (15)	8.1% (6)	12.2% (9)
Q50	Conduct ongoing assessments of the department's/college's inclusive excellence related activities.	Science Faculty	8.3% (3)	38.9% (5)	13.9% (5)	16.7% (6)	8.3% (3)	13.9% (5)
		All Faculty	9.5% (7)	35.1% (26)	14.9% (11)	17.6% (13)	10.8% (8)	12.2% (9)
Q51	Collect and maintain accurate and reliable demographic data to monitor the impact of inclusive excellence on student success and outcomes	Science Faculty	16.7% (6)	30.6% (11)	11.1% (4)	8.3% (3)	8.3% (3)	25.0% (9)
		All Faculty	12.3% (9)	28.8% (21)	12.3% (9)	11.0% (8)	12.3% (9)	23.3% (17)
Q52	Establish culturally responsive goals and policies, for the department.	Science Faculty	16.7% (6)	25.0% (9)	19.4% (7)	22.2% (8)	8.3% (3)	8.3% (3)
		All Faculty	12.3% (9)	21.9% (16)	21.9% (16)	21.0% (15)	12.3% (9)	11.0% (8)



Table 7: Science Faculty and All Faculty Survey Responses Q48– Q58 Continued

Please indicate your level of agreement with the following statements: In my department/college we...								
			Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't Know
Q53	Create departmental conflict and grievance resolution processes that are culturally responsive to identify, prevent, and resolve conflicts or complaints.	Science Faculty	8.3% (3)	19.4% (7)	19.4% (7)	22.2% (8)	5.6% (2)	25.0% (9)
		All Faculty	6.9% (5)	12.3% (9)	26.0% (19)	21.9% (16)	11.0% (8)	21.9% (16)
Q50	Communicate the department's/college's progress in implementing and sustaining inclusive excellence to all constituents.	Science Faculty	8.33% (3)	30.6% (11)	22.2% (8)	16.7% (6)	5.6% (2)	16.7% (6)
		All Faculty	5.4% (4)	27.0% (20)	24.3% (18)	17.6% (13)	9.5% (7)	16.2% (12)
Q51	Conduct assessment of training needs for staff and faculty in inclusive excellence.	Science Faculty	5.6% (2)	30.6% (11)	22.2% (8)	19.4% (7)	5.6% (2)	16.7% (6)
		All Faculty	5.4% (4)	21.6% (16)	18.9% (14)	23.0% (17)	16.2% (12)	14.9% (11)
Q52	Identify staff composition (ethnicity, race, language capabilities) in relation to the demographic composition of our students.	Science Faculty	5.6% (2)	25.0% (9)	19.4% (7)	16.7% (6)	5.6% (2)	27.8% (10)
		All Faculty	2.7% (2)	21.6% (16)	24.3% (18)	20.3% (15)	8.1% (6)	23.0% (17)
Q53	Make use of other programs on campus that specialize in serving persons with diverse cultural backgrounds as a resource for faculty and staff training.	Science Faculty	13.9% (5)	41.7% (15)	11.1% (4)	8.3% (3)	2.8% (1)	22.2% (8)
		All Faculty	9.6% (7)	37.0% (27)	11.0% (8)	16.4% (12)	5.5% (4)	20.6% (15)

Table 7: Science Faculty and All Faculty Survey Responses Q48– Q58 Continued

Please indicate your level of agreement with the following statements: In my department/college we...								
			Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't Know
Q54	Maximize recruitment and retention efforts for staff who reflect the cultural diversity of our students.	Science Faculty	8.3% (3)	30.6% (11)	16.7% (6)	11.1% (4)	5.6% (2)	27.8% (10)
		All Faculty	8.2% (6)	30.1% (22)	15.1% (22)	12.3% (9)	11.0% (8)	23.3% (17)
Q55	Maximize recruitment and retention efforts for faculty who reflect the cultural diversity of our students.	Science Faculty	11.4% (4)	34.3% (12)	22.9% (8)	11.4% (4)	2.9% (1)	17.1% (6)
		All Faculty	14.1% (10)	32.4% (23)	16.9% (12)	11.3% (8)	8.5% (6)	16.9% (12)
Q56	Include the principles of inclusive excellence in staff orientation and ongoing training programs	Science Faculty	8.3% (3)	44.4% (16)	11.1% (4)	11.1% (4)	8.3% (3)	16.7% (6)
		All Faculty	5.5% (4)	32.9% (24)	16.5% (12)	13.7% (10)	12.3% (9)	19.2% (14)
Q57	Include the principles of inclusive excellence in faculty orientation and ongoing training programs	Science Faculty	8.3% (3)	44.4% (16)	13.9% (5)	13.9% (5)	8.3% (3)	11.1% (4)
		All Faculty	8.2% (6)	35.6% (26)	16.4% (12)	16.4% (12)	11.0% (8)	12.3% (9)
Q58	We share responsibility for their students' successes and failures.	Science Faculty	30.6% (11)	41.7% (15)	16.7% (6)	2.8% (1)	5.6% (2)	2.8% (1)
		All Faculty	24.7% (18)	37.0% (27)	16.4% (12)	6.7% (5)	4.1% (3)	11.0% (8)

As in the previous block, the responses to these questions are more varied than early blocks with less overall agreement. There do not, however, appear to be substantial differences between the science faculty as a subset and all faculty for these questions. It is worth noting that for several statements, less than a majority of respondents indicated agreement. However, there were also no statements in which the majority indicated disagreement. Taken as a whole, this block confirms there is room for improvement when it comes to concrete actions taken at the department/college level.

When asked in an open-ended question about ways in which they have made departmental changes to establish a setting in which underrepresented students felt more confident about their ability to succeed, faculty highlighted other ways in which their departments have addressed this challenge:

- “We have strived to be inclusive of underrepresented students in our classes and major. Group laboratory projects or field experiences encourage the interaction of our students, and in my experience these interactions have been positive for all students involved.”
- “Peer mentoring”
- “We have a cross-disciplinary committee that includes faculty, staff, and outreach personal. The committee undertakes efforts to enhance our inclusiveness efforts, e.g., develops brochures.”
- “Setting groups up to provide for diversity within groups for students to have immersion with diverse individuals.”
- “There has been an effort to create programming, classes, and material within classes that represent the perspectives of people from different backgrounds. Some faculty do this more than others.”
- “Organizing an open house for immigrants, include immigrant groups in grant activities”
- “Inclusive excellence is a departmental goal. We also embrace an appreciative advising model.”

However, other faculty note that within their departments very little is being done in this area.

- “We have not. Sometimes, we talk about underrepresented people, but it never gets to any real improvement or action in the area.”
- “There is little being done to create a more inclusive department. There are few opportunities being created and explored, although focus on inclusivity and diversity is a major focus in our discipline nationwide.”

And others indicated that they did not think these activities were their responsibility, for example:

- “None. I don't have that authority. I have much bigger problems to solve and get very little cooperation from my departmental office staff and administration.”
- “These changes are outside of my authority to make and above my pay grade.”
- “I haven't made any departmental changes in this regard. To be honest I don't know where to start since we don't really talk about it in a group setting. I made some changes in my classroom after attending the MLK day workshop particularly in considering the examples I use and how I assign groups.”

There are similar patterns in the next block of questions which also pertains to activities at the department or college level. These responses are reported in Table 8 on the next page.

Table 8: Science Faculty and All Faculty Survey Responses Q59– Q65

Please indicate your level of agreement with the following statements: In my department/college we...								
			Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't Know
Q59	Are informed about the university structures in place to address cross-cultural, ethical, and legal conflicts in education.	Science Faculty	8.3% (3)	33.3% (12)	16.7% (6)	30.6% (11)	5.6% (2)	5.6% (2)
		All Faculty	8.2% (6)	38.4% (28)	13.7% (10)	24.7% (18)	8.2% (6)	6.9% (5)
Q60	Are informed about the university structures in place to address complaints or grievances by students about unfair, culturally insensitive, or discriminatory treatment.	Science Faculty	13.9% (5)	36.1% (13)	19.4% (7)	13.9% (5)	11.1% (4)	5.6% (2)
		All Faculty	9.6% (7)	43.8% (32)	15.1% (11)	15.1% (11)	11.0% (8)	5.5% (4)
Q61	Are informed about the university structures in place to address complaints or grievances by faculty or staff about unfair, culturally insensitive, or discriminatory treatment.	Science Faculty	8.3% (3)	33.3% (12)	22.2% (8)	13.9% (5)	8.3% (3)	13.9% (5)
		All Faculty	5.5% (4)	38.4% (28)	19.2% (14)	16.4% (12)	13.7% (10)	6.9% (5)
Q62	Are informed about the university structures in place to address complaints or grievances by students about difficulty in accessing services or denial of services.	Science Faculty	16.7% (6)	30.6% (11)	11.1% (4)	8.3% (3)	8.3% (3)	25.0% (9)
		All Faculty	5.5% (4)	34.3% (25)	17.8% (13)	21.9% (16)	10.0% (7)	11.0% (8)

Table 8: Science Faculty and All Faculty Survey Responses Q59– Q65

Please indicate your level of agreement with the following statements: In my department/college we...								
			Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't Know
Q63	Are informed about the university structures in place to address complaints or grievances by faculty or staff about difficulty in accessing services or denial of services.	Science Faculty	5.6% (2)	30.6% (11)	22.2% (8)	22.2% (8)	11.1% (4)	8.3% (3)
		All Faculty	5.5% (4)	37.0% (27)	17.8% (13)	21.9% (16)	8.2% (6)	10.0% (7)
Q64	Carefully follow university and BOR policy in addressing student complaints or grievances.	Science Faculty	22.2% (8)	41.7% (15)	16.7% (6)	0.0%	2.8% (1)	16.6% (6)
		All Faculty	20.6% (15)	45.2% (33)	13.7% (10)	1.4% (1)	2.7% (2)	16.4% (12)
Q65	Carefully follow university and BOR policy in addressing faculty complaints or grievances	Science Faculty	16.7% (6)	33.3% (12)	19.4% (7)	2.8% (1)	5.6% (2)	22.2% (8)
		All Faculty	16.4% (12)	39.7% (29)	15.1% (11)	5.5% (4)	5.5% (4)	17.8% (13)

In the next block of questions faculty are asked to report on their familiarity with specific provisions, policies, and procedures at the university. These responses are reported in Table 9, on the next page. The results indicate that while many faculty agree they are aware of these provisions, a majority in most cases, there is substantial room for improvement in this area.

Table 9: Science Faculty and All Faculty Survey Responses Q66-73

Please indicate your level of agreement with the following statements:								
			Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't Know
Q66	I am aware of the provisions of Title IV of the Civil Rights Act of 1964. I am aware of who is covered under the provisions of Title IV of the Civil Rights Act of 1964.	Science Faculty	5.6% (2)	47.2% (17)	5.6% (2)	19.4% (7)	8.3% (3)	13.9% (5)
		All Faculty	16.4% (11)	41.8% (28)	7.5% (5)	19.4% (13)	6.0% (4)	9.0% (6)
Q67	I am aware of who is covered under the provisions of Title IV of the Civil Rights Act of 1964.	Science Faculty	5.6% (2)	36.1% (13)	13.9% (5)	25.0% (9)	5.6% (2)	13.9% (5)
		All Faculty	13.4% (9)	31.3% (21)	17.9% (12)	23.9% (16)	4.5% (3)	9.0% (6)
Q68	I am aware of the provisions of Higher Education Amendments of 1972 (Title IX).	Science Faculty	8.3% (3)	41.67% (15)	13.9% (5)	19.4% (7)	5.6% (2)	11.1% (4)
		All Faculty	19.4% (13)	41.8% (28)	10.5% (7)	17.9% (12)	4.5% (3)	6.0% (4)
Q69	I am aware of who is covered under the provisions of Higher Education Amendments of 1972 (Title IX).	Science Faculty	8.3% (3)	44.4% (16)	13.9% (5)	16.7% (6)	5.6% (2)	11.1% (4)
		All Faculty	17.9% (12)	40.3% (27)	11.9% (8)	17.9% (12)	6.0 (4)	6.0% (4)
Q70	I am aware of the provisions of Title VI of the Civil Rights Act of 1964.	Science Faculty	5.6% (2)	33.3% (12)	13.9% (5)	22.2% (8)	8.3% (3)	16.7% (6)
		All Faculty	14.9% (10)	31.3% (21)	14.9% (10)	22.4% (15)	6.0% (4)	10.5% (7)
Q71	I am aware of who is covered under the provisions of Title VI of the Civil Rights Act of 1964.	Science Faculty	5.6% (2)	27.8% (10)	19.4% (7)	22.2% (8)	8.3% (3)	16.7% (6)
		All Faculty	12.1% (8)	25.8% (17)	21.2% (14)	24.2% (16)	6.1% (4)	10.6% (7)
Q72	I am aware of the provisions of the Equal Educational Opportunities Act of 1974.	Science Faculty	8.33% (3)	41.7% (15)	16.7% (6)	13.9% (5)	8.3% (3)	11.1% (4)
		All Faculty	16.4% (11)	40.3% (27)	14.9% (10)	16.4% (11)	6.0% (4)	6.0% (4)
Q73	I am aware of who is covered under the provisions of the Equal Educational Opportunities Act of 1974.	Science Faculty	8.3% (3)	36.1% (13)	16.7% (6)	16.7% (6)	8.3% (3)	13.9% (5)
		All Faculty	13.4% (9)	38.8% (26)	14.9% (10)	19.4% (13)	6.0% (4)	7.5% (5)

## Staff

University staff members were also included in the survey. While they are not directly targeted by the HHMI grant activities, their responses do provide one measure overall institutional culture as it relates to diversity. The first set of questions in this section (Q1-Q6) asked participants about their awareness of factors that may affect student's academic decisions and about their perceptions of and expectations for student responsibility. A substantial majority of staff agreed that family structure (92.86%) and socioeconomic status (93.90%) affect students' academic decisions. Similarly, the majority (85.72%) of staff agreed that different people are subject to different social expectations. Agreement was lower for staff in response to the claim that students have issues with time management, but the majority (60.21%) still agreed. However, 26.53% of staff neither agreed nor disagreed that students have issues with time management. A much smaller percentage of staff (45.91%) agreed that it is important to hold students to the same expectations regardless of individual circumstances, while 23.47% neither agreed nor disagreed and 29.59% disagreed. When it came to timelines, however, the majority of staff (50.66%) disagreed that all students should be held to the same timeline regardless of circumstance. The next set of questions (Q7-Q13) assessed participants' awareness of and attitudes towards cultural differences. The majority of staff agreed that they were aware of issues on Native American reservations (79.17%) and in inner cities (65.31%), but agreement was lower for inner city issues than Native American reservation issues. A majority (95.92%) of staff agree that they enjoy interacting with people of different cultures, but a plurality (48.97%) said they were certain they could deal with the stresses of adjusting to a new culture. A larger majority (88.77%) of staff indicated they would enjoy experiencing unfamiliar cultures.

Table 10: Staff Survey Responses Q1 – Q15 (n = 110)

Please indicate your level of agreement with each of the following statements:							
		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't Know
Q1	Family structure often affects students' academic decisions.	38.8%	54.1%	5.1%	0.0%	0.0%	2.0%
Q2	Socioeconomic status often affects students' perceptions.	40.8%	53.1%	4.1%	1.0%	0.0%	1.0%
Q3	Different people are subject to different social expectations.	40.8%	44.9%	8.2%	4.1%	0.0%	2.0%
Q4	Students often have issues with time management.	18.4%	41.8%	26.5%	7.1%	1.0%	5.1%
Q5	It is important to hold all students to the same expectations regardless of individual circumstances.	9.2%	36.7%	23.5%	23.5%	6.1%	1.0%
Q6	It is important to hold all students to the same timeline regardless of individual circumstances.	7.1%	20.4%	19.4%	41.8%	9.2%	2.0%
Q7	I am aware of prominent issues on Native American reservations.	24.0%	55.2%	9.4%	5.2%	2.1%	4.2%
Q8	I am aware of prominent issues in inner city communities.	16.3%	49.0%	15.3%	13.3%	2.0%	4.1%
Q9	I am aware of the sociocultural characteristics of diverse racial and ethnic groups.	12.5%	53.1%	26.0%	5.2%	1.0%	2.1%
Q10	I am aware of the educational challenges faced by diverse racial and ethnic groups.	17.4%	55.1%	16.3%	8.2%	1.0%	2.0%
Q11	I enjoy interacting with people from different cultures.	57.1%	38.8%	2.0%	0.0%	1.0%	1.0%
Q12	I am sure I could deal with the stresses of adjusting to a culture that is new to me	12.2%	36.7%	22.5%	20.4%	3.1%	5.1%
Q13	I enjoy experiencing cultures that are unfamiliar.	36.7%	52.0%	7.1%	0.0%	2.0%	2.0%



Table 11: Staff Survey Responses Q16-Q28

Please indicate your level of agreement with the following statements: In working with underrepresented students, I...							
		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't Know
Q16	I realize my own background and experiences may influence my effectiveness.	35.4%	57.3%	5.2%	2.1%	0.0%	0.0%
Q17	I am aware lack of progress may be attributed to cultural differences.	13.5%	49.0%	25.0%	5.2%	3.1%	4.2%
Q18	I am aware not all members of other socioeconomic groups think or act the same way.	39.6%	58.3%	1.0%	0.0%	0.0%	1.0%
Q19	I am aware of my own racial, ethnic, or cultural identity	35.4%	59.4%	4.2%	0.0%	1.0%	0.0%
Q20	I am aware of my own racial, ethnic, or cultural stereotypes	22.3%	68.1%	4.3%	1.1%	2.1%	2.1%
Q21	I am aware of my own racial, ethnic, or cultural prejudices.	15.6%	64.6%	12.5%	4.2%	1.0%	2.1%
Q22	I am aware I might have to change the way I socialize with students depending on their cultural background	20.8%	55.2%	12.5%	8.3%	2.1%	1.0%
Q23	I believe gender-neutral language makes everyone feel more included.	15.6%	37.5%	24.0%	12.5%	8.3%	2.1%
Q24	It is important to have a student body that includes URM populations.	37.5%	44.8%	10.4%	0.0%	1.0%	6.3%
Q25	It is important to have faculty that include URM populations.	38.5%	43.8%	9.4%	1.0%	2.1%	5.2%
Q26	It is important to have staff that include URM populations.	35.4%	43.8%	12.5%	1.0%	2.1%	5.2%
Q27	It is important to have administrators that include URM populations.	35.4%	42.7%	13.5%	1.0%	2.1%	5.2%
Q28	It is important for educational professionals to receive training in cultural diversity.	42.7%	46.9%	4.2%	1.0%	3.1%	2.1%
Q29	It is important for educational professionals to receive training in multicultural pedagogy.	36.5%	45.8%	8.3%	2.1%	2.1%	5.2%

The next set of questions asked staff about their ability to understand and find links between individual problems and systemic ones, as well as their capability to familiarize themselves with and understand students' culture.

Table 12: Staff Survey Responses Q32-Q43

Please indicate your level of agreement with the following statements: In working with underrepresented students, I...		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't Know
Q32	Assist them to understand whether the problem is of an individual or collective nature.	12.2%	42.2%	28.9%	3.3%	0.0%	0.0%
Q33	Consider it an obligation to familiarize myself with their culture and history.	11.2%	44.9%	30.3%	6.7%	2.3%	4.5%
Q34	Am able to understand and relate to their culture and experiences.	7.9%	38.2%	33.7%	10.1%	2.3%	7.9%
Q35	Can identify the links between systematic problems and individual concerns.	12.2%	48.9%	20.0%	5.6%	1.1%	12.2%
Q36	Am sensitive to their fear of racism or prejudice.	18.9%	64.4%	12.2%	1.1%	0.0%	3.3%
Q37	Consider the implications of what is being taught in relation to each student's identity (unique dispositions, behaviors, and experiences).	13.6%	35.2%	33.0%	6.8%	1.1%	10.2%
Q38	Change my verbal behavior (accent or tone) when a cross-cultural interaction requires it.	7.8%	35.6%	28.9%	14.4%	5.6%	7.8%
Q39	Use pause and silence differently to suit different cross-cultural situations.	8.9%	32.2%	32.2%	13.3%	2.2%	11.1%
Q40	Vary the rate of my speaking when a cross-cultural situation requires it.	7.8%	60.0%	18.9%	7.8%	1.1%	4.4%
Q41	Change my nonverbal behavior when a cross-cultural situation requires it.	7.8%	46.7%	24.4%	13.3%	1.1%	6.7%
Q42	Alter my facial expressions when a cross-cultural interaction requires it.	7.8%	36.7%	27.8%	13.3%	2.2%	12.2%

A majority (54.44%) of staff agreed that they assist students in understanding whether problems they face are of individual or collective nature. Also, a majority (56.18%) of staff agreed that have an obligation to familiarize themselves their students' culture and history, while 30.34% neither agree nor disagree. A substantial plurality (46.07%) agreed that they are able to understand and relate to their students' culture and experience, although 33.71% neither agreed nor disagreed. Again, a majority (61.11%) of staff agreed that they can identify the links between systematic problems and individual concerns, however, 12.22% indicated that they did not know if they could identify the links. A substantial majority (83.33%) of staff agreed that they sensitive to students' fear of racism or prejudice, with only 1.11% disagreeing. A substantial plurality (48.87%) also agreed that they consider the implications of what is being taught in relation to each student's identity, while 32.95% neither agreed nor disagreed.

Staff were also asked about time they volunteer towards cultural programs and their participation in cultural events. These responses are reported in Table 13, on the next page. A plurality (37.78%) agreed that they volunteer their time towards programs at the University of South Dakota that add to personal experiences and knowledge of other cultures, while 28.89% disagreed. However, a majority (62.22%) of staff agreed that they participate in cultural events and programs. A plurality (43.33%) agreed that they regularly read a periodical with culturally divergent views, while only a minority (20.93%) of staff consider diverse perspectives in readings for their courses.

Table 13: Staff Survey Responses Q43– Q46

Please indicate your level of agreement with each of the following statements		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't Know
Q43	I volunteer my time toward programs at the University of South Dakota that add to my experience and knowledge of other cultures.	7.8%	30.0%	28.9%	22.2%	6.7%	4.4%
Q44	I regularly read a periodical that supports cultural views very different from my own.	8.9%	34.4%	31.1%	15.6%	5.6%	4.4%
Q45	I consider representation of diverse and minority perspectives when designing the readings list for my courses.	7.0%	14.0%	46.5%	2.3%	7.0%	23.3%
Q46	I participate in cultural events and programming that add to my experience and knowledge of other cultures.	17.8%	44.4%	24.4%	5.6%	3.3%	4.4%

As was the case with faculty, staff were asked to report on the extent to which their department or colleges were engaging in particular activities to support inclusiveness. A larger proportion of staff indicated that they did not know about what their departments were doing and a few staff indicated that they were not a part of any particular department or college on campus. The responses to these questions are reported in Tables 14 and 15 on the subsequent pages.

Table 14: Staff Survey Responses Q47– Q61

Please indicate your level of agreement with the following statements: In my department/college we...		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
Q47	Discuss the importance of diversity and inclusive excellence in our faculty meetings.	9.7%	31.9%	13.9%	11.1%	2.8%	30.6%
Q48	Integrate inclusive excellence related measures into measurement and continuous quality improvement activities.	5.6%	27.8%	22.2%	9.7%	5.6%	29.2%
Q49	Conduct ongoing assessments of the department's/college's inclusive excellence related activities.	5.6%	20.8%	19.4%	11.1%	8.3%	34.7%
Q50	Collect and maintain accurate and reliable demographic data to monitor the impact of inclusive excellence on student success and outcomes.	6.9%	26.4%	16.7%	9.7%	4.2%	36.1%
Q51	Establish culturally responsive goals and policies, for the department.	5.6%	26.4%	20.8%	9.7%	6.9%	30.6%
Q52	Create departmental conflict and grievance resolution processes that are culturally responsive to identify, prevent, and resolve conflicts or complaints.	4.2%	20.8%	22.2%	11.1%	6.9%	34.7%
Q53	Communicate the department's/college's progress in implementing and sustaining inclusive excellence to all constituents.	2.8%	23.6%	20.8%	13.9%	5.6%	33.3%
Q54	Conduct assessment of training needs for staff and faculty in inclusive excellence.	5.6%	20.8%	22.2%	11.1%	9.7%	30.6%
Q55	Identify staff composition (ethnicity, race, language capabilities) in relation to the demographic composition of our students.	2.8%	20.8%	20.8%	8.3%	11.1%	36.1%
Q56	Make use of other programs on campus that specialize in serving persons with diverse cultural backgrounds as a resource for faculty and staff training.	6.9%	36.1%	15.3%	9.7%	6.9%	25.0%
Q57	Maximize recruitment and retention efforts for staff who reflect the cultural diversity of our students.	5.6%	29.2%	18.1%	8.3%	6.9%	31.9%
Q58	Maximize recruitment and retention efforts for faculty who reflect the cultural diversity of our students.	4.2%	26.4%	26.4%	5.6%	5.6%	31.9%

Table 14: Staff Survey Responses Q47– Q61 Continued

Please indicate your level of agreement with the following statements: In my department/college we...							
		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
Q59	Include the principles of inclusive excellence in staff orientation and ongoing training programs.	2.8%	37.5%	19.4%	4.2%	8.3%	27.8%
Q60	Include the principles of inclusive excellence in faculty orientation and ongoing training programs.	1.4%	31.9%	18.1%	2.8%	5.6%	40.3%
Q61	We share responsibility for their students' successes and failures.	20.8%	27.8%	19.4%	2.8%	4.2%	25.0%

Table 15: Staff Survey Responses Q62– Q68

Please indicate your level of agreement with the following statements: In my department/college we...							
		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
62	Are informed about the university structures in place to address cross-cultural, ethical, and legal conflicts in education.	13.7%	43.8%	6.9%	11.0%	5.5%	19.2%
63	Are informed about the university structures in place to address complaints or grievances by students about unfair, culturally insensitive, or discriminatory treatment.	13.7%	46.6%	13.7%	4.1%	5.5%	16.4%
64	Are informed about the university structures in place to address complaints or grievances by faculty or staff about unfair, culturally insensitive, or discriminatory treatment.	12.3%	49.3%	9.6%	5.5%	6.9%	16.4%
65	Are informed about the university structures in place to address complaints or grievances by students about difficulty in accessing services or denial of services.	11.0%	46.6%	8.2%	8.2%	6.9%	19.2%
66	Are informed about the university structures in place to address complaints or grievances by faculty or staff about difficulty in accessing services or denial of services.	11.0%	45.2%	9.6%	8.2%	8.2%	17.8%
67	Carefully follow university and BOR policy in addressing student complaints or grievances.	21.9%	37.0%	8.2%	5.5%	2.7%	24.7%
68	Carefully follow university and BOR policy in addressing faculty complaints or grievances	21.9%	31.5%	12.3%	5.5%	4.1%	24.7%

## Mentor Training Evaluations

The Mentor Training at USD was comprised of a series of 10 workshop classes offered in the spring of 2018 between January 1st and April 4. All participants in the mentor training completed a pre-survey and 80% of participants (21) completed the post survey. Not every participant attended all 10 of the workshop classes, however 25 participants attended at least 7 of the 10. Of those that participated 43.5% were at the rank of Assistant Professor, 8.7% were Associate Professors, and another 8.7% were Full Professors. The remaining participants were a combination of administrators, graduate students, postdoctoral fellows and other. The majority of participants (65.2%) indicated they were female and the vast majority (87%) indicated they were white. A majority of participants (61%) had 3 or fewer years of experience as a formal research mentor with 26% of them have no experience at all. The vast majority of participants (91%) had never participated in any formal research mentor training before. Participation in the training series did provide some substantive results.

Tables 16 and 17, on the next two pages, provides a comparison of pre-workshop and post-workshop responses relating to how skilled the participant felt in several areas. In each case the participant was asked to rate their skill from 1-5 with 1 indicating "Not skilled at all" and 5 indicating "Extremely Skilled." The table also includes a mean response for each to more easily compare changes in direction. For the most part, response averages were higher, indicating greater skill levels, in the post-survey than in the pre-survey. There were two exceptions to this, active listening and working with mentees to set clear expectations of the mentoring relationship. These are where participants reported the largest positive difference was in employing strategies to improve communication with mentees.

Using the same scale, questions 10 and 11 also asked participants to report on their skills in several areas. These results are reported in tables 18 and 19 on pages 32 and 33. Participants reported improvements across every skill, with the largest gains in their skills in negotiating a path to professional independence with your mentees

Finally, we asked participants to report on two summative measures. These responses are reported in Tables 20 and 21 on page 34. Question 12 asked participants how they would rate their overall quality of mentoring on a scale of 1-5 with 1 being "Very Low", 3 being "Average", and 5 being "Very High". The mean response increased by .58 points, or roughly half a step on this scale between the pre and post survey. Notably, no participants in the post survey indicated they were at the bottom to levels. Also, 10% of participants reported having a very high quality of mentoring in post survey compared to 0% in the pre-survey.

Question 13 asked participants to what extent they felt they were currently meeting their mentee's expectations on a scale of 1-5 with 1 meaning "Not at all", 3 meaning "Moderately" and 5 meaning "Completely". The average response here also increased by .45 points, again roughly half a step on the scale.

On the whole, the differences between the pre and post surveys indicate that the mentor training did have a positive impact in many areas, though it was more effective in some areas than in others.



Table 16: Mentor Workshop Pre and Post Survey Comparison Question 8

Please rate how skilled you feel you are in each of the following areas:								
		Not skilled at all (1)	(2)	Moderately Skilled (3)	(4)	Extremely Skilled (5)	NA	Mean Response
Active Listening	Pre-workshop	0%	0%	13%	69.6%	17.4%	0%	4.04
	Post-workshop	0%	5%	15%	65%	15%	0%	3.95
Providing Constructive Feedback	Pre-workshop	0%	8.7%	39.1%	43.5%	8.7%	0%	3.52
	Post-workshop	0%	0%	35%	60%	5%	0%	3.7
Establishing a relationship based on trust	Pre-workshop	0%	8.7%	8.7%	39.1%	43.5%	0%	4.17
	Post-workshop	0%	0%	5%	55%	40%	0%	4.35
Identifying and accommodating different communication styles	Pre-workshop	0%	31.8%	31.8%	27.3%	9.1%	0%	3.00
	Post-workshop	0%	5%	35%	40%	20%	0%	3.75
Employing strategies to improve communication with mentees	Pre-workshop	8.7%	21.7%	34.8%	17.4%	13%	4.4%	3.05
	Post-workshop	0%	0%	20%	45%	35%	0%	4.15
Coordinating effectively with your mentees' other mentors	Pre-workshop	13%	4.4%	21.7%	43.4%	4.4%	13%	3.25
	Post-workshop	0%	0%	15%	45%	20%	20%	4.06
Working with mentees to set clear expectations of the mentoring relationship	Pre-workshop	4.4%	21.8%	39.1%	17.4%	17.4%	0%	4.52
	Post-workshop	0%	5%	10%	55%	25%	5%	4.06

Table 17: Mentor Workshop Pre and Post Survey Comparison Question 9

Please rate how skilled you feel you are in each of the following areas:								
		Not skilled at all (1)	(2)	Moderately Skilled (3)	(4)	Extremely Skilled (5)	NA	Mean Response
Aligning your expectations with your mentees'	Pre-workshop	4.4%	13%	26.1%	47.8%	4.4%	4.4%	3.36
	Post-workshop	0%	0%	20%	60%	20%	0%	4.00
Considering how personal and professional differences may impact	Pre-workshop	4.4%	13%	34.8%	34.8%	4.4%	8.7%	3.24
	Post-workshop	0%	0%	10%	55%	35%	0%	4.25
Working with mentees to set research goals	Pre-workshop	0%	13%	26.1%	43.4%	4.4%	13%	3.45
	Post-workshop	0%	5%	10%	45%	40%	0%	4.2
Helping mentees develop strategies to meet goals	Pre-workshop	4.4%	21.7%	26.1%	39.1%	4.4%	4.4%	3.18
	Post-workshop	0%	5%	5%	60%	30%	0%	4.15
Accurately estimating your mentees' level of scientific knowledge	Pre-workshop	4.6%	13.6%	27.3%	41%	0%	13.6%	3.21
	Post-workshop	0%	5%	15%	50%	15%	15%	3.88
Accurately estimating your mentees' ability to conduct research	Pre-workshop	8.7%	8.7%	26.1%	47.8%	0%	8.7%	3.24
	Post-workshop	0%	0%	30%	60%	10%	0%	3.7
Employing strategies to enhance your mentees' knowledge and abilities	Pre-workshop	8.7%	4.4%	30.4%	47.8%	4.4%	4.4%	3.36
	Post-workshop	0%	0%	10%	60%	30%	0%	4.2

Table 18: Mentor Workshop Pre and Post Survey Comparison Question 10

Please rate how skilled you feel you are in each of the following areas:								
		Not skilled at all (1)	(2)	Moderately Skilled (3)	(4)	Extremely Skilled (5)	NA	Mean Response
Motivating your mentees	Pre-workshop	4.4%	8.7%	34.8%	39.1%	13%	0%	3.48
	Post-workshop	0%	5%	25%	60%	10%	0%	3.75
Building mentees' confidence	Pre-workshop	0%	8.7%	34.8%	34.8%	21.7%	0%	3.70
	Post-workshop	0%	10%	10%	60%	20%	0%	3.9
Stimulating your mentees' creativity	Pre-workshop	0%	21.7%	43.5%	30.4%	4.4%	0%	3.17
	Post-workshop	0%	10%	25%	45%	20%	0%	3.75
Acknowledging your mentees' professional contributions	Pre-workshop	0%	4.4%	39.1%	30.4%	21.7%	4.4%	3.73
	Post-workshop	0%	0%	0%	75%	20%	5%	4.21
Negotiating a path to professional independence with your mentees	Pre-workshop	13.4%	17.4%	17.4%	34.8%	4.4%	13%	2.2
	Post-workshop	0%	10%	15%	50%	20%	5%	3.84
Taking into account the biases and prejudices you bring to the	Pre-workshop	8.7%	13%	13%	47.8%	4.4%	13%	3.3
	Post-workshop	0%	10%	15%	50%	25%	0%	3.9
Working effectively with mentees whose personal background is different from your own (age, race, religion, gender, class, region, culture, family composition, etc.)	Pre-workshop	0%	17.4%	26.1%	26.1%	30.4%	0%	3.70
	Post-workshop	0%	10%	10%	65%	15%	0%	3.85

Table 19: Mentor Workshop Pre and Post Survey Comparison Question 11

Please rate how skilled you feel you are in each of the following areas:								
		Not skilled at all (1)	(2)	Moderately Skilled (3)	(4)	Extremely Skilled (5)	NA	Mean Response
Helping your mentees network effectively	Pre-workshop	17.4%	17.4%	26.1%	21.7%	4.4%	13%	2.75
	Post-workshop	0%	0%	35%	65%	0%	0%	3.65
Helping your mentees set career goals	Pre-workshop	0%	17.4%	26.1%	34.8%	8.7%	13%	3.4
	Post-workshop	0%	0%	15%	70%	15%	0%	4.00
Helping your mentees balance work with their personal life	Pre-workshop	8.7%	13%	34.8%	34.8%	0%	8.7%	3.05
	Post-workshop	0%	10%	30%	35%	25%	0%	3.75
Understanding your impact as a role model	Pre-workshop	8.7%	8.7%	26.1%	39.1%	17.4%	0%	3.48
	Post-workshop	0%	0%	15%	45%	40%	0%	4.25
Helping your mentees acquire resources (e.g. grants, etc.)	Pre-workshop	17.4%	8.7%	39.1%	17.4%	8.7%	8.7%	2.90
	Post-workshop	0%	10%	25%	45%	10%	10%	3.61

Table 20: Mentor Workshop Pre and Post Survey Comparison Question 12

		Very low (1)	(2)	Average (3)	(4)	High (5)	NA	Mean Response
Currently, how would you rate overall quality of your mentoring?	Pre-workshop	4.4%	4.4%	60.9%	30.4%	0%		3.17
	Post-workshop	0%	0%	35%	55%	10%		3.75

Table 21: Mentor Workshop Pre and Post Survey Comparison Question 13

		Not skilled at all (1)	(2)	Moderately Skilled (3)	(4)	Extremely Skilled (5)	NA	Mean Response
To what extent do you feel that you are currently meeting your mentees'	Pre-workshop	0%	22.7%	36.4%	36.4%	4.6%		3.23
	Post-workshop	0%	0%	42.1%	47.4%	10.5%		3.68

## APPENDIX A

### Faculty Survey HHMI

You are invited to participate in a research study. The purpose of the study is to assess inclusive excellence and cultural awareness across the campus. This survey is an important component of the evaluation of a campus-wide Howard Hughes Medical Institute Inclusive Excellence grant.

We are inviting you to be in this study because you are a member of the staff or the faculty at the University of South Dakota.

If you agree to participate, we would like you to answer a brief survey about your perceptions, behaviors, and organizational practices related to inclusive excellence. All of the questions will focus on your role on the USD campus. You are free to not answer any questions you would prefer not to answer. The entire survey should take between 10-20 minutes.

We will keep the information you provide confidential, however federal regulatory agencies and the University of South Dakota Institutional Review Board (a committee that reviews and approves research studies) may inspect and copy records pertaining to this research.

If we write a report about this study we will do so in such a way that you cannot be identified. However, given that the surveys can be completed from any computer (e.g., personal, work, school), we are unable to guarantee the security of the computer on which you choose to enter your responses. As a participant in our study, we want you to be aware that certain "key logging" software programs exist that can be used to track or capture data that you enter and/or websites that you visit.

There are minor psychological risks possible with participating in this study. Although the risks are minimal, there may be questions that inquire about sensitive issues such as culture, personal biases, racism, or prejudice, which could make you uncomfortable. You are free to not answer any questions you do not feel comfortable answering, or withdraw your participation at any time.

You will not benefit personally. However, we hope that others may benefit in the future from what we learn as a result of this study.

Your participation in this research study is completely voluntary. If you decide not to be in this study, or if you stop participating at any time, you will not be penalized or lose any benefits for which you are otherwise entitled.

If you have any questions, concerns or complaints now or later, you may contact us at the number below. If you have any questions about your rights as a human subject, complaints, concerns or wish to talk to someone who is independent of the research, contact the Office for Human Subjects Protections at 605/677-6184. Thank you for your time.

Dr. Shane Nordyke Director, Government Research Bureau Dakota Hall 233D Phone # 812-219-6669  
Do you wish to continue?

Yes

No

*Skip To: End of Survey If You are invited to participate in a research study. The purpose of the study is to assess inclus... = No*

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Before we get started, please indicate whether you are staff or faculty.

Staff

Faculty

*Skip To: End of Block If Before we get started, please indicate whether you are staff or faculty. = Staff*

*Skip To: Q2 If Before we get started, please indicate whether you are staff or faculty. = Faculty*

Awareness The following section assesses your current perspectives as well as your knowledge and awareness of diversity and the interaction between diversity and the educational experience.

Please indicate your level of agreement with each of the following statements using the ratings of Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, or Strongly Disagree. If you don't know, please choose that option.



	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't Know
Family structure often affects students' academic decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socioeconomic status often affects students' perceptions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Different people are subject to different social expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students often have issues with time management.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to hold all students to the same expectations regardless of individual circumstances.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to hold all students to the same timeline regardless of individual circumstances.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware of prominent issues on Native American reservations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I am aware of prominent issues in inner city communities.

I am aware of the sociocultural characteristics of diverse racial and ethnic groups.

I am aware of the educational challenges faced by diverse racial and ethnic groups.

I am aware of the different teaching traditions of other cultures.

I value efforts to expand access to and achievement in my discipline by all students.

I enjoy interacting with people from different cultures.

I am sure I could deal with the stresses of adjusting to a culture that is new to me.

I enjoy experiencing cultures that are unfamiliar.

When interacting with Under Represented Minority (URM) students,

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't Know
I realize my own background and experiences may influence my effectiveness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware some teaching techniques will be less effective for URM students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware lack of progress may be attributed to cultural differences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware not all members of other socioeconomic groups think or act the same way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware I may need to adjust teaching methods to meet students' cultural needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware of my own racial, ethnic, or cultural identity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I am aware of my own racial, ethnic, or cultural stereotypes.

I am aware of my own racial, ethnic, or cultural prejudices.

I am aware I might have to change the way I socialize with students depending on their cultural background.

I believe gender-neutral language makes everyone feel more included.

It is important to have a student body that includes URM populations.

It is important to have faculty that include URM populations.

It is important to have staff that include URM populations.

It is important to have administrators that include URM populations.

It is important for educational professionals to receive training in cultural diversity.

It is important for educational professionals to receive training in multicultural pedagogy.

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Page Break

Behavior The following section assesses actions you might take as a part of your normal teaching and advising practices.

Please indicate your level of agreement with each of the following statements using the ratings of Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, or Strongly Disagree. If you don't know, please choose that option.



	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't Know
Assist them to understand whether the problem is of an individual or collective nature.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Am able to engage them in identifying academic progress that the student has made.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consider it an obligation to familiarize myself with their culture and history.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Am able to understand and relate to their culture and experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can identify the links between systematic problems and individual concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Am sensitive to their fear of racism or prejudice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Consider the implications of what is being taught in relation to each student's identity (unique dispositions, behaviors, and experiences).

Change my verbal behavior (accent or tone) when a cross-cultural interaction requires it.

Use pause and silence differently to suit different cross-cultural situations.

Vary the rate of my speaking when a cross-cultural situation requires it.

Change my nonverbal behavior when a cross-cultural situation requires it.

Alter my facial expressions when a cross-cultural interaction requires it.

We would also like you to answer a few questions about other actions you might take as a part of your job at the University of South Dakota.

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Please indicate your level of agreement with each of the following statements using the ratings of Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, or Strongly Disagree. If you don't know, please choose that option.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
I volunteer my time toward programs at the University of South Dakota that add to my experience and knowledge of other cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I regularly read a periodical that supports cultural views very different from my own.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I consider representation of diverse and minority perspectives when designing the readings list for my courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I participate in cultural events and programming that add to my experience and knowledge of other cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Block 1 Awareness Faculty

Start of Block: Block 7

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Start of Block: New Block 1 Awareness, Behavior, Other Staff

*Display This Question:*

*If Before we get started, please indicate whether you are staff or faculty. = Staff*

**Awareness** The following section assesses your current perspectives as well as your knowledge and awareness of diversity and the interaction between diversity and the educational experience.

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*Display This Question:*

*If Before we get started, please indicate whether you are staff or faculty. = Staff*

Please indicate your level of agreement with each of the following statements using the ratings of Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, or Strongly Disagree. If you don't know, please choose that option.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't Know
Family structure often affects students' academic decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socioeconomic status often affects students' perceptions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Different people are subject to different social expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students often have issues with time management.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to hold all students to the same expectations regardless of individual circumstances.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to hold all students to the same timeline regardless of individual circumstances.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware of prominent issues on Native American reservations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I am aware of prominent issues in inner city communities.

I am aware of the sociocultural characteristics of diverse racial and ethnic groups.

I am aware of the educational challenges faced by diverse racial and ethnic groups.

I enjoy interacting with people from different cultures.

I am sure I could deal with the stresses of adjusting to a culture that is new to me

I enjoy experiencing cultures that are unfamiliar.

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Page Break



When interacting with Under Represented Minority (URM) students,

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't Know
I realize my own background and experiences may influence my effectiveness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware lack of progress may be attributed to cultural differences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware not all members of other socioeconomic groups think or act the same way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware of my own racial, ethnic, or cultural identity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware of my own racial, ethnic, or cultural stereotypes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware of my own racial, ethnic, or cultural prejudices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I am aware I might have to change the way I socialize with students depending on their cultural background.

I believe gender-neutral language makes everyone feel more included.

It is important to have a student body that includes URM populations.

It is important to have faculty that include URM populations.

It is important to have staff that include URM populations.

It is important to have administrators that include URM populations.

It is important for educational professionals to receive training in cultural diversity.

It is important  
for  
educational  
professionals  
to receive  
training in  
multicultural  
pedagogy.



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Page Break

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Behavior The following section assesses actions you might take as a part of your normal teaching and advising practices.

Please indicate your level of agreement with each of the following statements using the ratings of Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, or Strongly Disagree . If you don't know, please choose that option.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't Know
Assist them to understand whether the problem is of an individual or collective nature.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consider it an obligation to familiarize myself with their culture and history.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Am able to understand and relate to their culture and experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can identify the links between systematic problems and individual concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Am sensitive to their fear of racism or prejudice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consider the implications of what is being taught in relation to each student's identity (unique dispositions, behaviors, and experiences).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Change my verbal behavior (accent or tone) when a cross-cultural interaction requires it.

Use pause and silence differently to suit different cross-cultural situations.

Vary the rate of my speaking when a cross-cultural situation requires it.

Change my nonverbal behavior when a cross-cultural situation requires it.

Alter my facial expressions when a cross-cultural interaction requires it.

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Page Break



We would also like you to answer a few questions about other actions you might take as a part of your job at the University of South Dakota.

Please indicate your level of agreement with each of the following statements using the ratings of Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, or Strongly Disagree. If you don't know, please choose that option.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
I volunteer my time toward programs at the University of South Dakota that add to my experience and knowledge of other cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I regularly read a periodical that supports cultural views very different from my own.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I consider representation of diverse and minority perspectives when designing the readings list for my courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I participate in cultural events and programming that add to my experience and knowledge of other cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: New Block 1 Awareness, Behavior, Other Staff

Start of Block: Block 4: Organizational



Organizational

These questions pertain to the organizational behavior of your department/college.

Please indicate your level of agreement with each of the following statements using the ratings of Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, or Strongly Disagree. If you don't know, please choose that option.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
Discuss the importance of diversity and inclusive excellence in our faculty meetings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrate inclusive excellence related measures into measurement and continuous quality improvement activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct ongoing assessments of the department's/college's inclusive excellence related activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collect and maintain accurate and reliable demographic data to monitor the impact of inclusive excellence on student success and outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establish culturally responsive goals and policies, for the department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create departmental conflict and grievance resolution processes that are culturally responsive to identify, prevent, and resolve conflicts or complaints.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicate the department's/college's progress in implementing and sustaining inclusive excellence to all constituents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Conduct assessment of training needs for staff and faculty in inclusive excellence.

Identify staff composition (ethnicity, race, language capabilities) in relation to the demographic composition of our students.

Make use of other programs on campus that specialize in serving persons with diverse cultural backgrounds as a resource for faculty and staff training.

Maximize recruitment and retention efforts for staff who reflect the cultural diversity of our students.

Maximize recruitment and retention efforts for faculty who reflect the cultural diversity of our students.

Include the principles of inclusive excellence in staff orientation and ongoing training programs.

Include the principles of inclusive excellence in faculty orientation and ongoing training programs.

We share responsibility for their students' successes and failures.

**In my department/college we...**

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
Are informed about the university structures in place to address cross-cultural, ethical, and legal conflicts in education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are informed about the university structures in place to address complaints or grievances by students about unfair, culturally insensitive, or discriminatory treatment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are informed about the university structures in place to address complaints or grievances by faculty or staff about unfair, culturally insensitive, or discriminatory treatment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Are informed about the university structures in place to address complaints or grievances by students about difficulty in accessing services or denial of services.

Are informed about the university structures in place to address complaints or grievances by faculty or staff about difficulty in accessing services or denial of services.

Carefully follow university and BOR policy in addressing student complaints or grievances.

Carefully follow university and BOR policy in addressing faculty complaints or grievances.

In what ways have you made departmental changes to contribute to establishing a setting in which underrepresented students felt more confident about their ability to succeed in their major? (e.g. group activities and study groups, peer mentoring, etc.)

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In what ways have you assessed those departmental changes?

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Are there other specific visible actions or initiatives, both formal and informal, that you pursued in an effort to increase the participation and graduation rates of underrepresented groups?

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End of Block: Block 5 Open Ended

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Start of Block: Block 6 Legislation

Federal Legislation These statements pertain to your awareness of Federal Law in higher education.

Please indicate your level of agreement with each of the following statements using the ratings of Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, or Strongly Disagree. If you don't know, please choose that option.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
I am aware of the provisions of Title IV of the Civil Rights Act of 1964.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware of who is covered under the provisions of Title IV of the Civil Rights Act of 1964.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware of the provisions of Higher Education Amendments of 1972 (Title IX).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware of who is covered under the provisions of Higher Education Amendments of 1972 (Title IX).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware of the provisions of Title VI of the Civil Rights Act of 1964.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I am aware of who is covered under the provisions of Title VI of the Civil Rights Act of 1964.

I am aware of the provisions of the Equal Educational Opportunities Act of 1974.

I am aware of who is covered under the provisions of the Equal Educational Opportunities Act of 1974.








**End of Block: Block 6 Legislation**

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**Start of Block: Block 7: Multicultural Organizational Development Model**

In this section we would like you to move the slider to the most appropriate level for each of the following questions. Your position should reflect your opinion on where you think university falls according to the provided scale for each of these areas.

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Slide the bar to where you perceive USD falls on this model with regard to policies and procedures.	
Slide the bar to where you perceive USD falls on this model with regard to informal campus culture/norms.	
Slide the bar to where you perceive USD falls on this model with regard to research.	
Slide the bar to where you perceive USD falls on this model with regard to leadership.	
Slide the bar to where you perceive USD falls on this model with regard to mission.	
Slide the bar to where you perceive USD falls on this model with regard to student services and organizations.	
Slide the bar to where you perceive USD falls on this model with regard to courses and instruction.	

End of Block: Block 7: Multicultural Organizational Development Model

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Start of Block: Block 8 Demographics

Demographic Questions Finally, we would like to ask you a few demographic questions to help us ensure the representativeness of our survey sample.

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Which of the following age groups represents you?

20 - 24

25 - 34

35 - 44

45 - 54

55 - 64

65 or older

---

Please indicate your gender?

---



Which of the following best describe(s) you? (select all that apply)

- Black/African-American (Not of Hispanic origin)
  - Native American/American Indian/Alaskan Native
  - Asian American/Pacific Islander
  - Hispanic/Latino American
  - Multiracial/Biracial
  - White/Euro-American (Not of Hispanic origin)
  - Other (please specify) \_\_\_\_\_
- 

In which area of study do you work?

- Natural Sciences (Non-medical)
  - Health/Biomedical Sciences
  - Mathematics/Engineering
  - Social Sciences
  - Business
  - Humanities
  - Fine Arts
-

Have you traveled outside the United States in the past five years?

Yes

No

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If so, where?  
(If you answered "No" above, just leave blank.)

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Do you speak any languages other than English?

Yes

No

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If so, which ones?  
(If you answered "No" above, just leave blank.)

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End of Block: Block 8 Demographics

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