SOUTH DAKOTA MINES

2021 - 2022

A Community of Inclusion

// DIVERSITY REPORT

South Dakota Mines

// JESSE HERRERA

South Dakota Mines has approximately 2,500 students representing several states and foreign countries. Our students represent the vibrant and varied scope of the world's diversity, arriving on campus with unique talents, needs, and circumstances. Universities along with national and global industry increasingly mirror the rich diversity of our society, coming from a breadth of religious, socioeconomic, and political backgrounds.

Engrained within the South Dakota Mines Strategic Plan, there is an emphasis on cultivating a welcoming culture on campus for both employees and students alike. However, we may not always be familiar with the individuals represented. The purpose of this report is to have a better understanding of who our students and colleagues are.

Though recognizing various identities on campus is important, the end goal is to have positive interactions with those whose background, experiences and perspectives differ from our own. This awareness may also encourage a more inclusive atmosphere both in and out of the classroom.

Jesse Herrera, MEd
Director of Inclusion
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This report highlights institutional trends. Please note, the pandemic had a direct impact on enrollment and retention of all students. The impact was far reaching within the state and nation.

For more specific information contact the individuals mentioned at the end of each section. The report is broken down into different sections, all of which contribute to the makeup of our campus:

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// General South Dakota Mines Information

South Dakota Mines Inclusion Statement
South Dakota Mines is committed to cultivating an inclusive learning environment where faculty, staff, and students can grow and succeed. We value the diversity of unique backgrounds, experiences, perspectives, and talents within our community. It is our goal to promote a culture of respect, honor, understanding, integrity, and collaboration. It is through this diversity and inclusion that we find our strength.

More information on inclusion and diversity at Mines can be found here:
http://www.sdsmt.edu/Inclusion-and-Diversity/

Intercultural Development Inventory (IDI)
It is important to acknowledge and accept the commonalities and differences among our students, staff, and faculty. To help cultivate a more inclusive campus atmosphere, an instrument called the Intercultural Development Inventory (IDI) is being used to assess our campus mindset. The IDI defines cultural competence as the ability to work effectively with people from cultures different from you own. This includes differences in thoughts, ideas, perspectives and ideologies. This instrument was first administered in the spring of 2014. The results of this inventory have been used to create optional developmental programing so that we can nurture a welcoming campus for all walks of life as well as cultivate an environment of honest discussion where one listens, just as much as one speaks. The IDI is completely optional and is not followed up by any kind of required training. Most recently it was administered in the spring of 2019. Tentatively, plans to readminister are in the spring of 2023.

If you are interested in taking the IDI, please contact Jesse Herrera, Director of Inclusion.

Office for Inclusion
The Office for Inclusion (OFI) is committed to building and promoting programs, services, and resources that serve to create and sustain a diverse community. A diverse community is one that is inclusive, welcoming, and respectful, in which each citizen values differences. Engrained within campus strategic priorities, Mines is committed to cultivating an inclusive learning environment where faculty, staff, and students can grow and succeed. The OFI works collaboratively with faculty, staff, and students to create an experience rich in perspectives and opportunities to learn from one other. The office encourages each person to engage in positive conversation to transform and sustain the local and global communities in which we live.

The OFI provides future and current students with information on scholarships, housing, co-ops, internships, and employment placement and support for the student chapters of the American Indian Science and Engineering Society (AISES), the Society of Asian Scientists and Engineers (SASE), the Society of Hispanic Professional Engineers (SHPE), and the National Society of Black Engineers (NSBE).

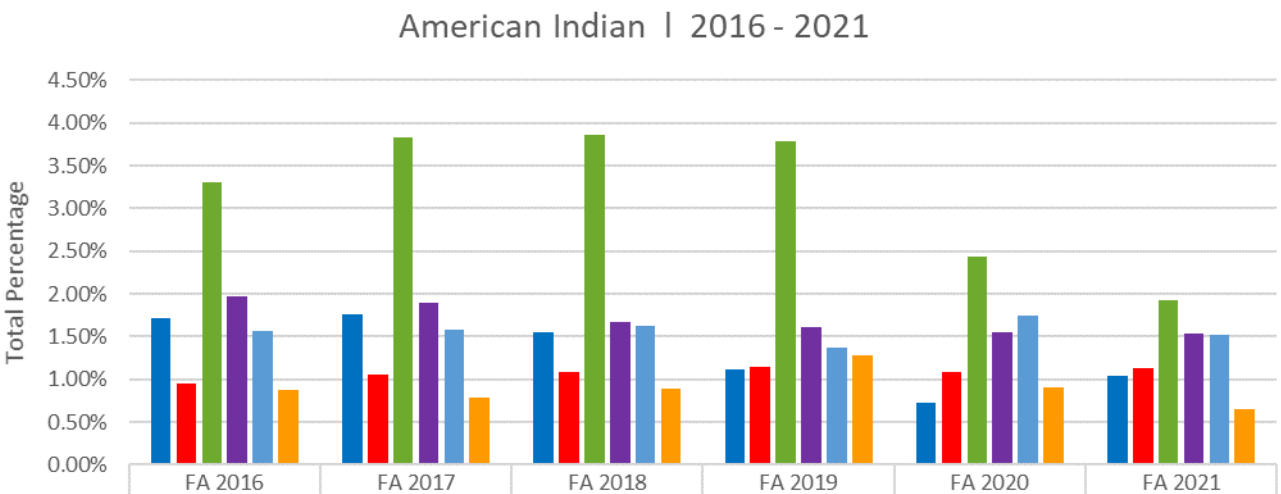
Office for Inclusion Mission
To cultivate an inclusive campus climate that supports historically underrepresented populations, fosters respect for those with diverse backgrounds, and promotes cultural proficiency among faculty, staff and students.

Note: “Cultural proficiency” refers to the ability to have meaningful interactions and discussions with various thoughts, ideas, perspectives and ideologies.

// Board of Regents Institutional Comparisons

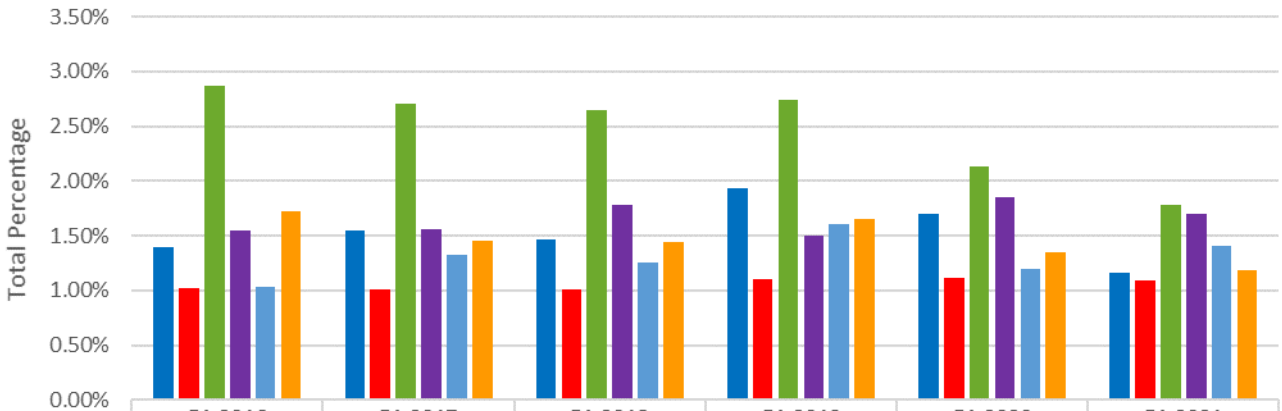
The following pages compare groups within the South Dakota Board of Regents (BOR) system

Note: Each chart represents individuals who have self-identified as a particular group by checking only one box. The exceptions to this are "Multi-racial where one is American Indian" and "Multi-racial", where one or more boxes have been checked.



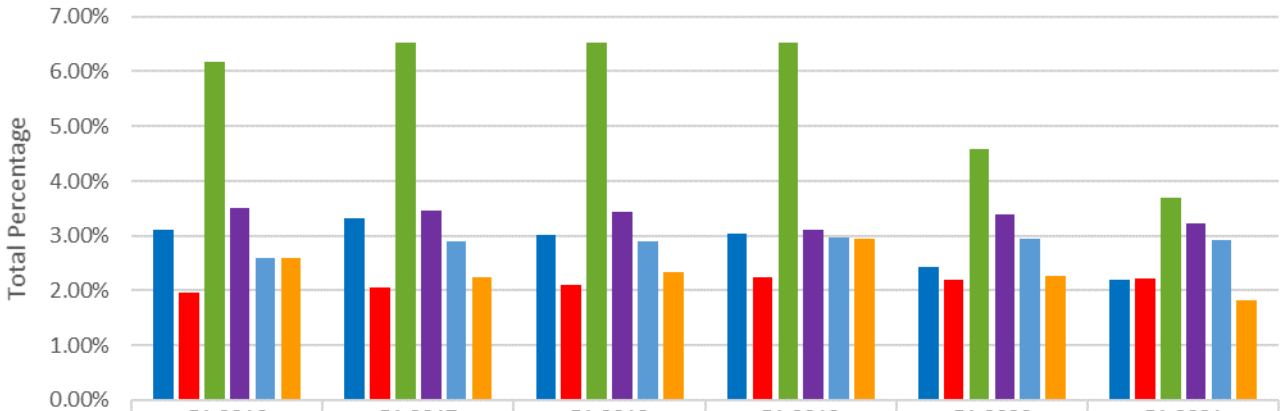
	FA 2016	FA 2017	FA 2018	FA 2019	FA 2020	FA 2021
SDSM&T	1.71%	1.76%	1.54%	1.11%	0.73%	1.03%
SDSU	0.95%	1.06%	1.09%	1.14%	1.08%	1.13%
BHSU	3.30%	3.83%	3.87%	3.78%	2.44%	1.92%
USD	1.96%	1.89%	1.67%	1.60%	1.54%	1.53%
NSU	1.56%	1.58%	1.63%	1.37%	1.75%	1.53%
DSU	0.88%	0.79%	0.89%	1.29%	0.91%	0.65%

Multi-racial where one is American Indian | 2016 - 2021



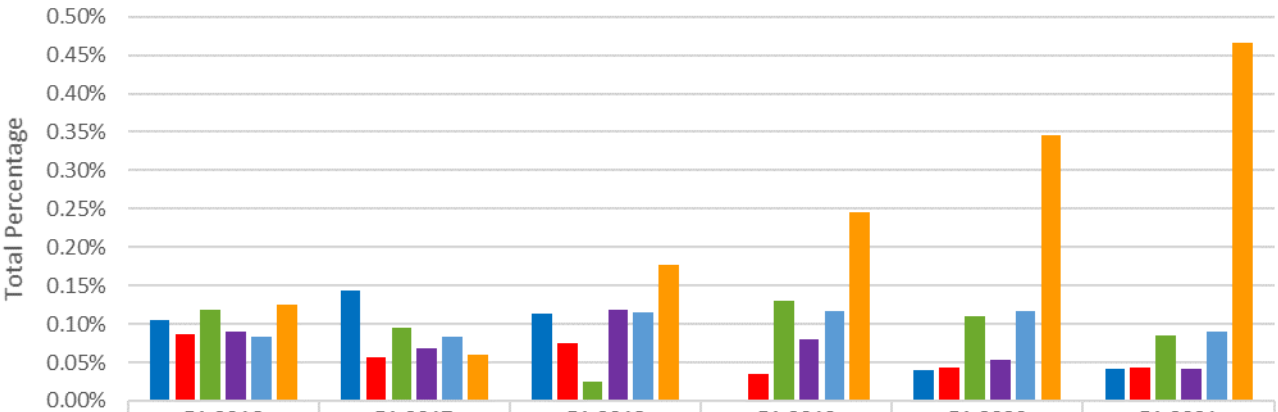
	FA 2016	FA 2017	FA 2018	FA 2019	FA 2020	FA 2021
SDSM&T	1.40%	1.55%	1.47%	1.94%	1.70%	1.16%
SDSU	1.02%	1.01%	1.01%	1.10%	1.11%	1.09%
BHSU	2.87%	2.70%	2.65%	2.75%	2.13%	1.78%
USD	1.55%	1.56%	1.78%	1.50%	1.85%	1.70%
NSU	1.03%	1.33%	1.26%	1.60%	1.19%	1.41%
DSU	1.72%	1.45%	1.45%	1.65%	1.35%	1.18%

Total American Indian | 2016 - 2021



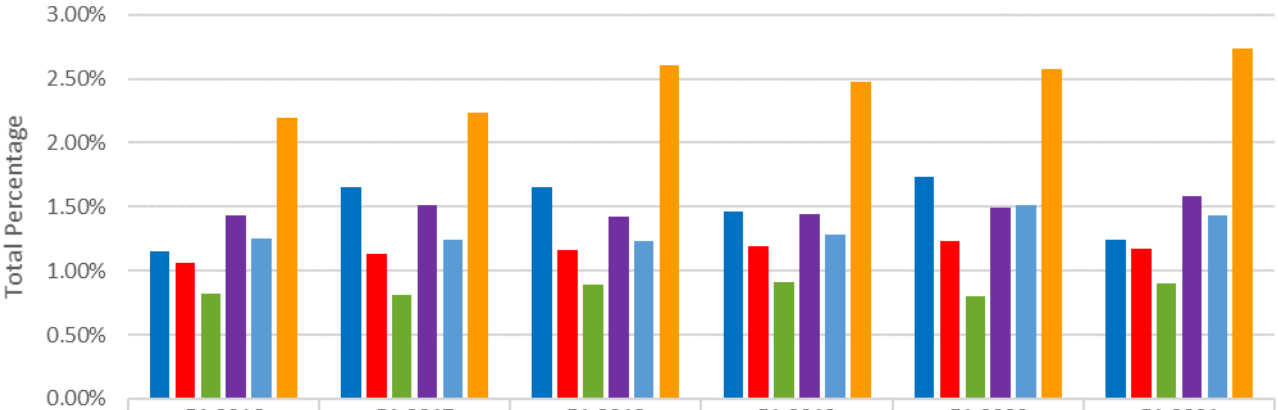
	FA 2016	FA 2017	FA 2018	FA 2019	FA 2020	FA 2021
SDSM&T	3.11%	3.31%	3.01%	3.04%	2.42%	2.19%
SDSU	1.97%	2.07%	2.10%	2.24%	2.19%	2.22%
BHSU	6.17%	6.53%	6.52%	6.53%	4.57%	3.70%
USD	3.52%	3.45%	3.45%	3.10%	3.39%	3.23%
NSU	2.59%	2.91%	2.89%	2.98%	2.94%	2.93%
DSU	2.60%	2.24%	2.34%	2.94%	2.26%	1.83%

Native Hawaiian/Pacific Islander | 2016 - 2021



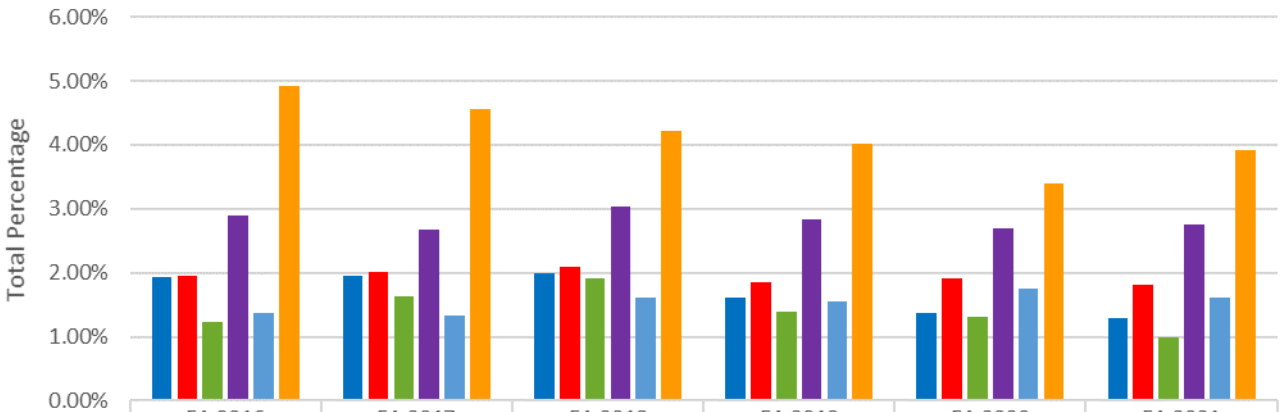
	FA 2016	FA 2017	FA 2018	FA 2019	FA 2020	FA 2021
SDSM&T	0.10%	0.14%	0.11%	0.00%	0.04%	0.04%
SDSU	0.09%	0.06%	0.07%	0.03%	0.04%	0.04%
BHSU	0.12%	0.10%	0.02%	0.13%	0.11%	0.08%
USD	0.09%	0.07%	0.12%	0.08%	0.05%	0.04%
NSU	0.08%	0.08%	0.11%	0.12%	0.12%	0.09%
DSU	0.13%	0.06%	0.18%	0.24%	0.35%	0.47%

Asian | 2016 - 2021



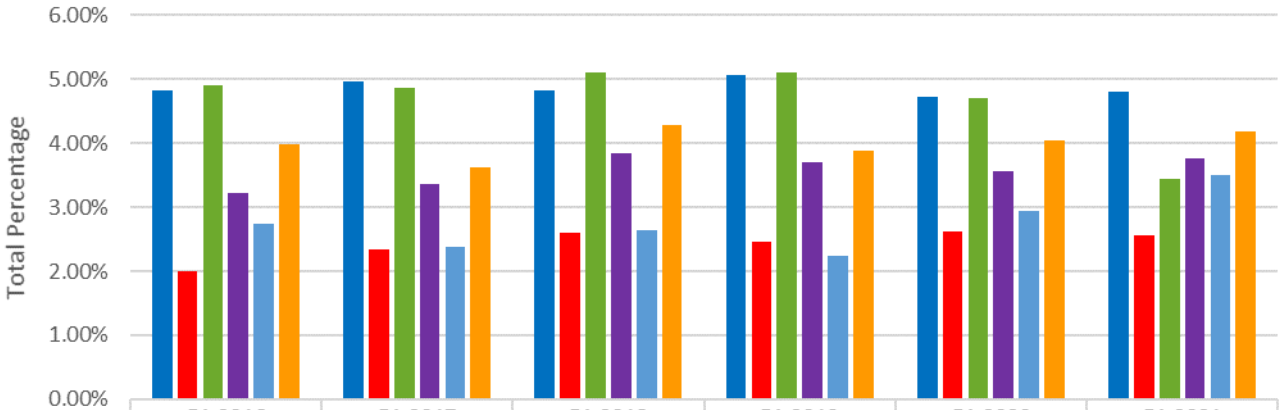
	FA 2016	FA 2017	FA 2018	FA 2019	FA 2020	FA 2021
SDSM&T	1.15%	1.66%	1.66%	1.46%	1.74%	1.24%
SDSU	1.06%	1.13%	1.16%	1.19%	1.23%	1.17%
BHSU	0.82%	0.81%	0.89%	0.91%	0.80%	0.90%
USD	1.43%	1.51%	1.42%	1.44%	1.49%	1.58%
NSU	1.25%	1.25%	1.23%	1.28%	1.52%	1.44%
DSU	2.19%	2.24%	2.60%	2.48%	2.57%	2.73%

African American | 2016 - 2021



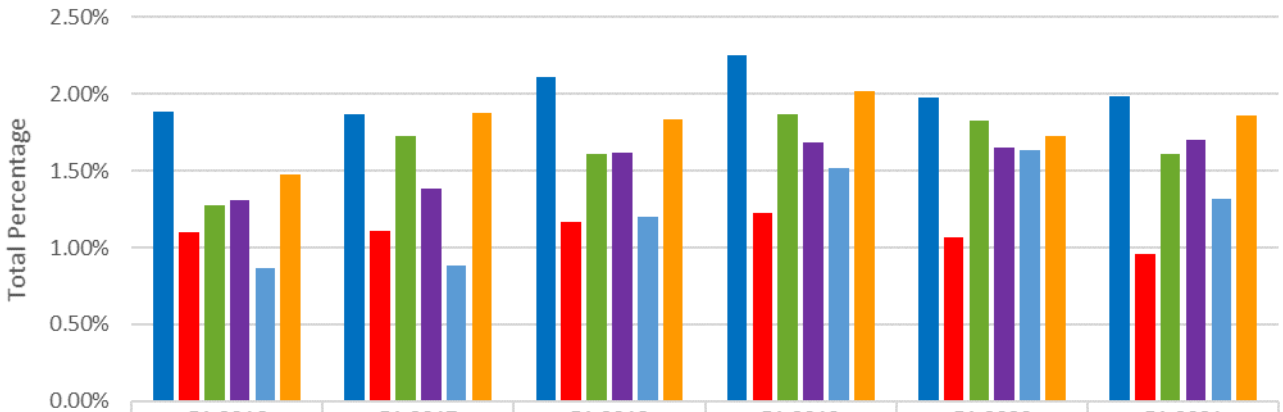
	FA 2016	FA 2017	FA 2018	FA 2019	FA 2020	FA 2021
SDSM&T	1.92%	1.94%	2.00%	1.62%	1.37%	1.28%
SDSU	1.96%	2.02%	2.09%	1.85%	1.91%	1.81%
BHSU	1.23%	1.63%	1.91%	1.40%	1.30%	0.99%
USD	2.89%	2.67%	3.03%	2.83%	2.70%	2.76%
NSU	1.37%	1.33%	1.60%	1.55%	1.75%	1.62%
DSU	4.92%	4.57%	4.23%	4.01%	3.39%	3.91%

Hispanic | 2016 - 2021



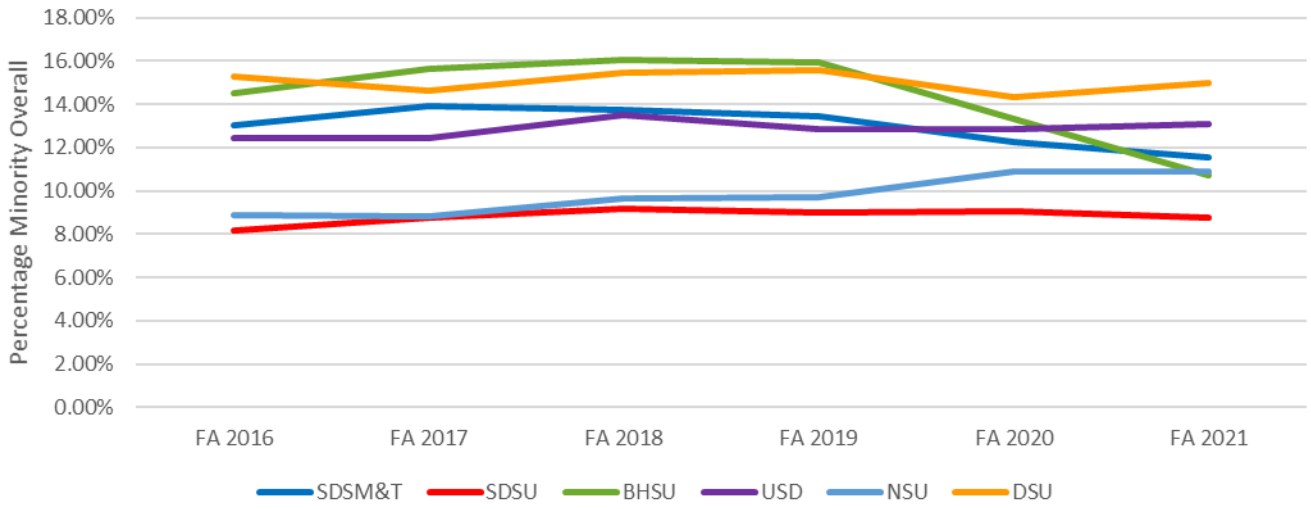
	FA 2016	FA 2017	FA 2018	FA 2019	FA 2020	FA 2021
SDSM&T	4.83%	4.97%	4.82%	5.06%	4.72%	4.80%
SDSU	2.00%	2.35%	2.59%	2.46%	2.61%	2.56%
BHSU	4.90%	4.86%	5.11%	5.11%	4.71%	3.45%
USD	3.23%	3.36%	3.83%	3.70%	3.56%	3.76%
NSU	2.73%	2.38%	2.63%	2.25%	2.94%	3.50%
DSU	3.98%	3.63%	4.29%	3.89%	4.05%	4.19%

Multi-racial | 2016 - 2021



	FA 2016	FA 2017	FA 2018	FA 2019	FA 2020	FA 2021
SDSM&T	1.89%	1.87%	2.11%	2.25%	1.98%	1.99%
SDSU	1.10%	1.11%	1.16%	1.22%	1.07%	0.96%
BHSU	1.27%	1.72%	1.61%	1.87%	1.83%	1.61%
USD	1.31%	1.38%	1.62%	1.68%	1.65%	1.70%
NSU	0.86%	0.89%	1.20%	1.52%	1.63%	1.32%
DSU	1.47%	1.87%	1.83%	2.02%	1.73%	1.86%

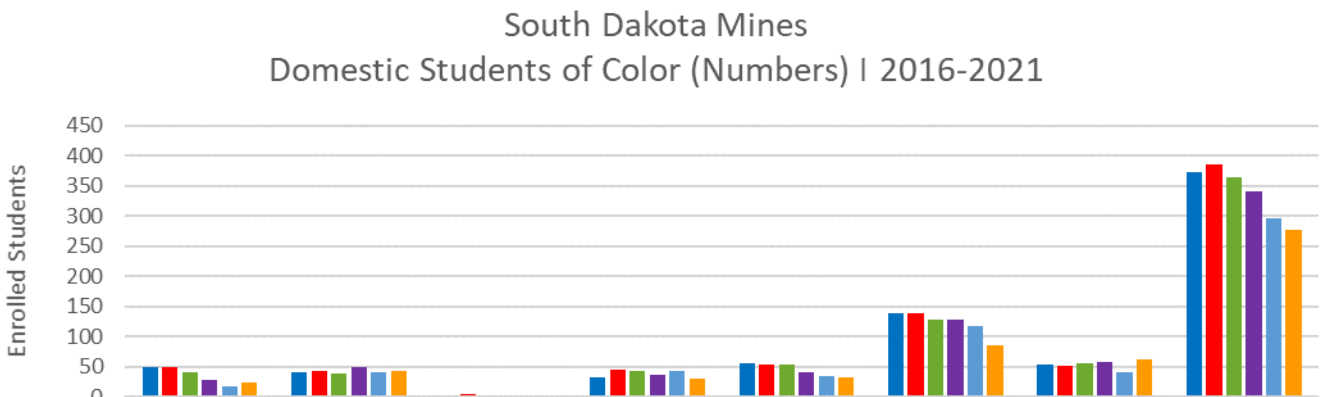
Domestic Institutional Diversity Overall | 2016 - 2021



// South Dakota Mines
Domestic Students of Color

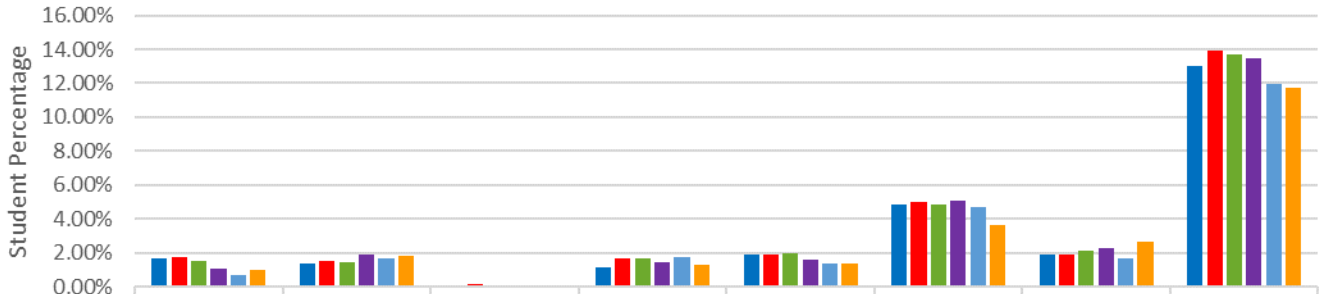
The following charts show a comparison of overall domestic "diversity" at Mines

Note: "Diversity" refers to domestic students who have self-identified as American Indian, Asian, African American, Hawaiian/Pacific Islander, Hispanic, and Multi-racial.



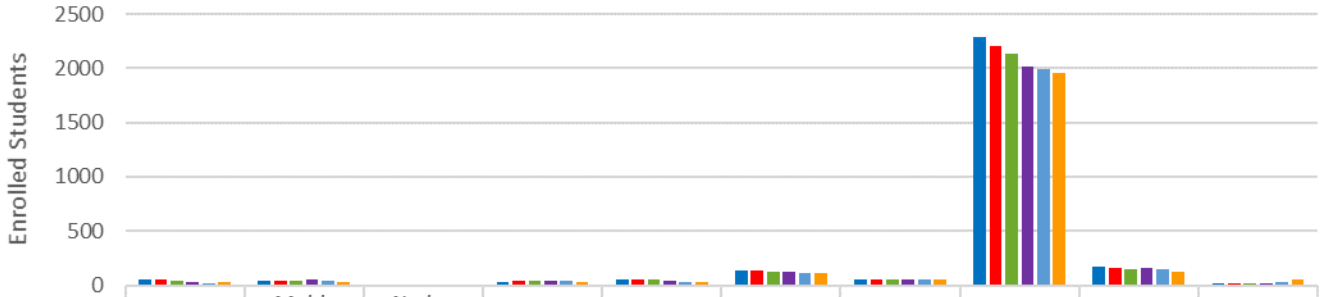
	American Indian	Multi-racial where one is AI	Native Hawaiian / Pacific Islander	Asian	African American	Hispanic	Multi-racial	Total
FA2016	49	40	3	33	55	138	54	372
FA 2017	49	43	4	46	54	138	52	386
FA 2018	41	39	3	44	53	128	56	364
FA 2019	28	49	0	37	41	128	57	340
FA 2020	18	42	1	43	34	117	42	297
FA 2021	23	43	0	31	32	86	62	277

South Dakota Mines
Domestic Students of Color (Percentages) I 2016-2021

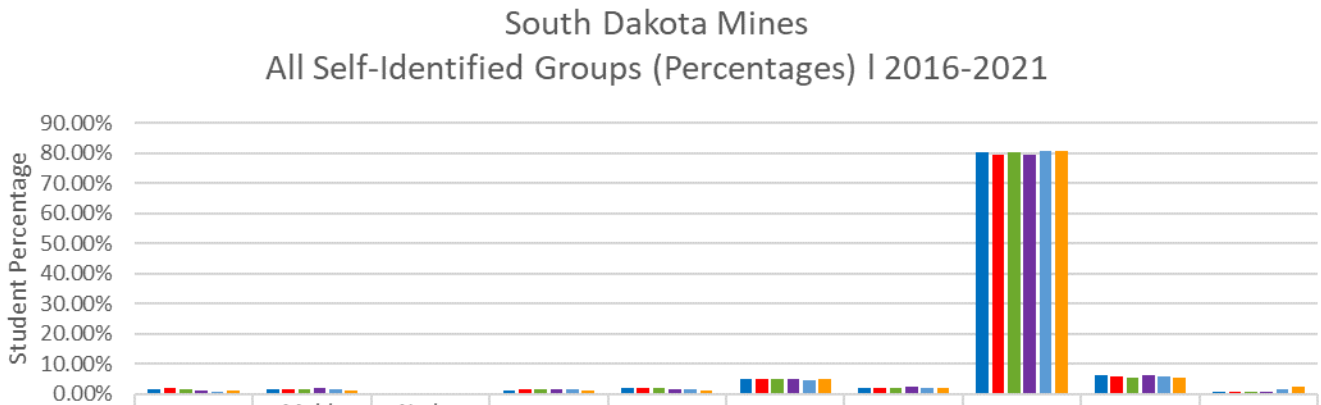


	American Indian	Multi-racial where one is AI	Native Hawaiian / Pacific Islander	Asian	African American	Hispanic	Multi-racial	Total
FA 2016	1.71%	1.40%	0.10%	1.15%	1.92%	4.83%	1.89%	13.01%
FA 2017	1.76%	1.55%	0.14%	1.66%	1.94%	4.97%	1.87%	13.89%
FA 2018	1.54%	1.47%	0.11%	1.66%	2.00%	4.82%	2.11%	13.72%
FA 2019	1.11%	1.94%	0.00%	1.46%	1.62%	5.06%	2.25%	13.44%
FA 2020	0.73%	1.70%	0.04%	1.74%	1.37%	4.72%	1.70%	11.99%
FA 2021	0.97%	1.82%	0.00%	1.31%	1.36%	3.64%	2.63%	11.73%

South Dakota Mines
All Self-Identified Groups (Numbers) I 2016-2021



	American Indian	Multi-racial where one is AI	Native Hawaiian / Pacific Islander	Asian	African American	Hispanic	Multi-racial	White	Non-resident Alien	Unknown
FA2016	49	40	3	33	55	138	54	2292	173	22
FA 2017	49	43	4	46	54	138	52	2206	165	21
FA 2018	41	39	3	44	53	128	56	2133	144	13
FA 2019	28	49	0	37	41	128	57	2010	159	20
FA 2020	18	42	1	43	34	117	49	1996	143	34
FA 2021	25	28	1	30	31	116	48	1951	129	59

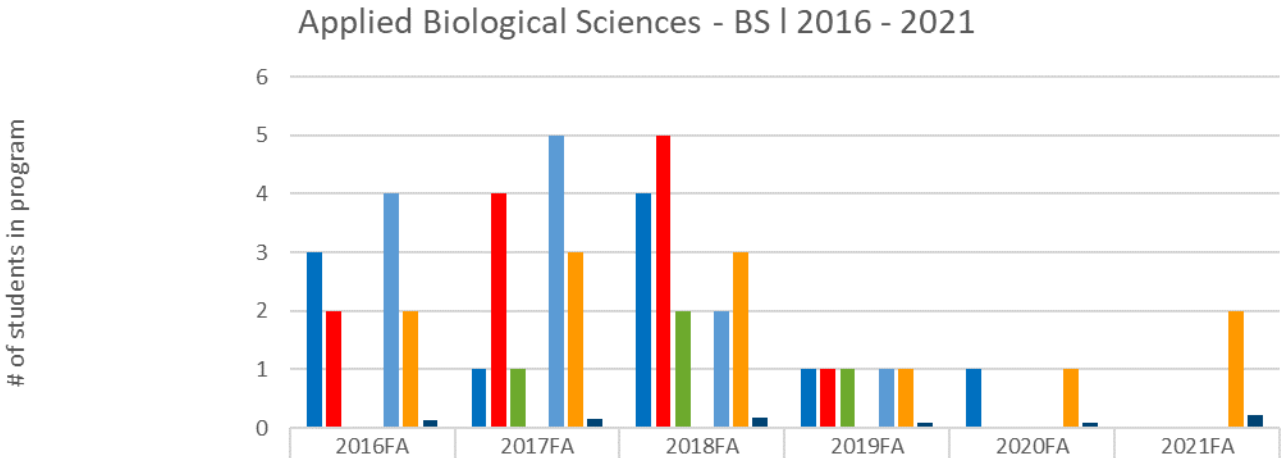


	American Indian	Multi-racial where one is AI	Native Hawaiian / Pacific Islander	Asian	African American	Hispanic	Multi-racial	White	Non-resident Alien	Unknown
FA2016	1.71%	1.40%	0.10%	1.15%	1.92%	4.83%	1.89%	80.17%	6.05%	0.77%
FA 2017	1.76%	1.55%	0.14%	1.66%	1.94%	4.97%	1.87%	79.41%	5.94%	0.76%
FA 2018	1.54%	1.47%	0.11%	1.66%	2.00%	4.82%	2.11%	80.37%	5.43%	0.49%
FA 2019	1.11%	1.94%	0.00%	1.46%	1.62%	5.06%	2.25%	79.48%	6.29%	0.79%
FA 2020	0.73%	1.70%	0.04%	1.74%	1.37%	4.72%	1.98%	80.58%	5.77%	1.37%
FA 2021	1.03%	1.16%	0.04%	1.24%	1.28%	4.80%	1.99%	80.69%	5.33%	2.44%

// South Dakota Mines Program Demographics

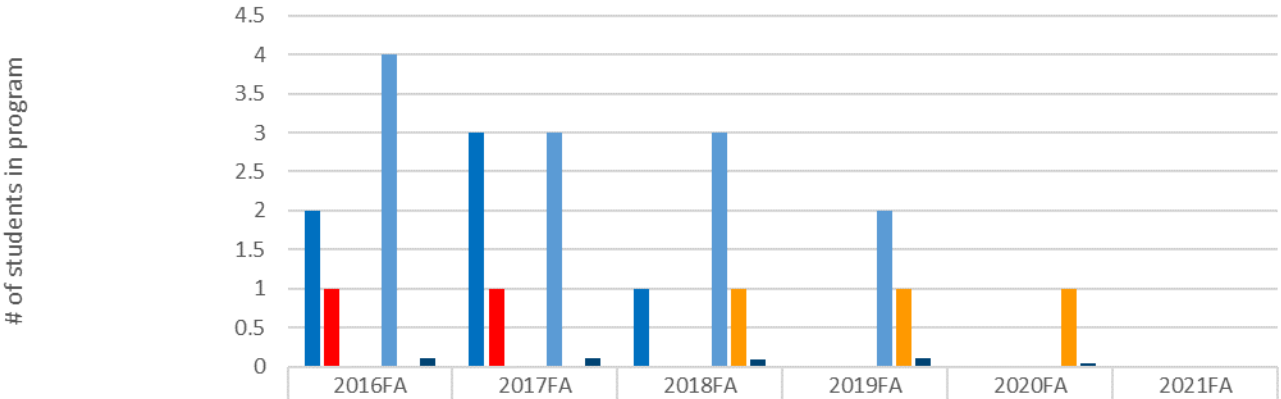
The following pages show percentages of certain groups within each program

Note: "Groups" refers to domestic students who have self-identified as American Indian, Asian, African American, Hawaiian/Pacific Islander, Hispanic, and Multi-racial. If a student is in two programs, the student is counted in each program



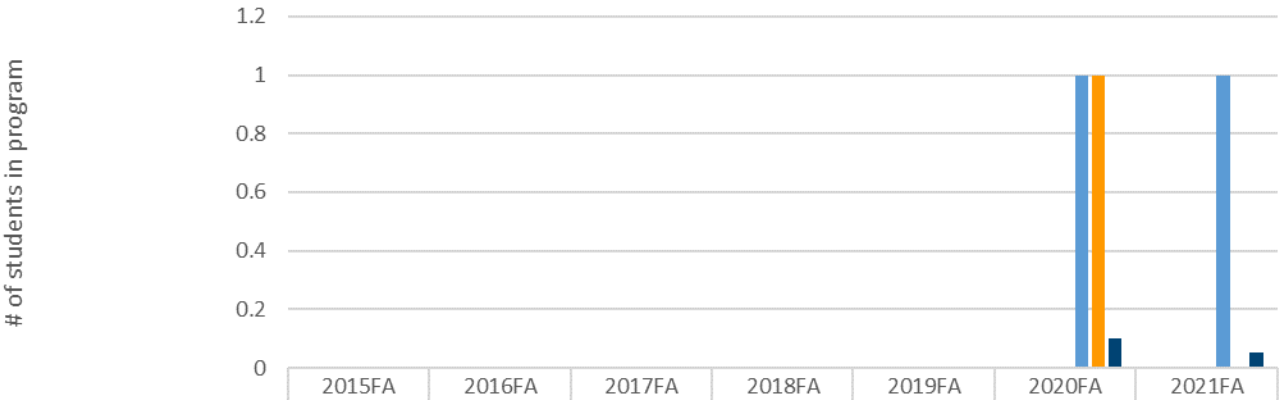
	2016FA	2017FA	2018FA	2019FA	2020FA	2021FA
American Indian	3	1	4	1	1	
Asian	2	4	5	1		
African American		1	2	1		
Hawaiian/Pacific Islander						
Hispanic	4	5	2	1		
Multi-racial	2	3	3	1	1	2
Total in Program	12.6%	15.4%	18.2%	8.8%	8.7%	22.2%

Applied and Computational Math - BS | 2016 - 2021



	2016FA	2017FA	2018FA	2019FA	2020FA	2021FA
American Indian	2	3	1			
Asian	1	1				
African American						
Hawaiian/Pacific Islander						
Hispanic	4	3	3	2		
Multi-racial			1	1	1	
Total in Program	11.1%	11.1%	9.6%	11.1%	4.5%	0.0%

Atmospheric and Environmental Sciences- BS | 2016 - 2021



	2015FA	2016FA	2017FA	2018FA	2019FA	2020FA	2021FA
American Indian							
Asian							
African American							
Hawaiian/Pacific Islander							
Hispanic						1	1
Multi-racial						1	
Total in Program	0.0%	0.0%	0.0%	0.0%	0.0%	10.0%	5.3%

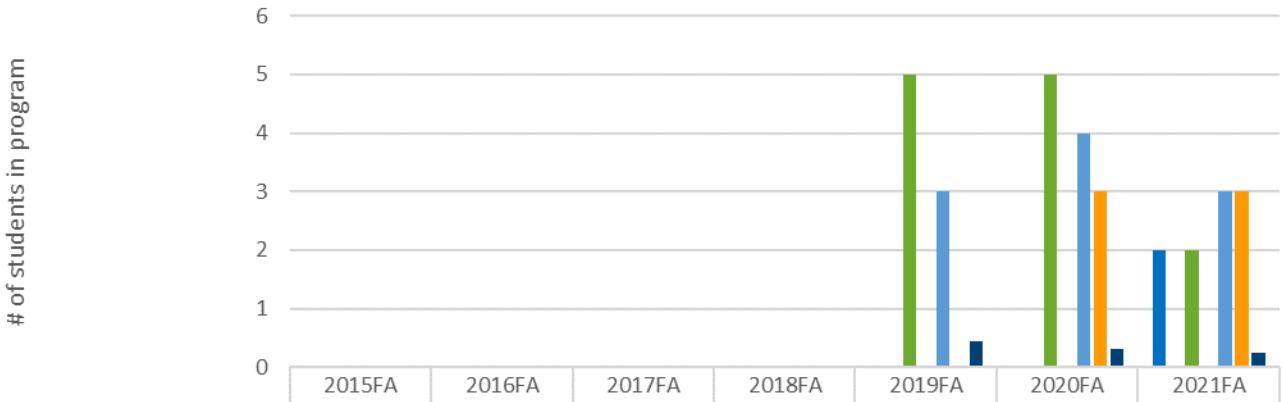
Biology - BS | 2016 - 2021

	2015FA	2016FA	2017FA	2018FA	2019FA	2020FA	2021FA
American Indian							
Asian					1	1	
African American							
Hawaiian/Pacific Islander							
Hispanic						4	1
Multi-racial						1	1
Total in Program	0.0%	0.0%	0.0%	0.0%	50.0%	24.0%	7.1%

Biomedical Engineering - BS | 2016 - 2021

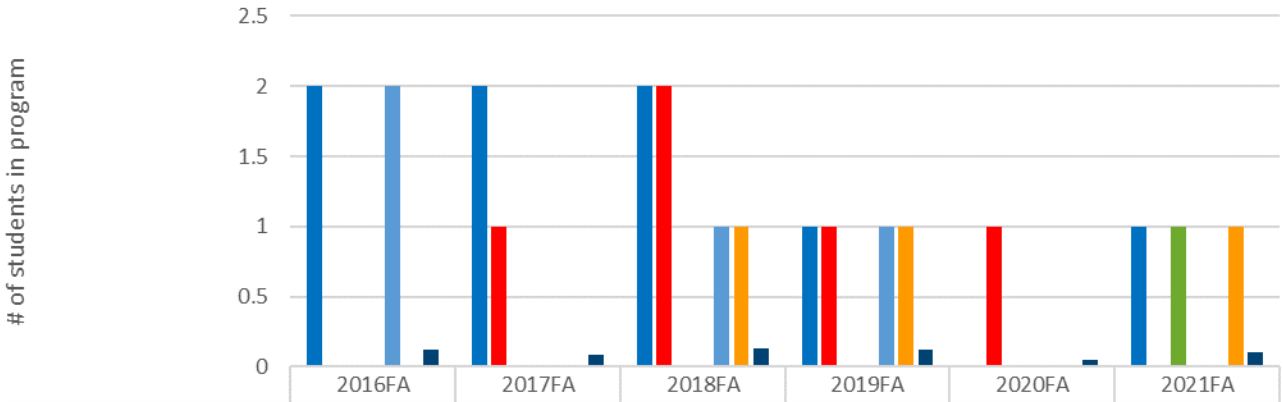
	2015FA	2016FA	2017FA	2018FA	2019FA	2020FA	2021FA
American Indian						1	2
Asian					3	3	2
African American							1
Hawaiian/Pacific Islander							
Hispanic					3	6	6
Multi-racial					1	1	3
Total in Program	0.0%	0.0%	0.0%	0.0%	13.0%	15.5%	15.2%

Business Management Technology - BS | 2016 - 2021



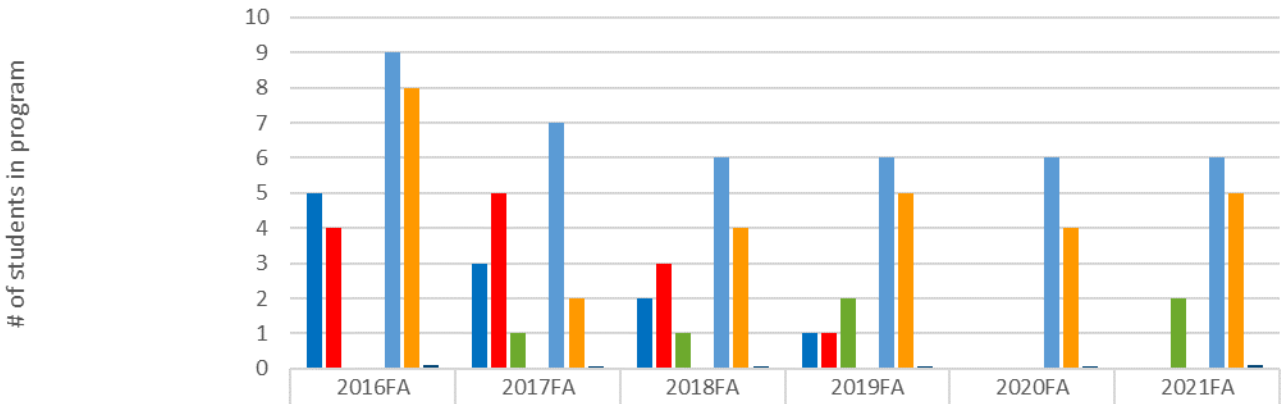
	2015FA	2016FA	2017FA	2018FA	2019FA	2020FA	2021FA
American Indian							2
Asian							
African American					5	5	2
Hawaiian/Pacific Islander							
Hispanic					3	4	3
Multi-racial						3	3
Total in Program	0.0%	0.0%	0.0%	0.0%	44.4%	30.8%	24.4%

Chemistry - BS | 2016 - 2021



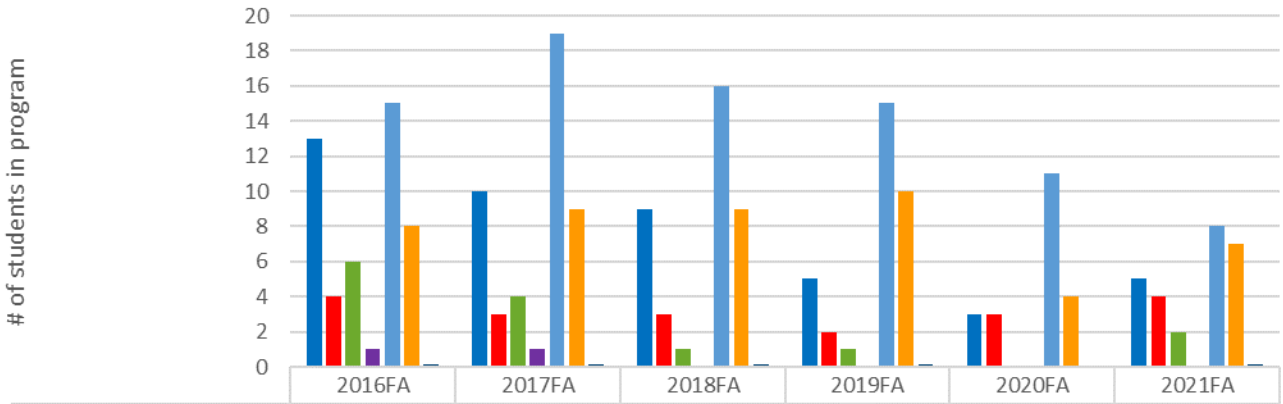
	2016FA	2017FA	2018FA	2019FA	2020FA	2021FA
American Indian	2	2	2	1		1
Asian		1	2	1	1	
African American						1
Hawaiian/Pacific Islander						
Hispanic	2		1	1		
Multi-racial			1	1		1
Total in Program	12.1%	8.3%	13.6%	12.5%	4.5%	10.7%

Chemical Engineering - BS | 2016 - 2021



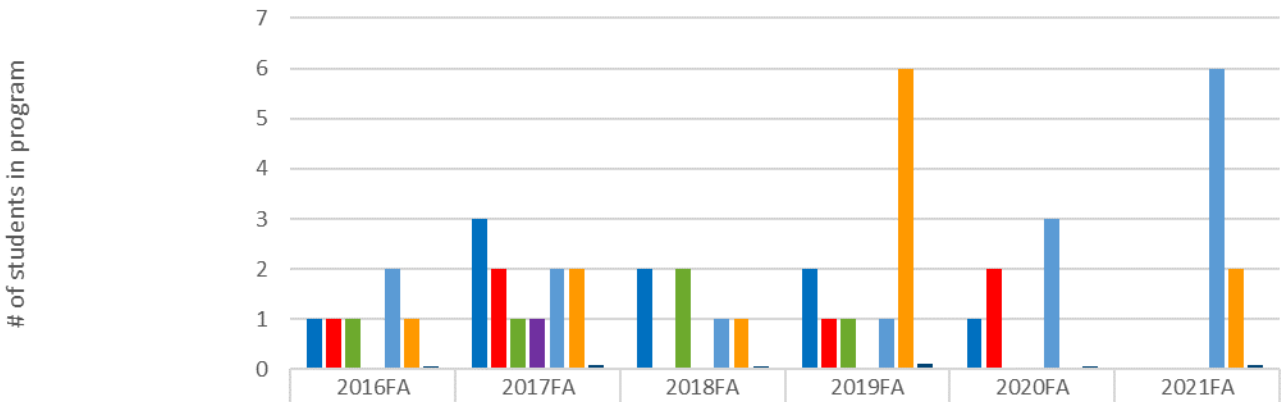
	2016FA	2017FA	2018FA	2019FA	2020FA	2021FA
American Indian	5	3	2	1		
Asian	4	5	3	1		
African American		1	1	2		2
Hawaiian/Pacific Islander						
Hispanic	9	7	6	6	6	6
Multi-racial	8	2	4	5	4	5
Total in Program	11.0%	8.3%	8.0%	8.2%	6.0%	9.3%

Civil & Environmental Engineering - BS | 2016 - 2021



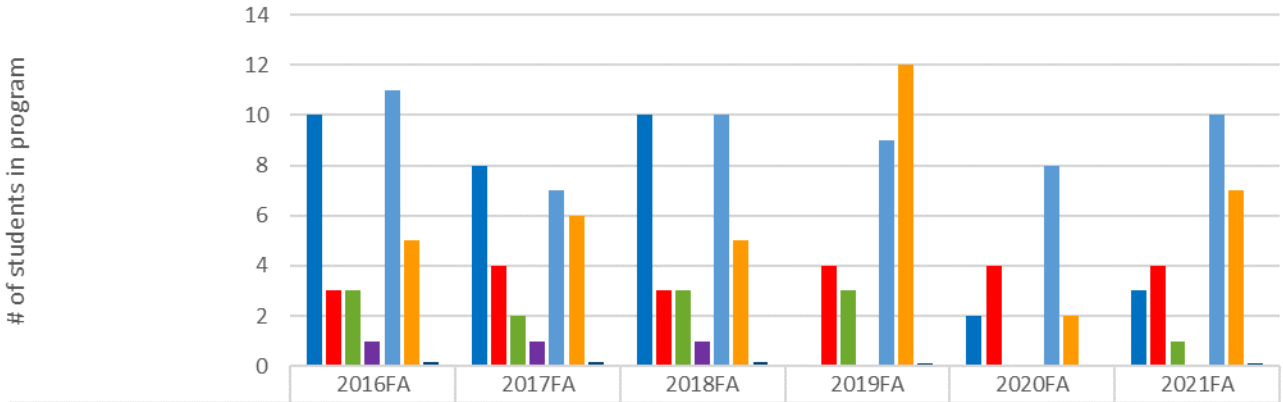
	2016FA	2017FA	2018FA	2019FA	2020FA	2021FA
American Indian	13	10	9	5	3	5
Asian	4	3	3	2	3	4
African American	6	4	1	1		2
Hawaiian/Pacific Islander	1	1				
Hispanic	15	19	16	15	11	8
Multi-racial	8	9	9	10	4	7
Total in Program	17.7%	16.7%	15.8%	15.1%	10.1%	13.3%

Computer Engineering - BS | 2016 - 2021



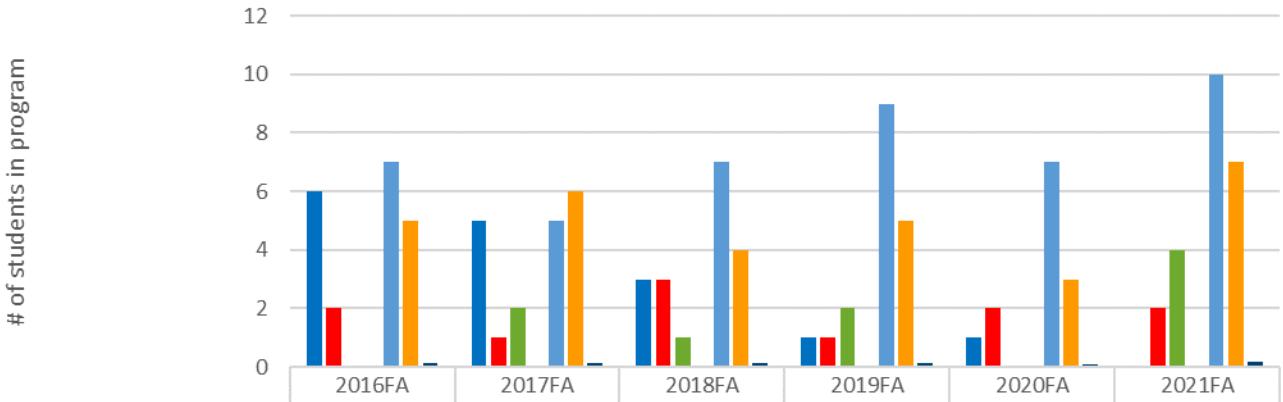
	2016FA	2017FA	2018FA	2019FA	2020FA	2021FA
American Indian	1	3	2	2	1	
Asian	1	2		1	2	
African American	1	1	2	1		
Hawaiian/Pacific Islander		1				
Hispanic	2	2	1	1	3	6
Multi-racial	1	2	1	6		2
Total in Program	6.1%	9.6%	6.1%	11.5%	7.2%	9.8%

Computer Science - BS | 2016 - 2021



	2016FA	2017FA	2018FA	2019FA	2020FA	2021FA
American Indian	10	8	10		2	3
Asian	3	4	3	4	4	4
African American	3	2	3	3		1
Hawaiian/Pacific Islander	1	1	1			
Hispanic	11	7	10	9	8	10
Multi-racial	5	6	5	12	2	7
Total in Program	16.8%	14.5%	15.1%	13.7%	7.8%	12.8%

Electrical Engineering - BS | 2016 - 2021

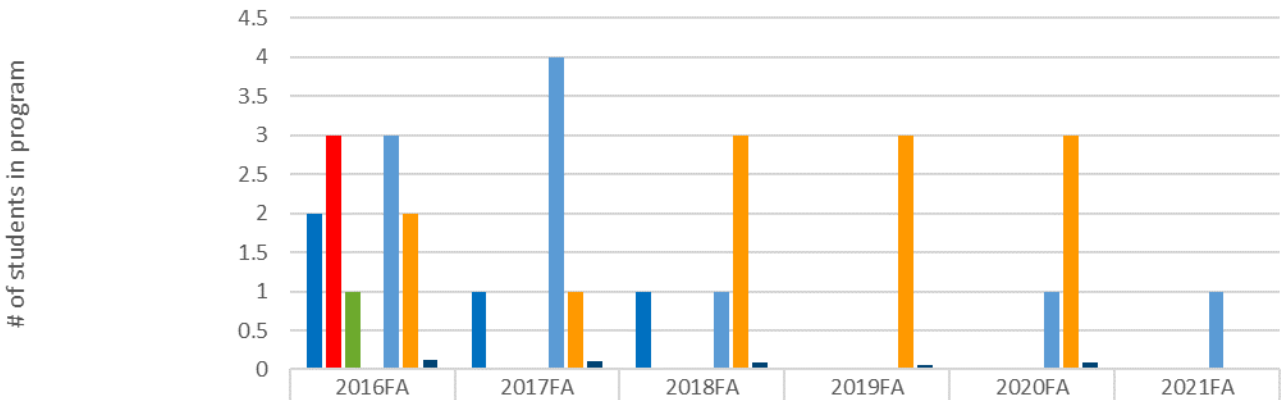


	2016FA	2017FA	2018FA	2019FA	2020FA	2021FA
American Indian	6	5	3	1	1	
Asian	2	1	3	1	2	2
African American		2	1	2		4
Hawaiian/Pacific Islander						
Hispanic	7	5	7	9	7	10
Multi-racial	5	6	4	5	3	7
Total in Program	11.7%	11.5%	13.2%	12.6%	9.2%	15.9%

General Studies - AA | 2016 - 2021

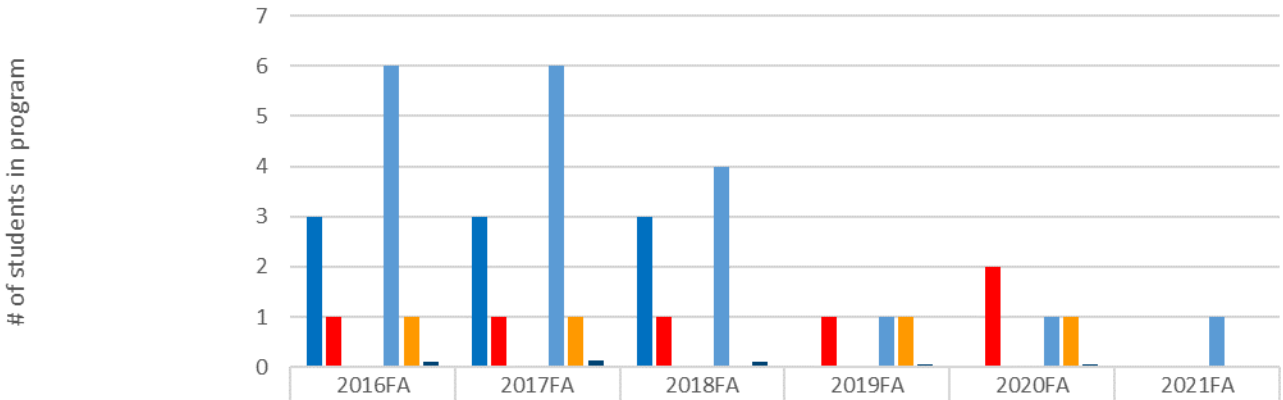
	2016FA	2017FA	2018FA	2019FA	2020FA	2021FA
American Indian						
Asian						
African American						
Hawaiian/Pacific Islander						
Hispanic						
Multi-racial				1		1
Total in Program	0.0%	0.0%	0.0%	33.3%	0.0%	50.0%

Geological Engineering - BS | 2016 - 2021



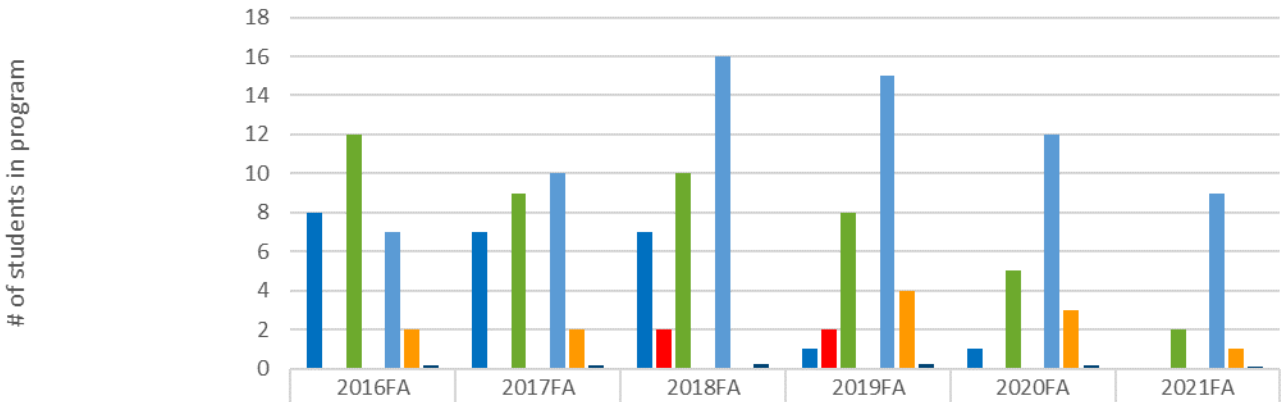
	2016FA	2017FA	2018FA	2019FA	2020FA	2021FA
American Indian	2	1	1			
Asian	3					
African American	1					
Hawaiian/Pacific Islander						
Hispanic	3	4	1		1	1
Multi-racial	2	1	3	3	3	
Total in Program	13.1%	9.8%	8.9%	6.4%	9.8%	2.9%

Geology - BS | 2016 - 2021



	2016FA	2017FA	2018FA	2019FA	2020FA	2021FA
American Indian	3	3	3			
Asian	1	1	1	1	2	
African American						
Hawaiian/Pacific Islander						
Hispanic	6	6	4	1	1	1
Multi-racial	1	1		1	1	
Total in Program	11.2%	12.2%	10.5%	4.7%	6.0%	1.7%

Industrial Engineering and Management - BS | 2016 - 2021

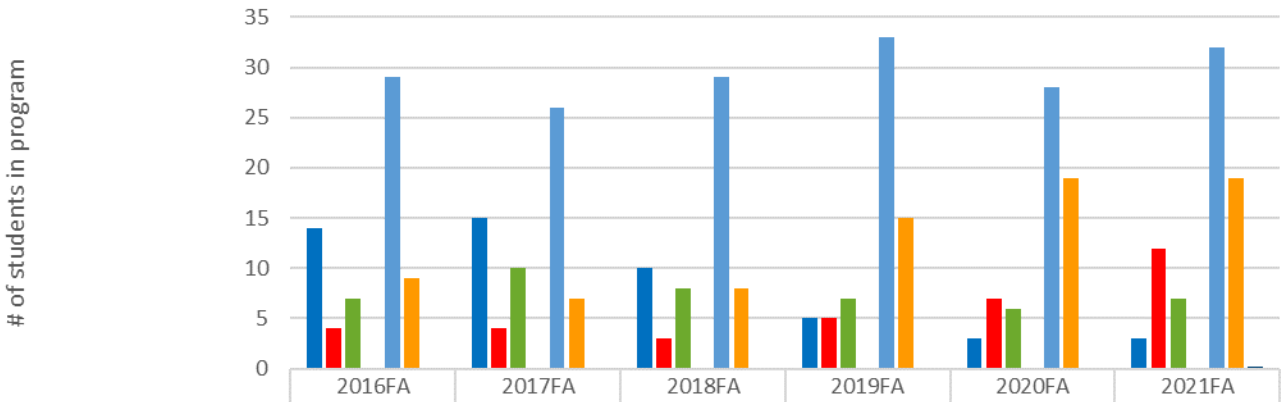


	2016FA	2017FA	2018FA	2019FA	2020FA	2021FA
American Indian	8	7	7	1	1	
Asian			2	2		
African American	12	9	10	8	5	2
Hawaiian/Pacific Islander						
Hispanic	7	10	16	15	12	9
Multi-racial	2	2		4	3	1
Total in Program	19.7%	19.6%	22.3%	21.4%	16.2%	11.8%

Mathematics- BS | 2016 - 2021

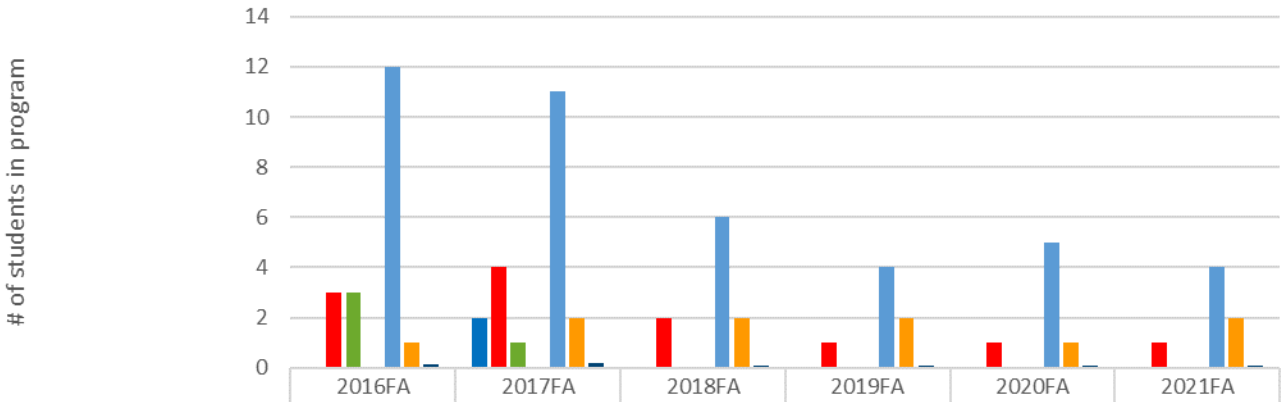
	2016FA	2017FA	2018FA	2019FA	2020FA	2021FA
American Indian						
Asian					1	
African American						
Hawaiian/Pacific Islander						
Hispanic					1	
Multi-racial						1
Total in Program	0.0%	0.0%	0.0%	0.0%	25.0%	2.9%

Mechanical Engineering - BS | 2016 - 2021



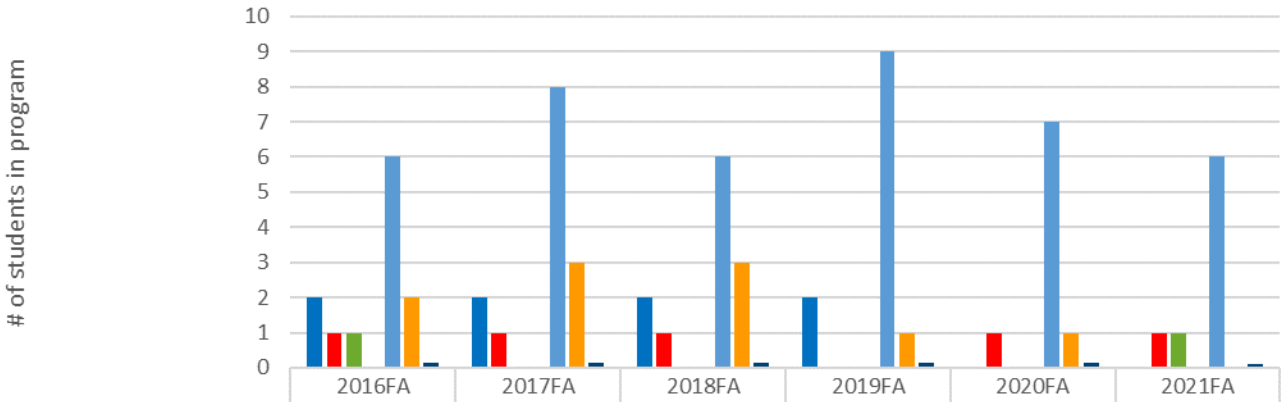
	2016FA	2017FA	2018FA	2019FA	2020FA	2021FA
American Indian	14	15	10	5	3	3
Asian	4	4	3	5	7	12
African American	7	10	8	7	6	7
Hawaiian/Pacific Islander						
Hispanic	29	26	29	33	28	32
Multi-racial	9	7	8	15	19	19
Total in Program	10.4%	10.7%	10.6%	12.4%	13.1%	14.2%

Metallurgical Engineering - BS | 2016 - 2021



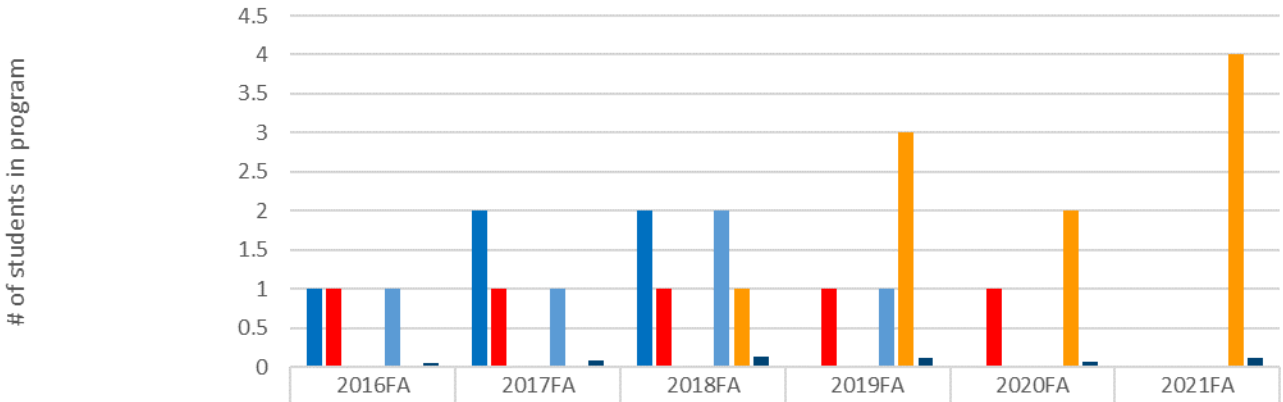
	2016FA	2017FA	2018FA	2019FA	2020FA	2021FA
American Indian		2				
Asian	3	4	2	1	1	1
African American	3	1				
Hawaiian/Pacific Islander						
Hispanic	12	11	6	4	5	4
Multi-racial	1	2	2	2	1	2
Total in Program	15.1%	16.7%	10.2%	7.2%	8.2%	8.3%

Mining Engineering - BS | 2016 - 2021



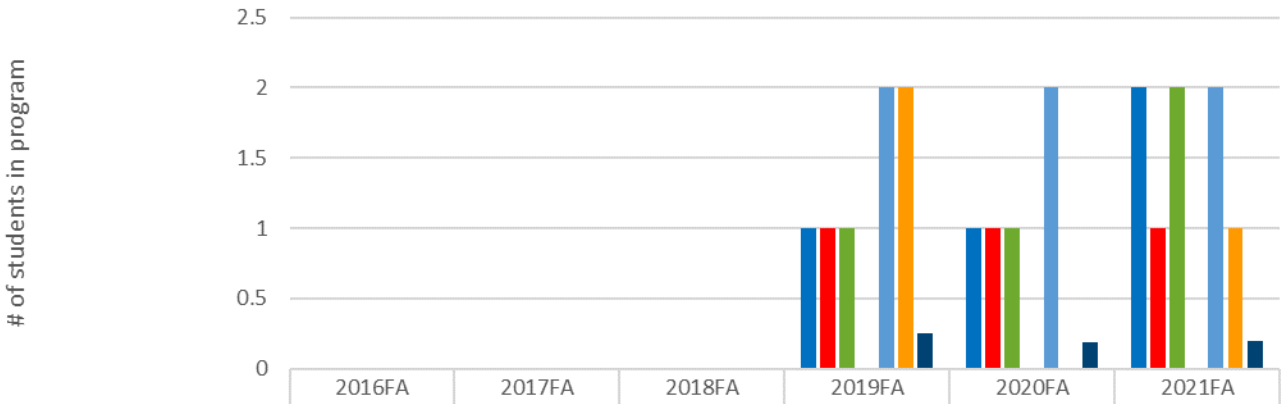
	2016FA	2017FA	2018FA	2019FA	2020FA	2021FA
American Indian	2	2	2	2		
Asian	1	1	1		1	1
African American	1					1
Hawaiian/Pacific Islander						
Hispanic	6	8	6	9	7	6
Multi-racial	2	3	3	1	1	
Total in Program	13.0%	14.0%	12.8%	14.1%	13.4%	11.8%

Physics - BS | 2016 - 2021



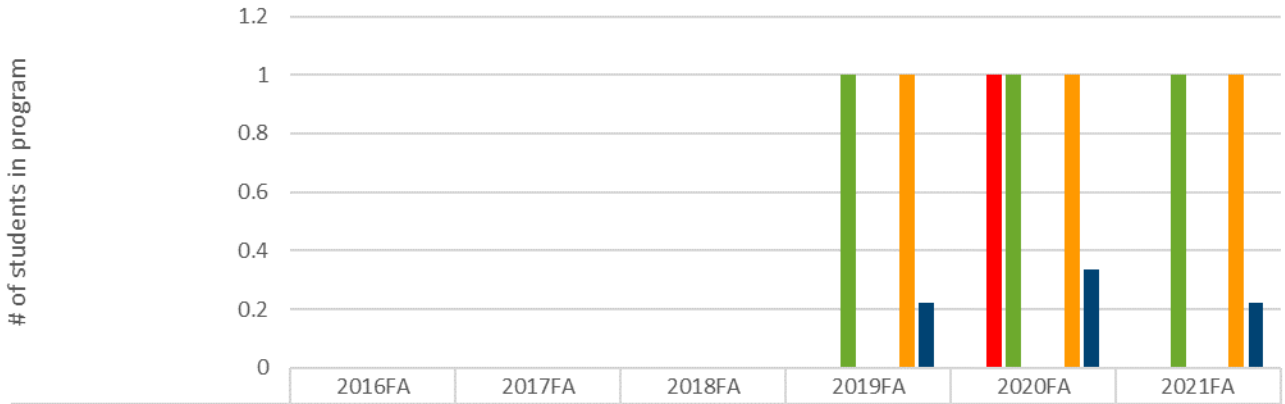
	2016FA	2017FA	2018FA	2019FA	2020FA	2021FA
American Indian	1	2	2			
Asian	1	1	1	1	1	
African American						
Hawaiian/Pacific Islander						
Hispanic	1	1	2	1		
Multi-racial			1	3	2	4
Total in Program	5.2%	8.5%	13.3%	12.2%	6.8%	11.1%

Pre-Professional Health Sciences - BS | 2016 - 2021



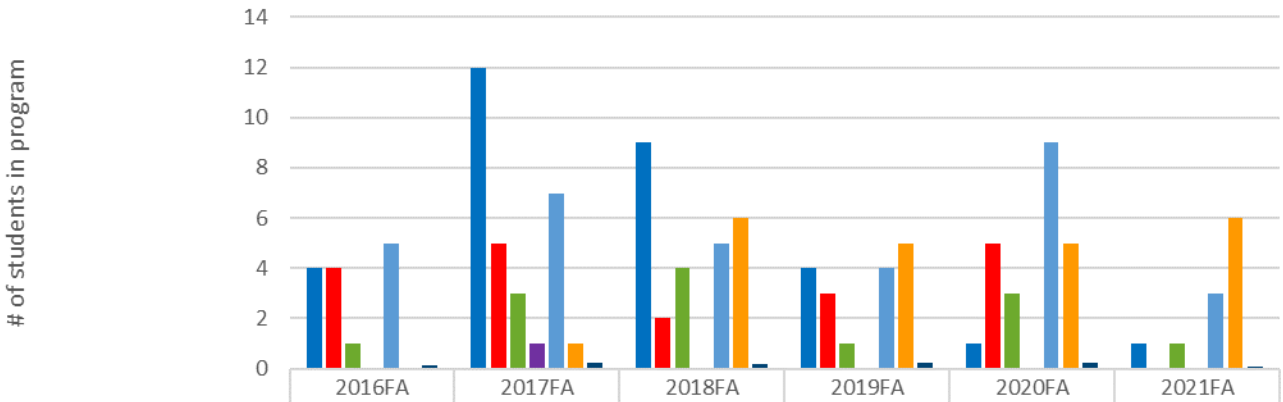
	2016FA	2017FA	2018FA	2019FA	2020FA	2021FA
American Indian				1	1	2
Asian				1	1	1
African American				1	1	2
Hawaiian/Pacific Islander						
Hispanic				2	2	2
Multi-racial				2		1
Total in Program	0.0%	0.0%	0.0%	25.0%	19.2%	19.5%

Science, Technology, and Society - BS | 2016 - 2021



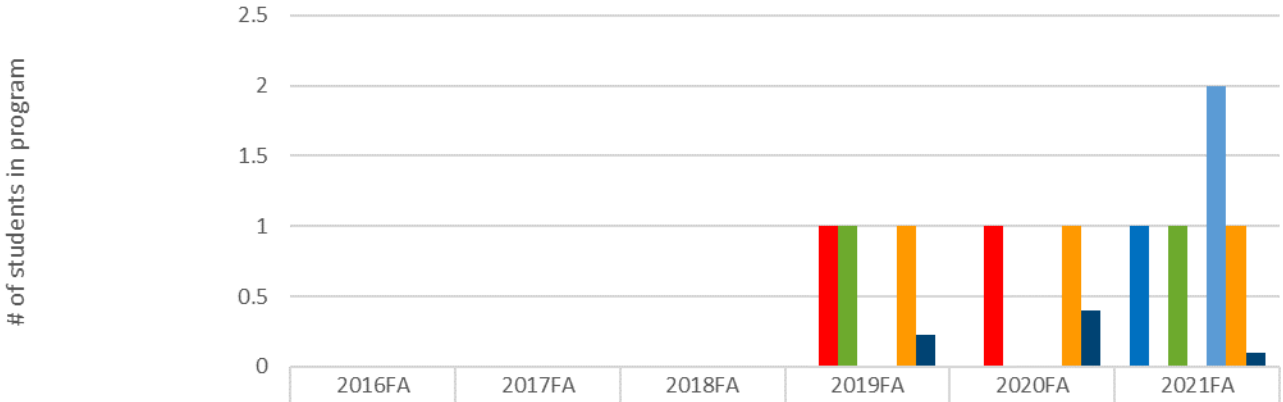
	2016FA	2017FA	2018FA	2019FA	2020FA	2021FA
American Indian						
Asian					1	
African American				1	1	1
Hawaiian/Pacific Islander						
Hispanic						
Multi-racial				1	1	1
Total in Program	0.0%	0.0%	0.0%	22.2%	33.3%	22.2%

Non-Degree Seeking - BS | 2016 - 2021



	2016FA	2017FA	2018FA	2019FA	2020FA	2021FA
American Indian	4	12	9	4	1	1
Asian	4	5	2	3	5	
African American	1	3	4	1	3	1
Hawaiian/Pacific Islander		1				
Hispanic	5	7	5	4	9	3
Multi-racial		1	6	5	5	6
Total in Program	10.7%	23.0%	20.5%	22.1%	22.3%	9.9%

Undecided Engineering - BS | 2016 - 2021

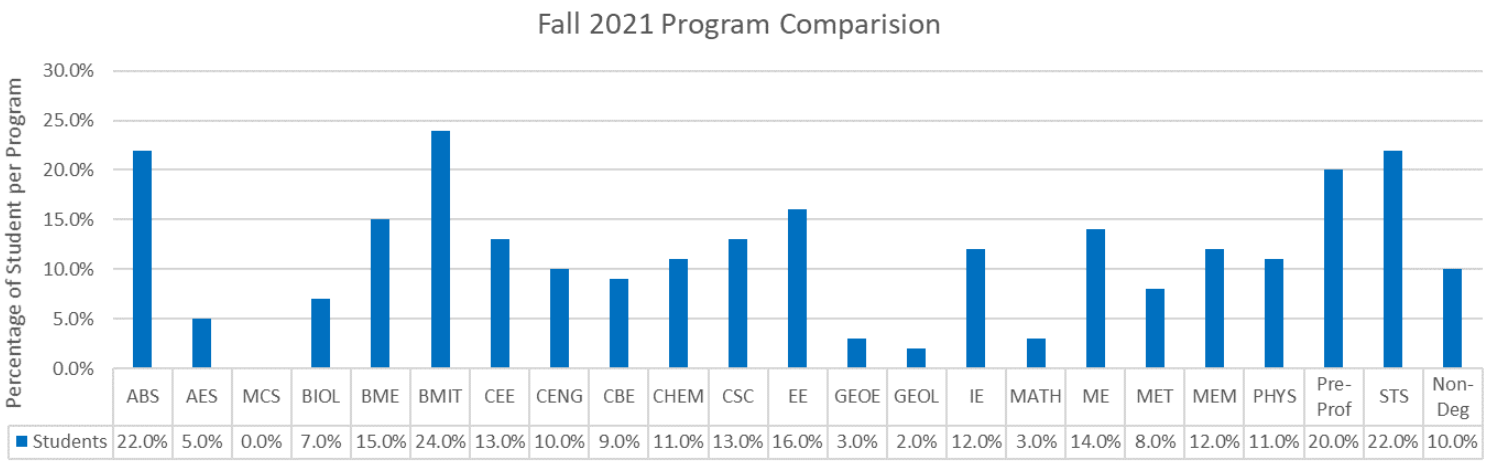


	2016FA	2017FA	2018FA	2019FA	2020FA	2021FA
American Indian						1
Asian				1	1	
African American				1		1
Hawaiian/Pacific Islander						
Hispanic						2
Multi-racial				1	1	1
Total in Program	0.0%	0.0%	0.0%	23.1%	40.0%	10.0%

// South Dakota Mines
Overall Program Comparison

The following chart shows a comparison of overall domestic "diversity" within each program as compared to other programs

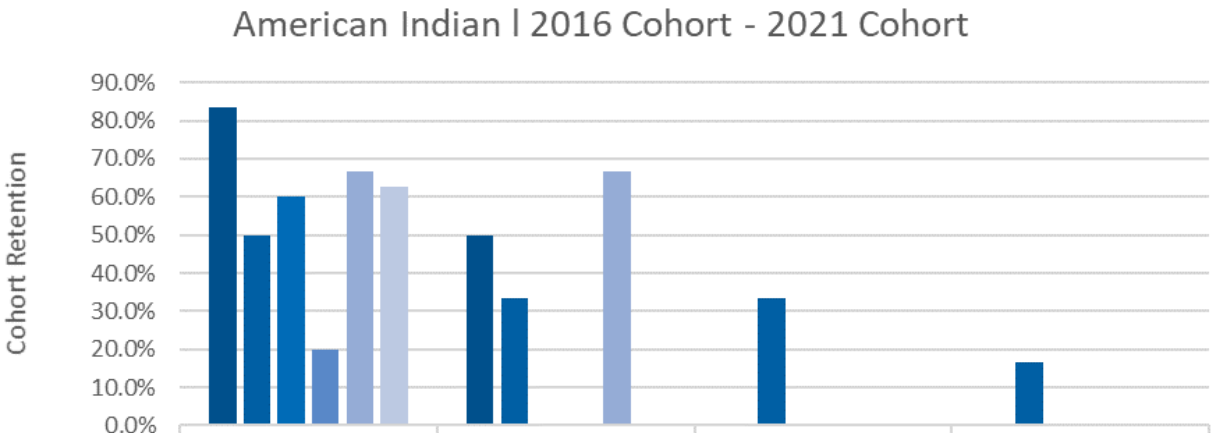
Note: "Diversity" refers to domestic students who have self-identified as American Indian, Asian, African American, Hawaiian/Pacific Islander, Hispanic, and Multi-racial.



ABS=Applied Biological Sciences
AES=Atmospheric & Environmental Sciences
MCS=Applied and Computational Mathematics
BIOL=Biology
BME=Biomedical Engineering
BMIT=Business Management in Technology
CEE=Civil & Environmental Engineering
CENG=Computer Engineering
CBE=Chemical & Biological Engineering
CHEM=Chemistry
CSC=Computer Science
EE=Electrical Engineering
GEOE=Geological Engineering
GEOL=Geology
IE=Industrial Engineering
MATH=Mathematics
ME=Mechanical Engineering
MET=Metallurgical Engineering
MEM=Mining Engineering & Management
PHYS=Physics
Pre-Prof=Pre-Professional Health Sciences
STS=Science, Technology & Society
Non-Deg=Non-Degree

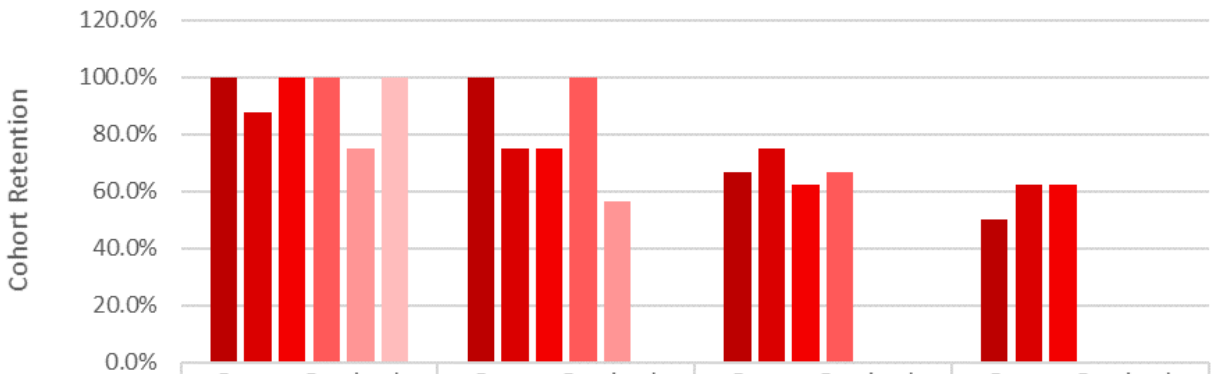
// South Dakota Mines Retention by Group

The following pages show a comparison of retention by group cohorts



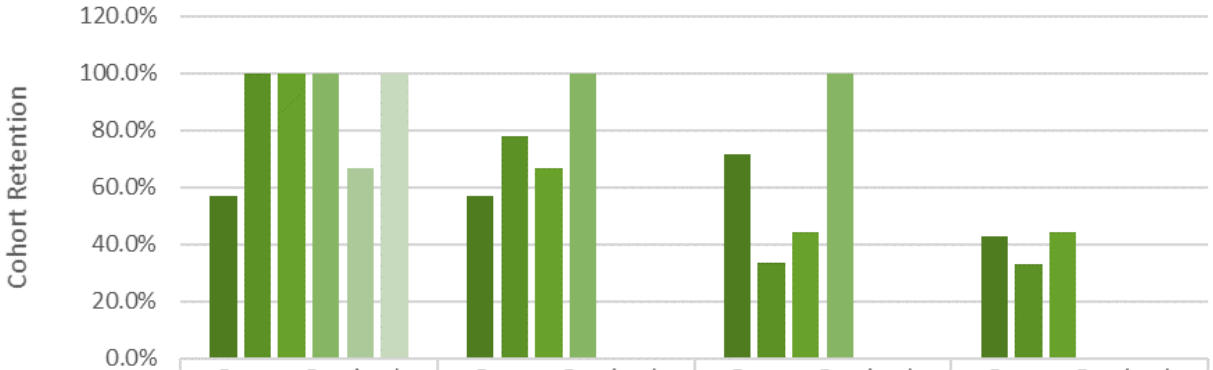
	Percent Retained After Year 1	Percent Retained After Year 2	Percent Retained After Year 3	Percent Retained After Year 4
2016 Cohort	83.3%	50.0%		
2017 Cohort	50.0%	33.3%	33.3%	16.7%
2018 Cohort	60.0%			
2019 Cohort	20.0%			
2020 Cohort	66.7%	66.7%		
2021 Cohort	62.5%			

Asian | 2016 Cohort - 2021 Cohort



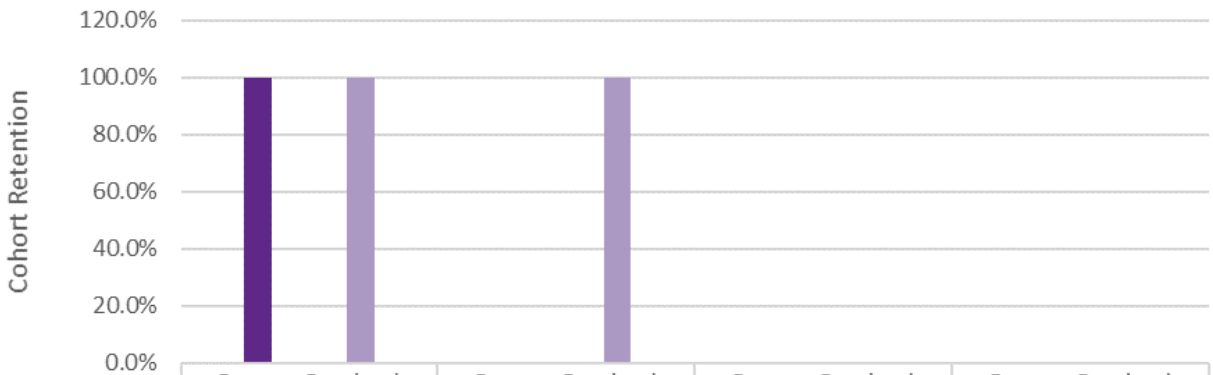
	Percent Retained After Year 1	Percent Retained After Year 2	Percent Retained After Year 3	Percent Retained After Year 4
2016 Cohort	100.0%	100.0%	66.7%	50.0%
2017 Cohort	87.5%	75.0%	75.0%	62.5%
2018 Cohort	100.0%	75.0%	62.5%	62.5%
2019 Cohort	100.0%	100.0%	66.7%	
2020 Cohort	75.0%	56.3%		
2021 Cohort	100.0%			

African American | 2016 Cohort - 2021 Cohort



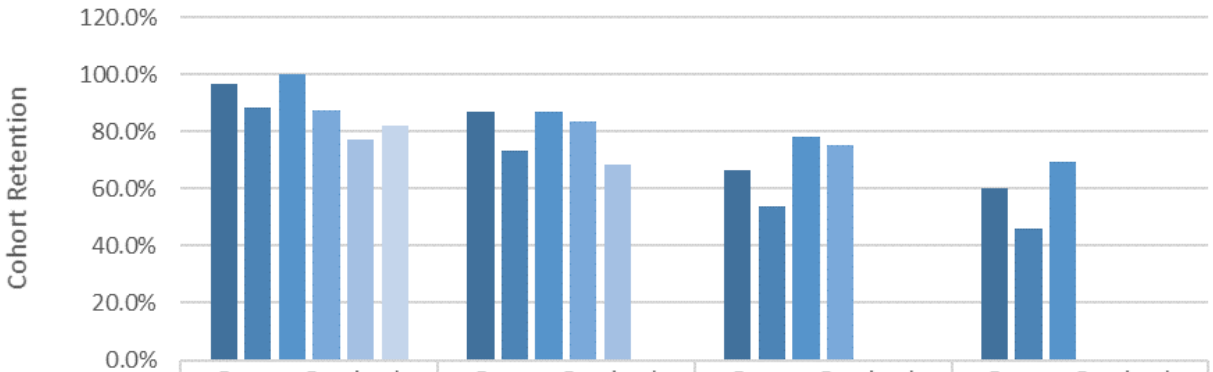
	Percent Retained After Year 1	Percent Retained After Year 2	Percent Retained After Year 3	Percent Retained After Year 4
2016 Cohort	57.1%	57.1%	71.4%	42.9%
2017 Cohort	100.0%	77.8%	33.3%	33.3%
2018 Cohort	100.0%	66.7%	44.4%	44.4%
2019 Cohort	100.0%	100.0%	100.0%	
2020 Cohort	66.7%	0.0%		
2021 Cohort	100.0%			

Hawaiian/Pacific Islander | 2016 Cohort - 2021 Cohort



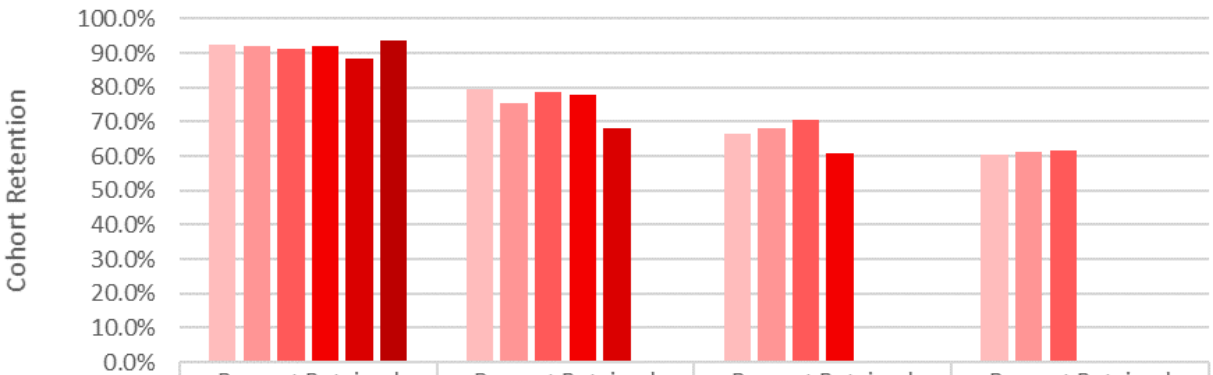
	Percent Retained After Year 1	Percent Retained After Year 2	Percent Retained After Year 3	Percent Retained After Year 4
2016 Cohort	0.0%	0.0%	0.0%	0.0%
2017 Cohort	100.0%			
2018 Cohort	0.0%			
2019 Cohort	0.0%			
2020 Cohort	100.0%	100.0%		
2021 Cohort	0.0%			

Hispanic | 2016 Cohort - 2021 Cohort



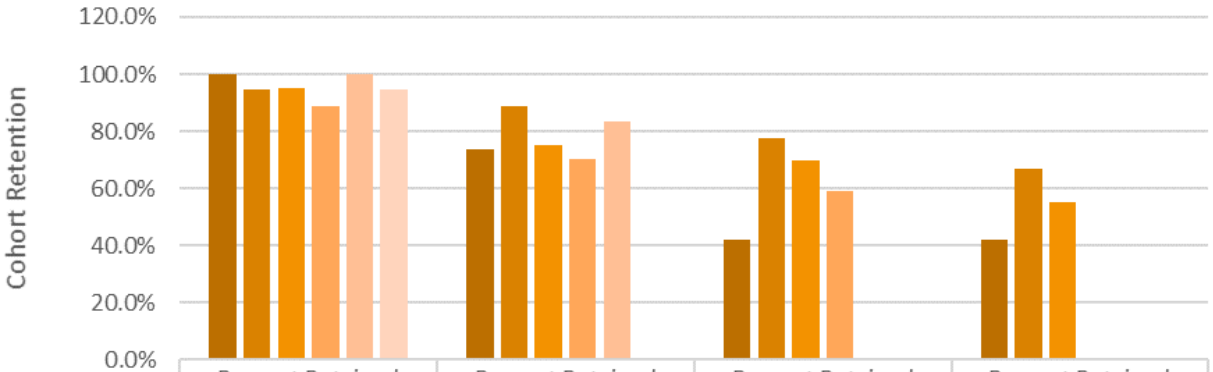
	Percent Retained After Year 1	Percent Retained After Year 2	Percent Retained After Year 3	Percent Retained After Year 4
2016 Cohort	96.7%	86.7%	66.7%	60.0%
2017 Cohort	88.5%	73.1%	53.9%	46.2%
2018 Cohort	100.0%	87.0%	78.3%	69.6%
2019 Cohort	87.5%	83.3%	75.0%	
2020 Cohort	77.3%	68.2%		
2021 Cohort	82.1%			

White | 2016 Cohort - 2021 Cohort



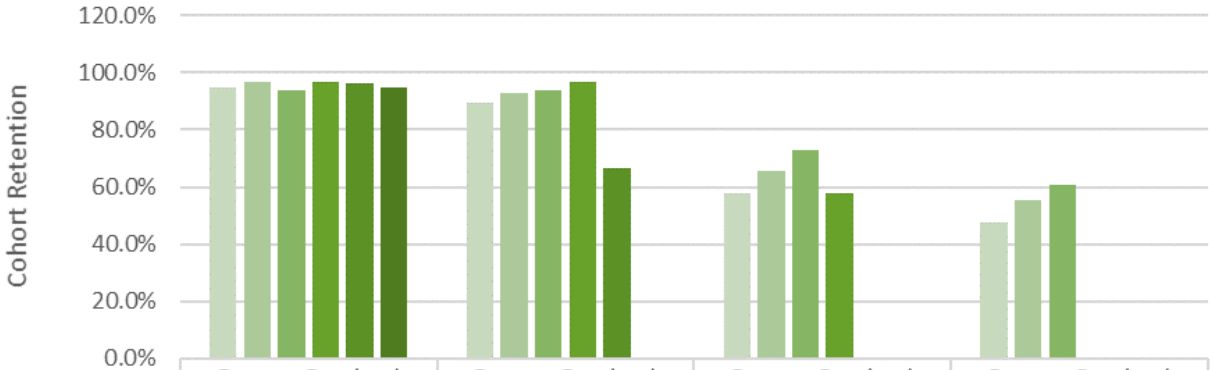
	Percent Retained After Year 1	Percent Retained After Year 2	Percent Retained After Year 3	Percent Retained After Year 4
2016 Cohort	92.4%	79.5%	66.5%	60.4%
2017 Cohort	92.1%	75.3%	68.0%	61.2%
2018 Cohort	91.2%	78.8%	70.7%	61.9%
2019 Cohort	92.3%	78.0%	61.0%	
2020 Cohort	88.3%	68.3%		
2021 Cohort	93.7%			

Multi-racial | 2016 Cohort - 2021 Cohort



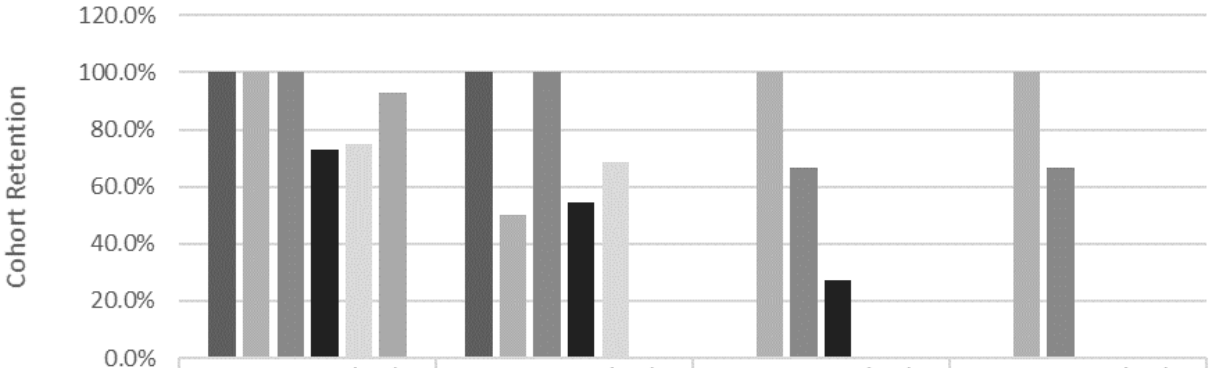
	Percent Retained After Year 1	Percent Retained After Year 2	Percent Retained After Year 3	Percent Retained After Year 4
2016 Cohort	100.0%	73.7%	42.1%	42.1%
2017 Cohort	94.4%	88.9%	77.8%	66.7%
2018 Cohort	95.0%	75.0%	70.0%	55.0%
2019 Cohort	88.9%	70.4%	59.3%	
2020 Cohort	100.0%	83.3%		
2021 Cohort	94.4%			

Non-Resident Alien | 2016 Cohort - 2021 Cohort



	Percent Retained After Year 1	Percent Retained After Year 2	Percent Retained After Year 3	Percent Retained After Year 4
2016 Cohort	94.7%	89.5%	57.9%	47.4%
2017 Cohort	96.6%	93.1%	65.5%	55.2%
2018 Cohort	93.9%	93.9%	72.7%	60.6%
2019 Cohort	96.8%	96.8%	58.1%	
2020 Cohort	96.3%	66.7%		
2021 Cohort	94.6%			

Unknown | 2016 Cohort - 2021 Cohort

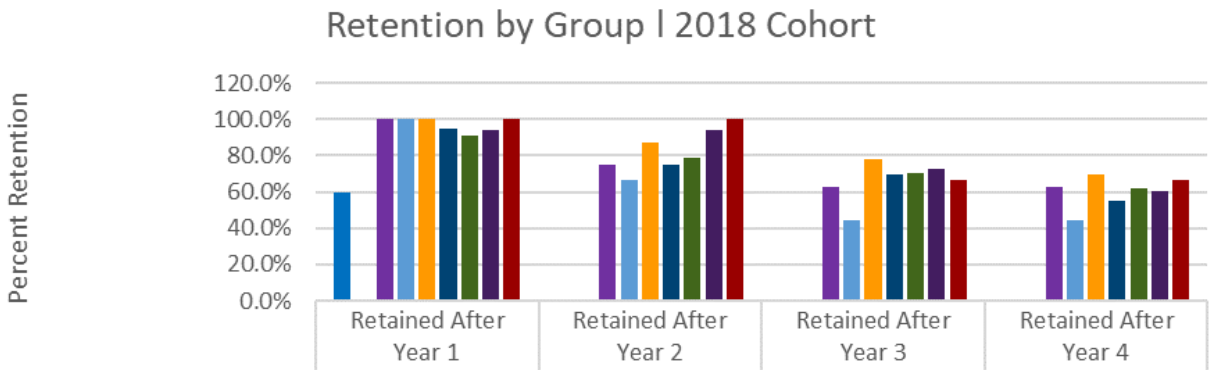


	Percent Retained After Year 1	Percent Retained After Year 2	Percent Retained After Year 3	Percent Retained After Year 4
2016 Cohort	100.0%	100.0%		
2017 Cohort	100.0%	50.0%	100.0%	100.0%
2018 Cohort	100.0%	100.0%	66.7%	66.7%
2019 Cohort	72.7%	54.5%	27.3%	
2020 Cohort	75.0%	68.8%		
2021 Cohort	92.9%			

// South Dakota Mines Retention Comparison Overall

The following shows a comparison of overall group retention

Note: 2018 Cohort is the latest Cohort with all data available

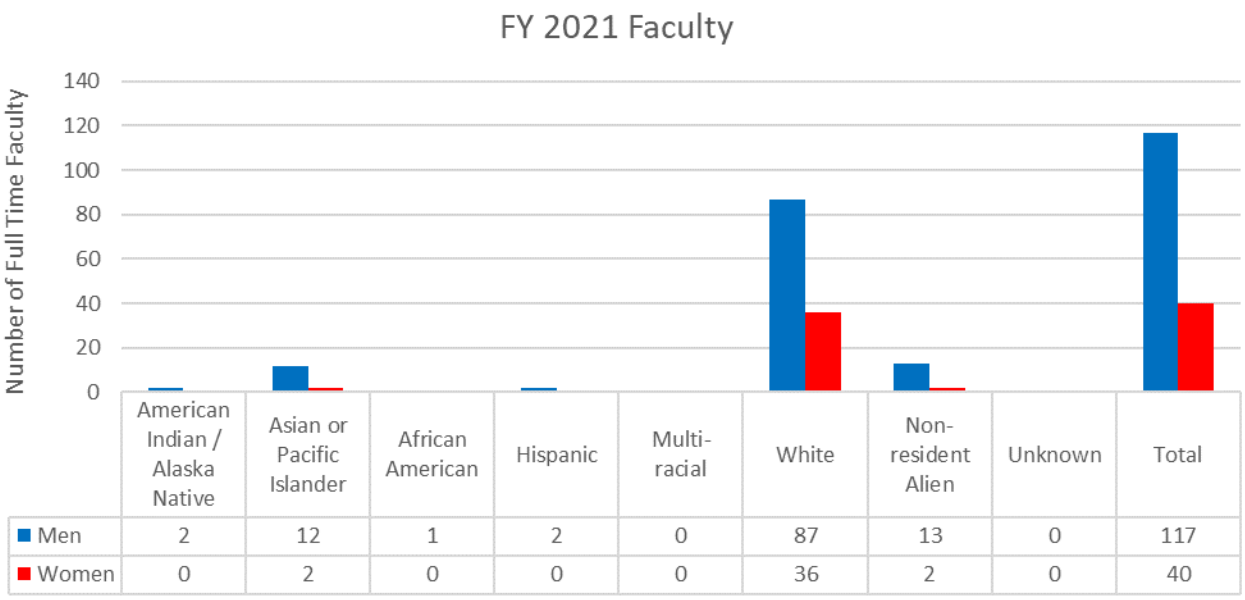


	Retained After Year 1	Retained After Year 2	Retained After Year 3	Retained After Year 4
American Indian	60.0%	0.0%	0.0%	0.0%
Hawaiian/Pacific Islander	0.0%	0.0%	0.0%	0.0%
Asian	100.0%	75.0%	62.5%	62.5%
African American	100.0%	66.7%	44.4%	44.4%
Hispanic	100.0%	87.0%	78.3%	69.6%
Multi-racial	95.0%	75.0%	70.0%	55.0%
White	91.2%	78.8%	70.7%	61.9%
Non-resident Alien	93.9%	93.9%	72.7%	60.6%
Unknown	100.0%	100.0%	66.7%	66.7%

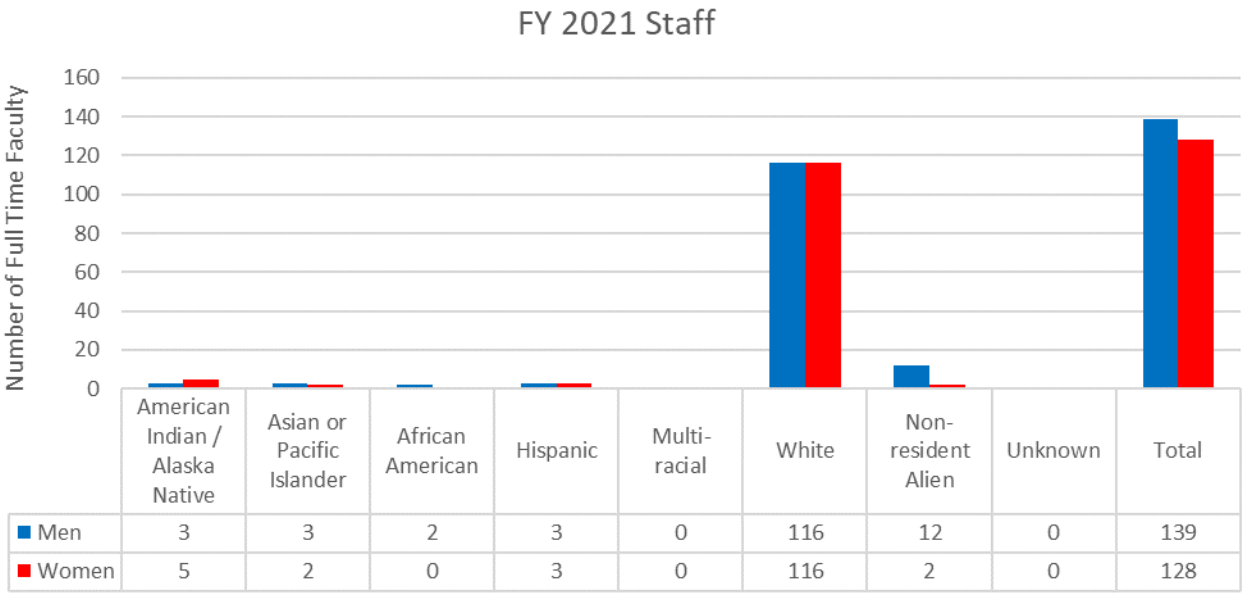
For more information regarding domestic students of color at Mines, contact Jesse Herrera at Jesse.Herrera@sdsmt.edu

// South Dakota Mines
Faculty & Staff

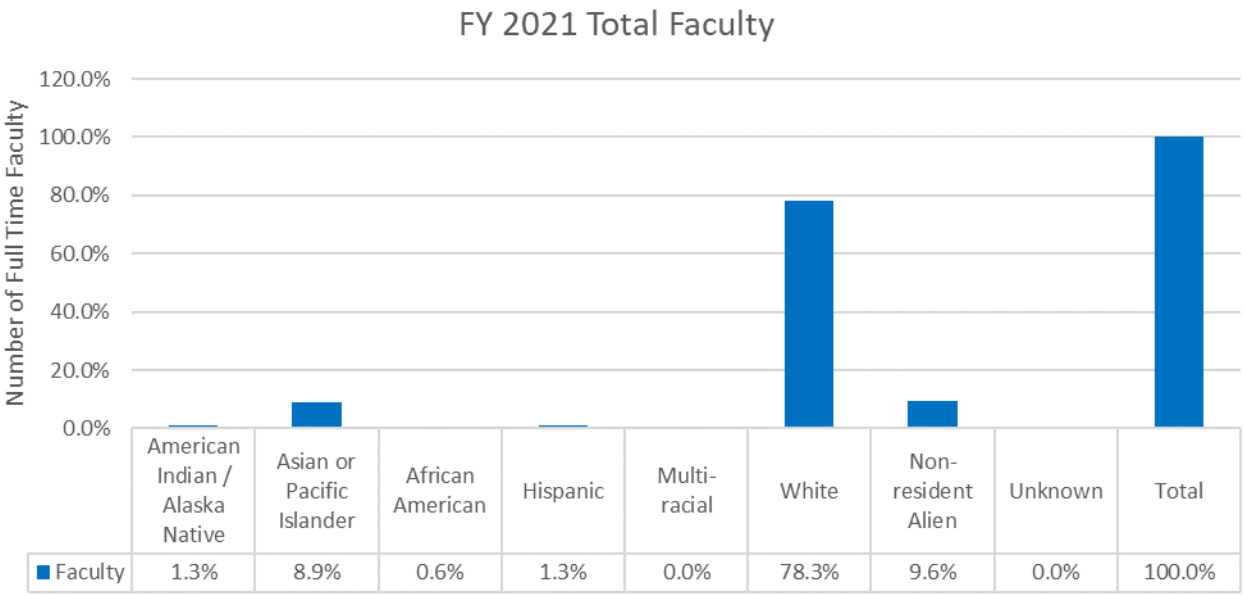
There are many changes from year to year due to regular turnover, changes to reporting categories, short-term employees, etc. For example, there may be a research scientist hired temporarily, who then leave after a year. Again, these are full-time employees. Part-time employees are not listed due to incomplete data.

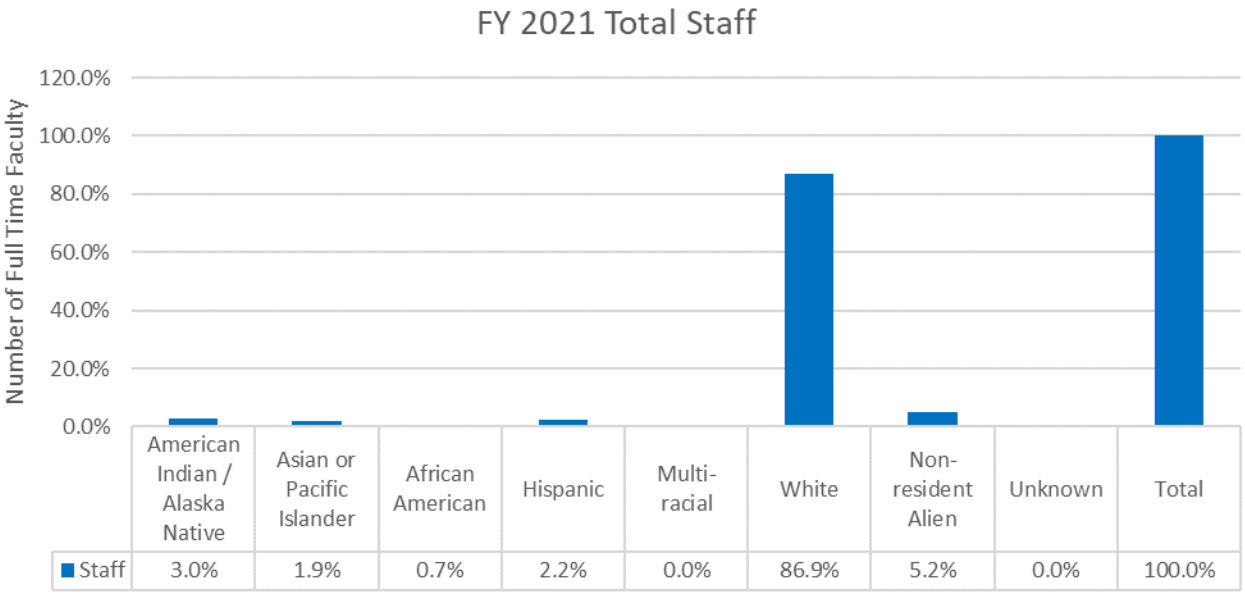


	American Indian / Alaska Native	Asian or Pacific Islander	African American	Hispanic	Multi-racial	White	Non-resident Alien	Unknown	Total
Men	2	12	1	2	0	87	13	0	117
Women	0	2	0	0	0	36	2	0	40



	American Indian / Alaska Native	Asian or Pacific Islander	African American	Hispanic	Multi-racial	White	Non-resident Alien	Unknown	Total
Men	3	3	2	3	0	116	12	0	139
Women	5	2	0	3	0	116	2	0	128

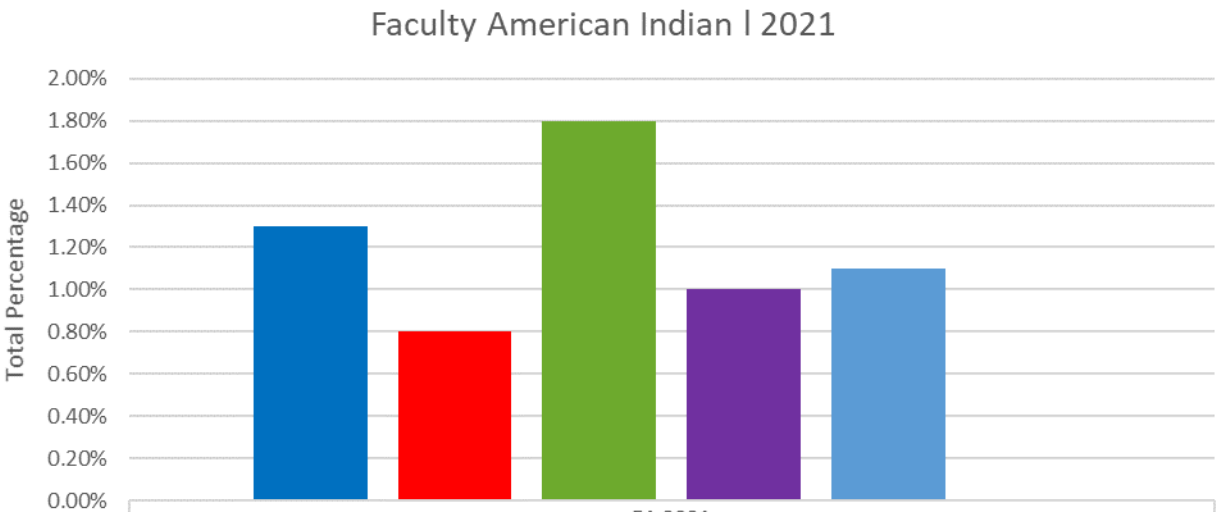




For more information regarding faculty and staff at Mines, contact Kelsey O'Neill at Kelsey.ONeill@sdsmt.edu

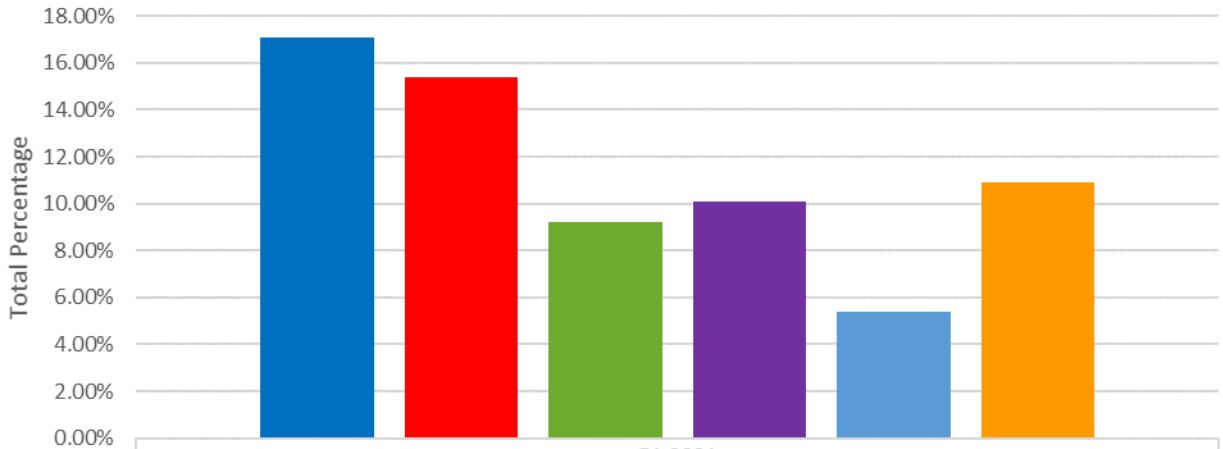
// Board of Regents Institutional Comparisons Faculty & Staff

The following data has been acquired from the Board of Regents Factbook. Keep in mind that each public university has a unique set of goals and specialties. As with South Dakota Mines, there are many changes every year.



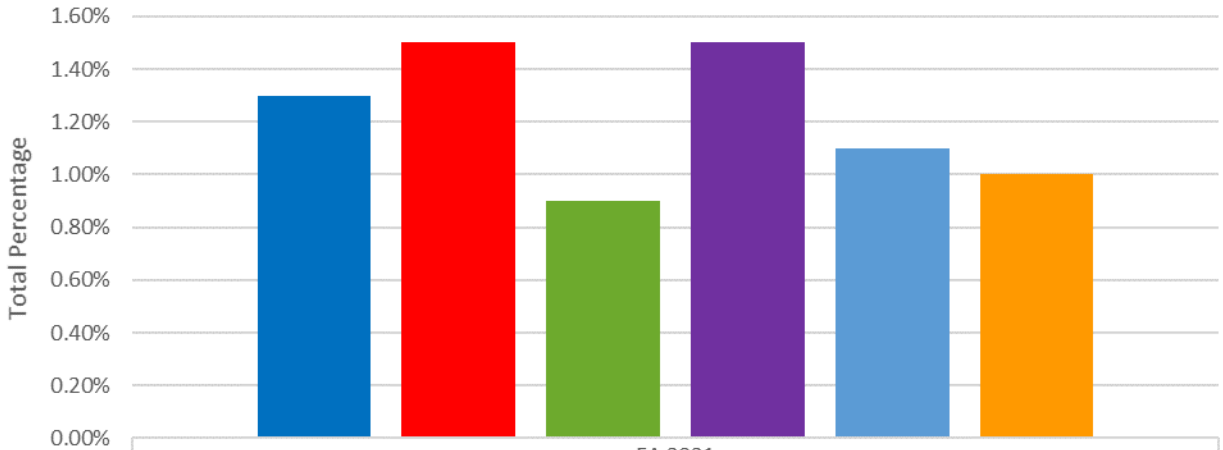
	FA 2021
SDSM&T	1.30%
SDSU	0.80%
BHSU	1.80%
USD	1.00%
NSU	1.10%
DSU	0.00%

Faculty Asian or Pacific Islander | 2021



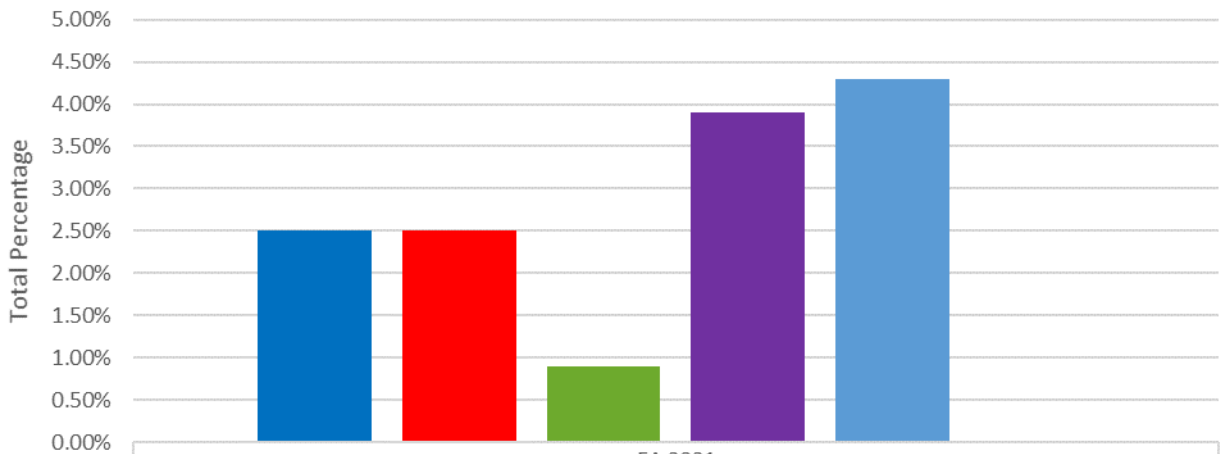
	FA 2021
SDSM&T	17.10%
SDSU	15.40%
BHSU	9.20%
USD	10.10%
NSU	5.40%
DSU	10.90%

Faculty Black, Non Hispanic | 2021



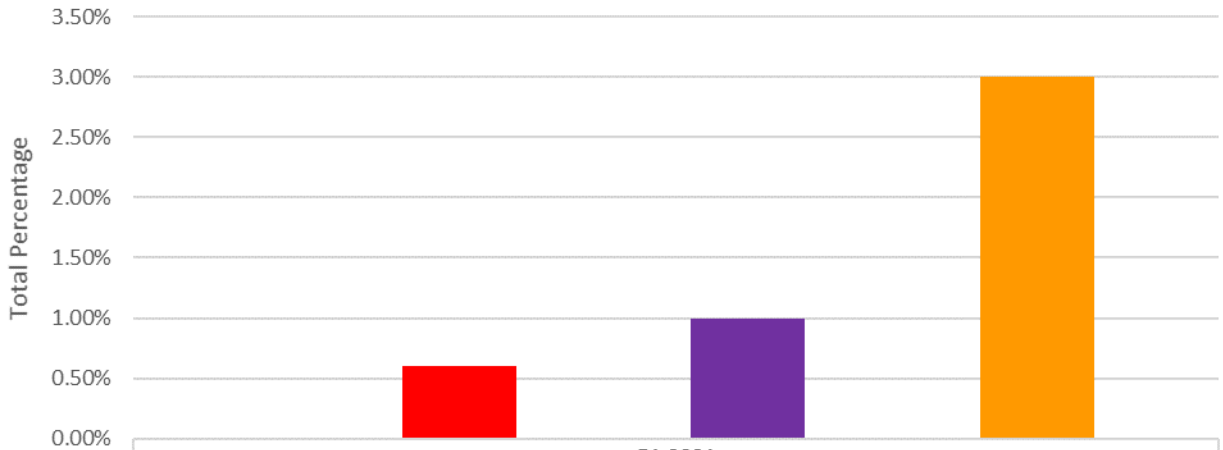
	FA 2021
SDSM&T	1.30%
SDSU	1.50%
BHSU	0.90%
USD	1.50%
NSU	1.10%
DSU	1.00%

Faculty Hispanic | 2021



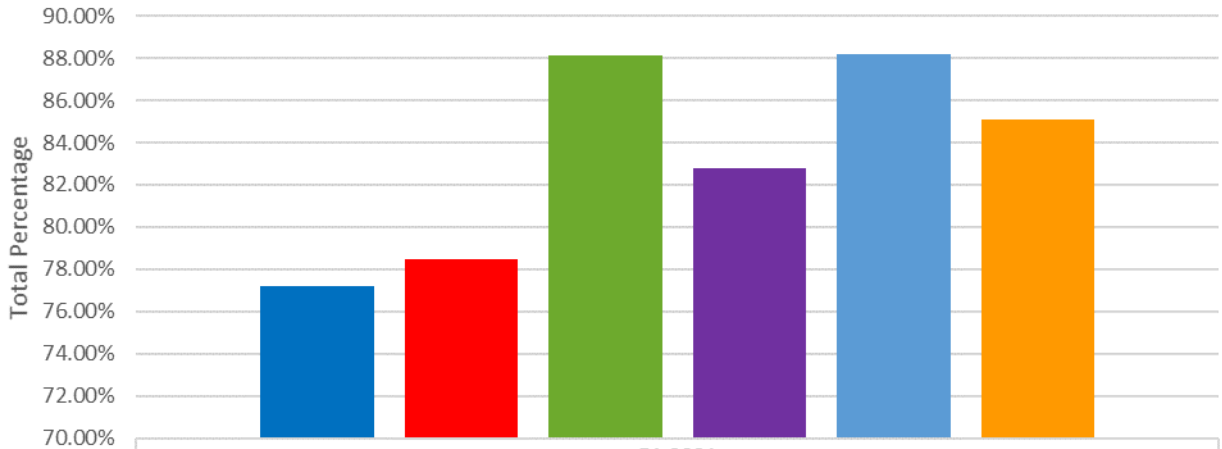
	FA 2021
SDSM&T	2.50%
SDSU	2.50%
BHSU	0.90%
USD	3.90%
NSU	4.30%
DSU	0.00%

Faculty Multi-Racial | 2021



	FA 2021
SDSM&T	0.00%
SDSU	0.60%
BHSU	0.00%
USD	1.00%
NSU	0.00%
DSU	3.00%

Faculty White | 2021



	FA 2021
SDSM&T	77.20%
SDSU	78.50%
BHSU	88.10%
USD	82.80%
NSU	88.20%
DSU	85.10%

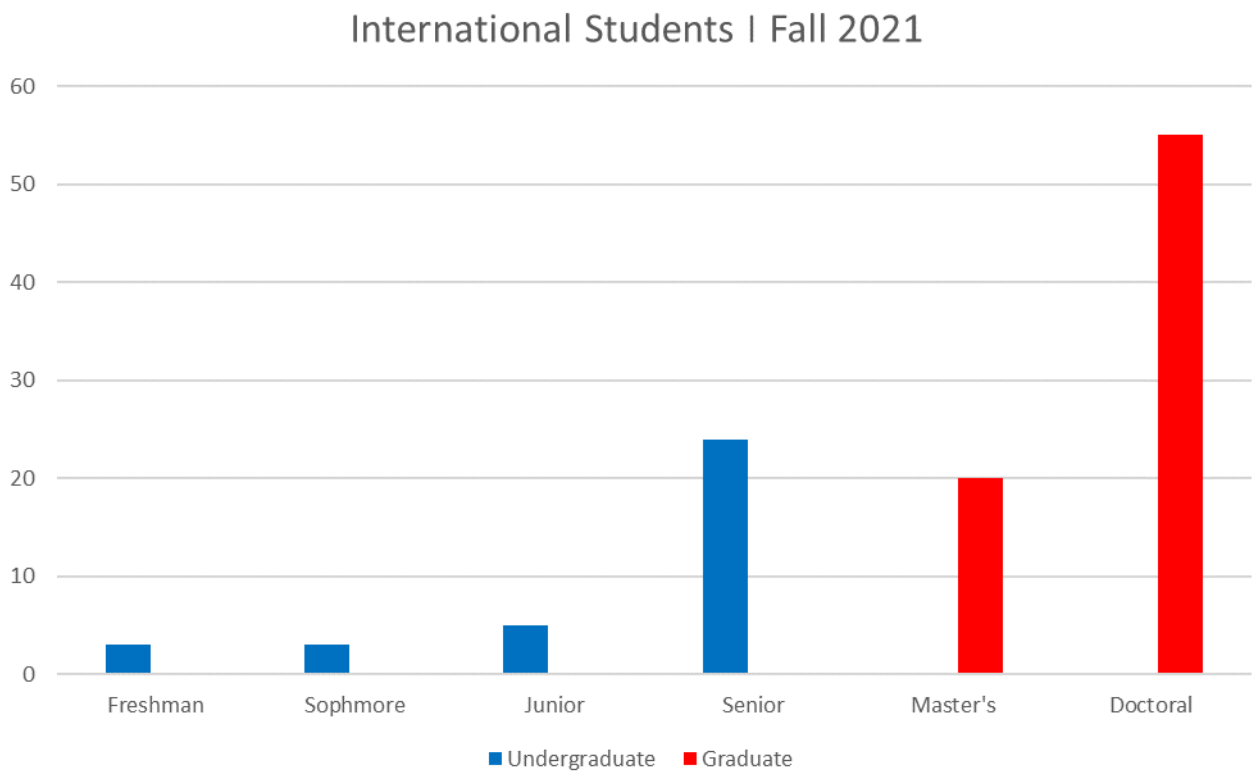
Faculty Unknown | 2021

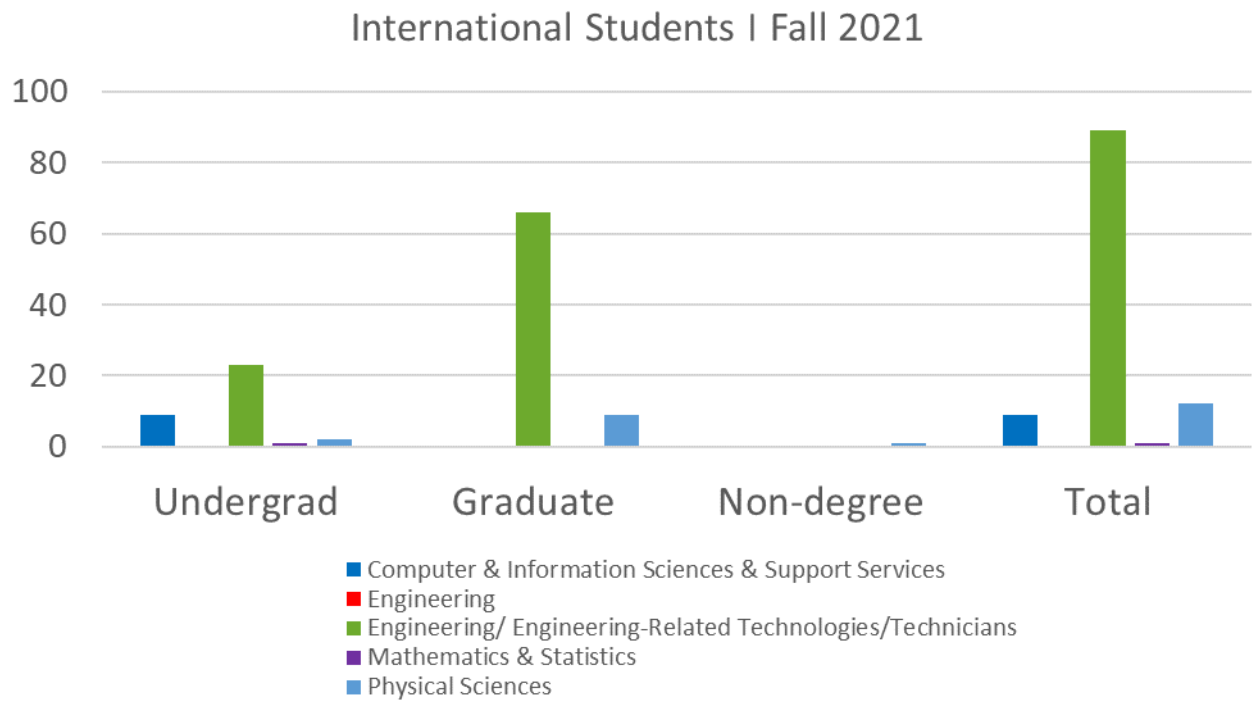
	FA 2021
SDSM&T	0.00%
SDSU	0.80%
BHSU	0.00%
USD	0.00%
NSU	0.00%
DSU	0.00%

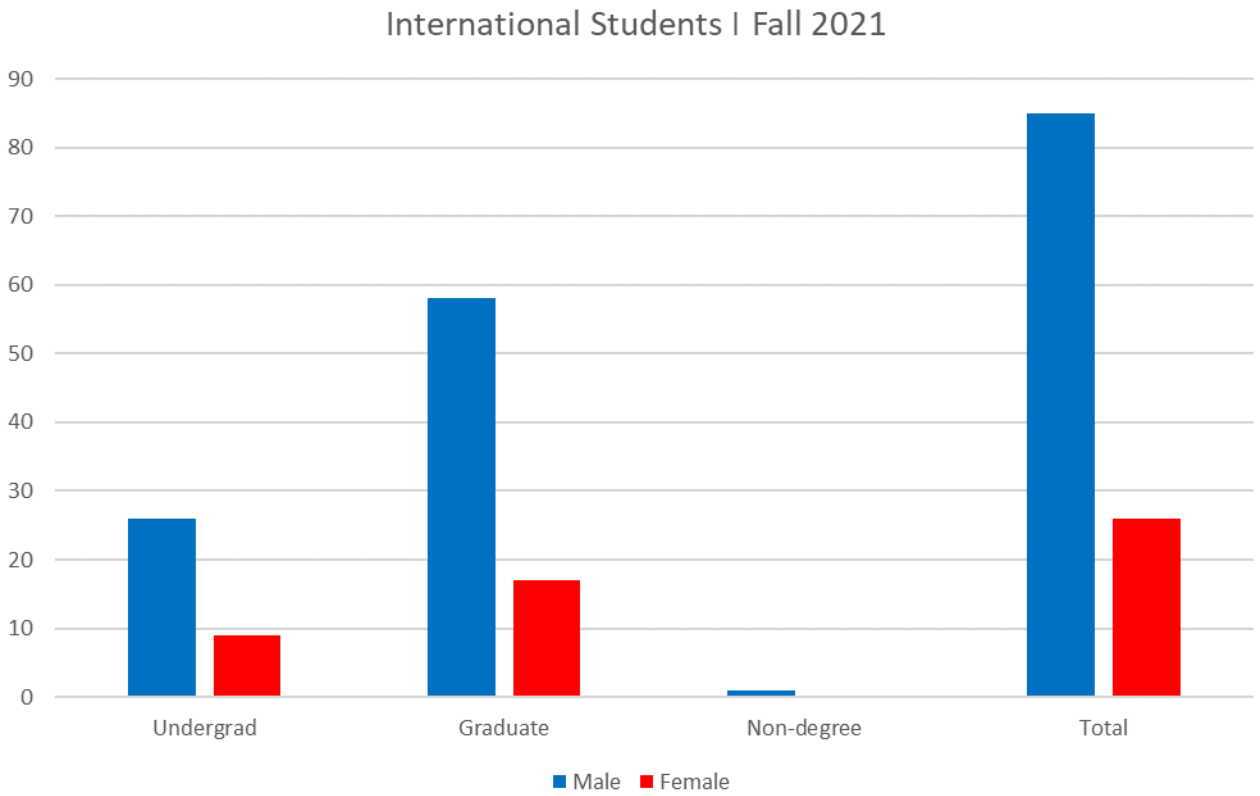
// Annual Census of International Students

The Ivanhoe International Center develops and supports activities and programs for international students, faculty, and staff coming to Mines, and for those who want to engage in international and global experiences, in alignment with Mines Advantage.

International students create a vibrant mosaic of viewpoints that enriches the university's educational experience in countless ways.




International Students I Fall 2021
100
80
60
40
20
0
Undergrad
Graduate
Non-degree
Total
Computer & Information Sciences & Support Services
Engineering
Engineering/ Engineering-Related Technologies/Technicians
Mathematics & Statistics
Physical Sciences


International Students I Fall 2021
90
80
70
60
50
40
30
20
10
0
Undergrad
Graduate
Non-degree
Total
Male
Female

Australia
1 undergraduate

Bangladesh
14 graduate

Brazil
1 undergraduate
1 graduate

Burkina Faso
2 undergraduate

Cameroon
1 undergraduate

China, PR
1 undergraduate
5 graduate

Colombia
1 graduate

Dem. Rep. of Congo
1 undergraduate
1 graduate

Croatia
1 undergraduate

Egypt
1 undergraduate

Ethiopia
1 undergraduate

Gabon
1 graduate

Gambia
1 undergraduate

Germany
7 undergraduate*
1 graduate

Ghana
3 graduate

Guyana
1 undergraduate

Honduras
1 undergraduate

India
11 undergraduate
20 graduate

Indonesia
1 undergraduate

Iran
1 undergraduate
3 graduates

Iraq
1 graduate

Libya
1 graduate

Madagascar
1 graduate

Malaysia
1 graduate

Mexico
1 graduate

Morocco
1 undergraduate

Nepal
8 graduate

Nigeria
6 graduate

Poland
1 undergraduate

Spain
1 undergraduate
2 graduate

Sri Lanka
1 undergraduate

Taiwan
1 undergraduate

Trinidad and Tobago
1 undergraduate

Turkey
2 graduate

Venezuela
1 undergraduate

Vietnam
1 undergraduate
1 graduate

Zambia
1 graduate

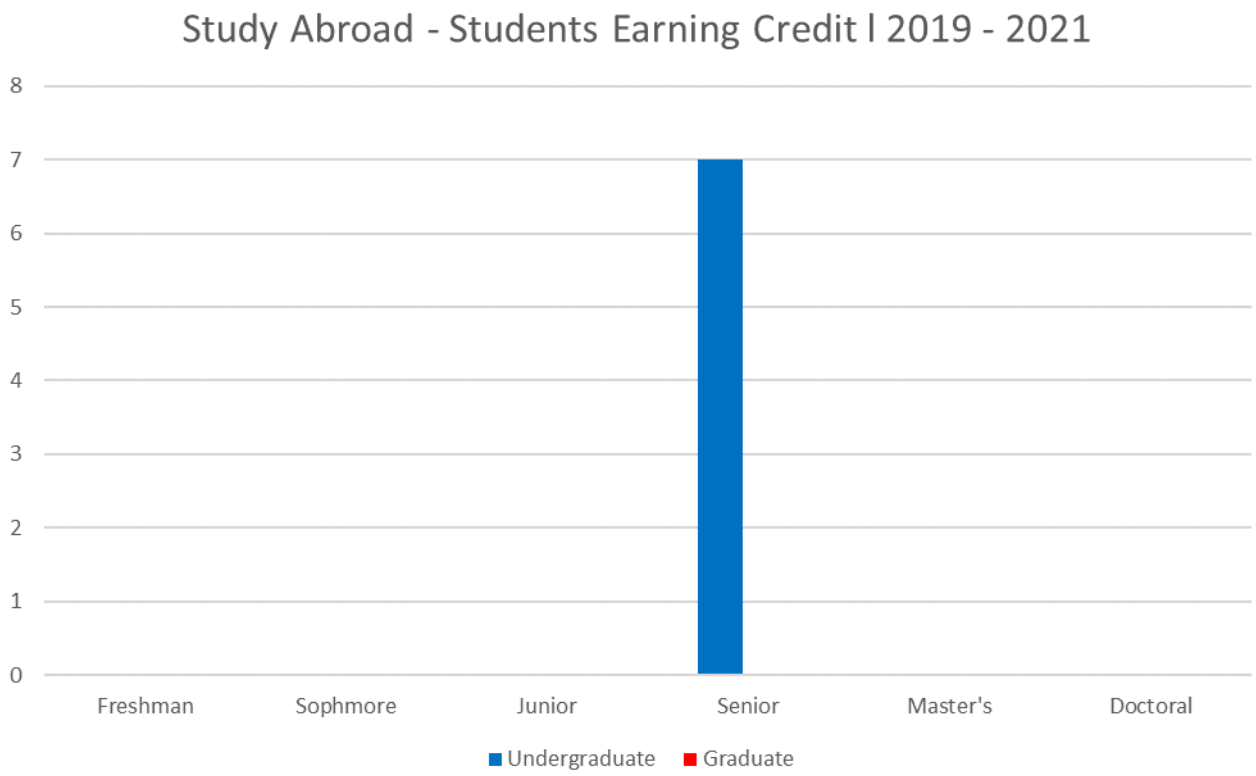
* = Study Abroad

// Study Abroad

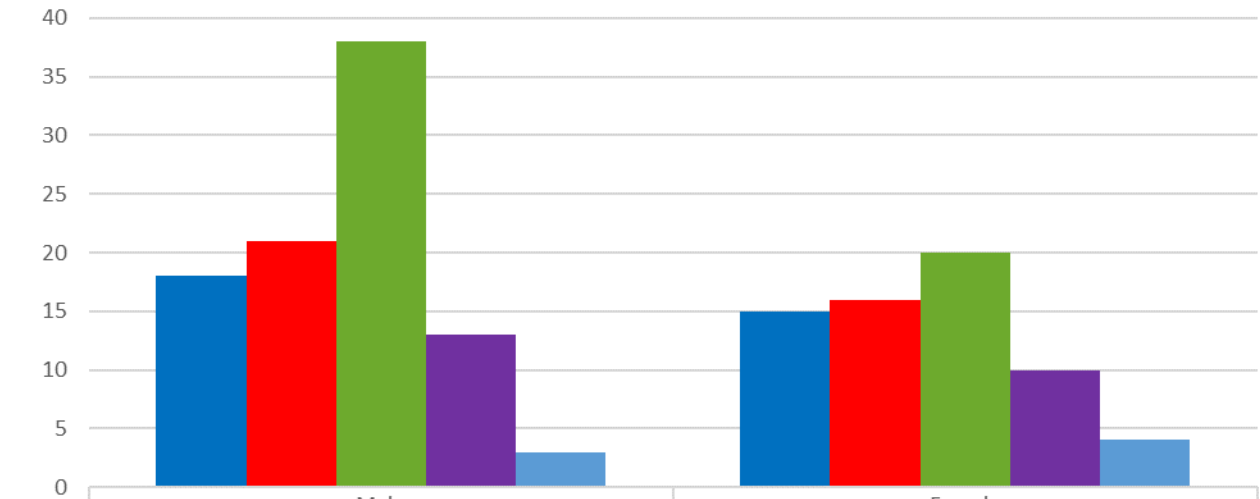
Students are strongly encouraged to participate in a study abroad experience. Engineering and science are global enterprises, and education in these fields must prepare graduates to function professionally on multinational and multicultural teams and/or to work overseas at some point in their career (Mines Advantage: Cultural and Global Inclusion). South Dakota Mines encourages departments and programs to develop innovative ways of incorporating international experiences into the curriculum that develop these skills.

The IIC coordinates efforts and assists with the logistics of these endeavors.

Note: Reporting period is fall 2020 through end of summer 2021

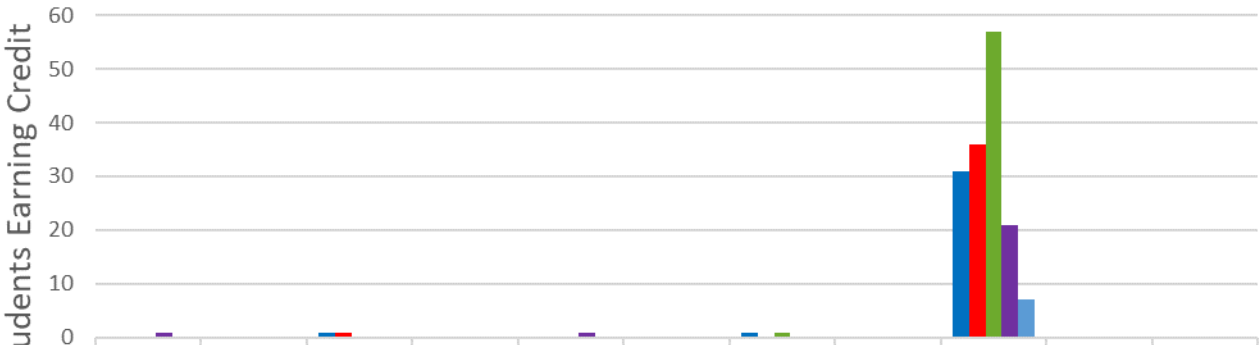


Study Abroad - Male vs. Female



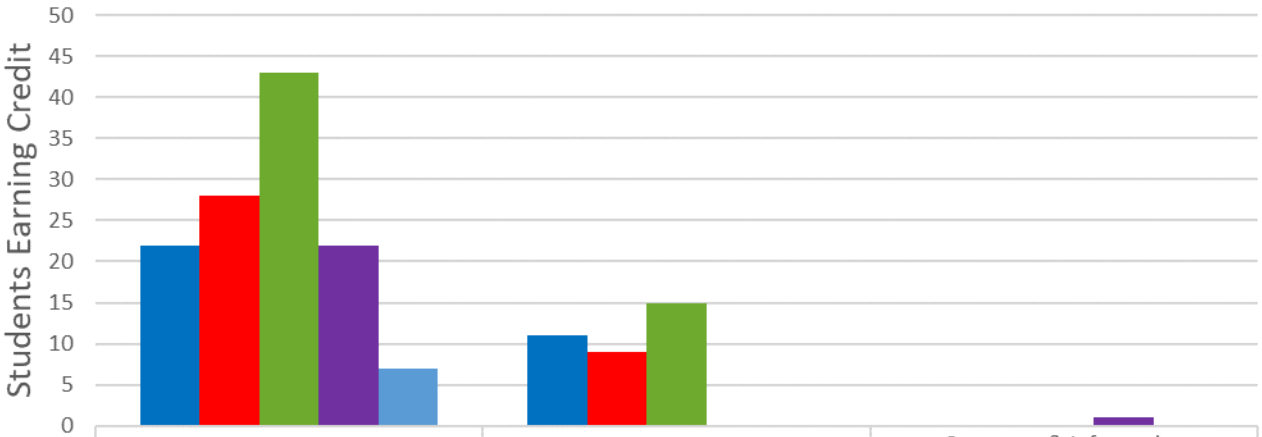
	Male	Female
2017	18	15
2018	21	16
2019	38	20
2020	13	10
2021	3	4

Study Abroad - Demographics



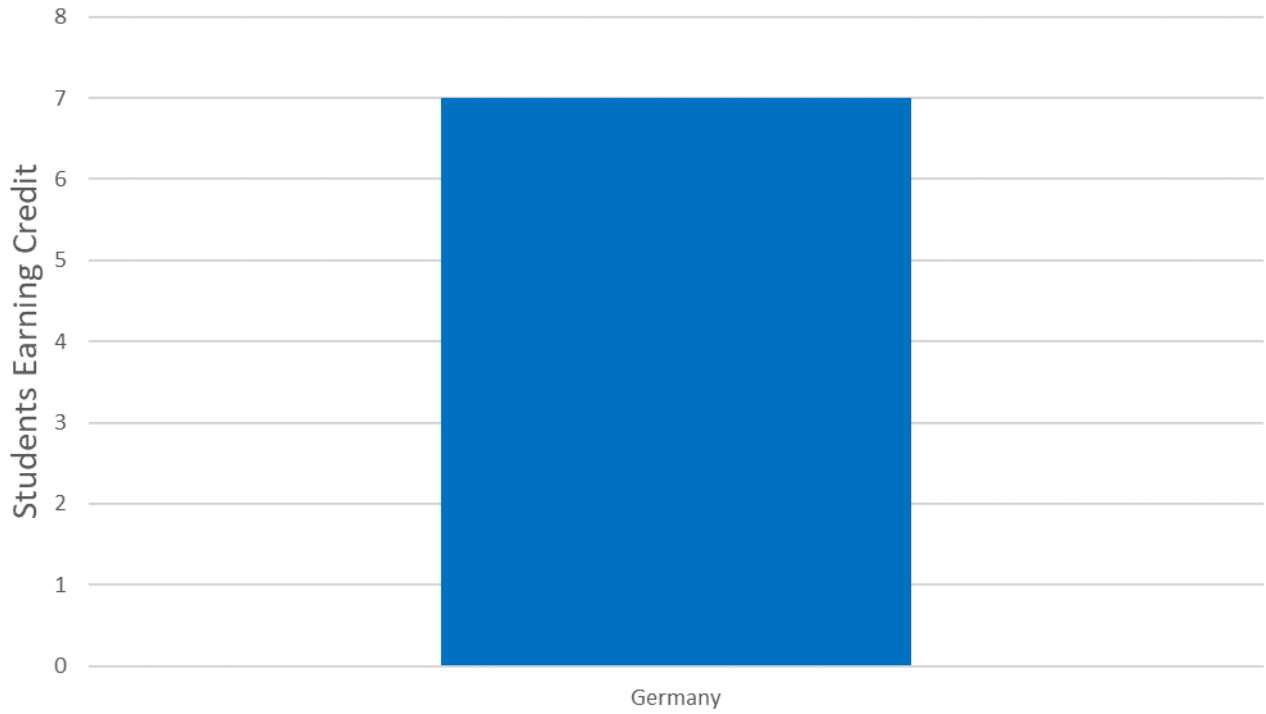
	American Indian	Multi-racial where one is AI	Native Hawaiian / Pacific Islander	Asian	Asian/ Native Hawaiian or Other Pacific Islander	African American	Hispanic	Multi-racial	White	Alien	Unknown
2017			1				1		31		
2018			1						36		
2019							1		57		
2020	1				1				21		
2021									7		

Study Abroad - Fields of Study

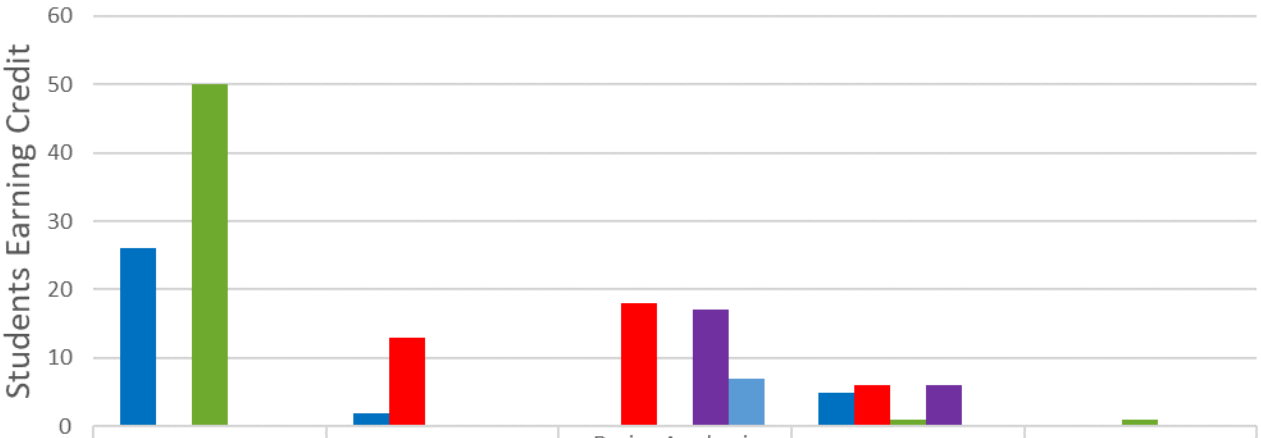


	Engineering	Physical Sciences	Computer & Information Technologies/ Technicians & Support Services
2017	22	11	
2018	28	9	
2019	43	15	
2020	22		1
2021	7		

Study Abroad - Destinations I 2021 - 2020

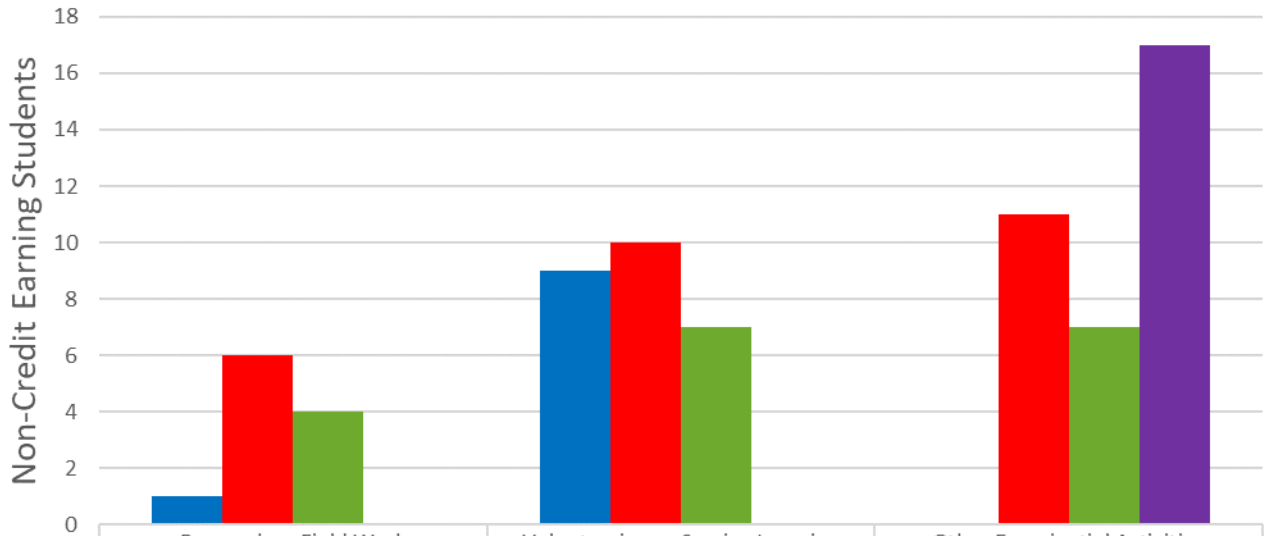


Study Abroad - Length of Time



	Summer: Two to Eight Weeks	Summer: More than Eight Weeks	During Academic Year: Two to Eight Weeks	One Semester	Academic Year
2017	26	2		5	
2018		13	18	6	
2019	50			1	1
2020			17	6	
2021			7		

Study Abroad - Experiential Learning



	Research or Field Work	Volunteering or Service Learning	Other Experiential Activities
2017	1	9	
2018	6	10	11
2019	4	7	7
2020			17

Note: Due to no activity, this chart has not been updated.

// Study Abroad
Field Camps and other short-term options

Degree and non-degree seeking students may earn credit for study abroad at Mines. Study Abroad opportunities include a variety of field courses offered through the Black Hills Natural Science Field Station, independent research and senior design projects, and service-learning opportunities.

Normally this section has charts related to the above statement.

Due to the continued impact of the pandemic, study abroad opportunities were limited for the 2021 -2022 academic year. In the case of Germany (chart show above), a virtual opportunity was offered instead.

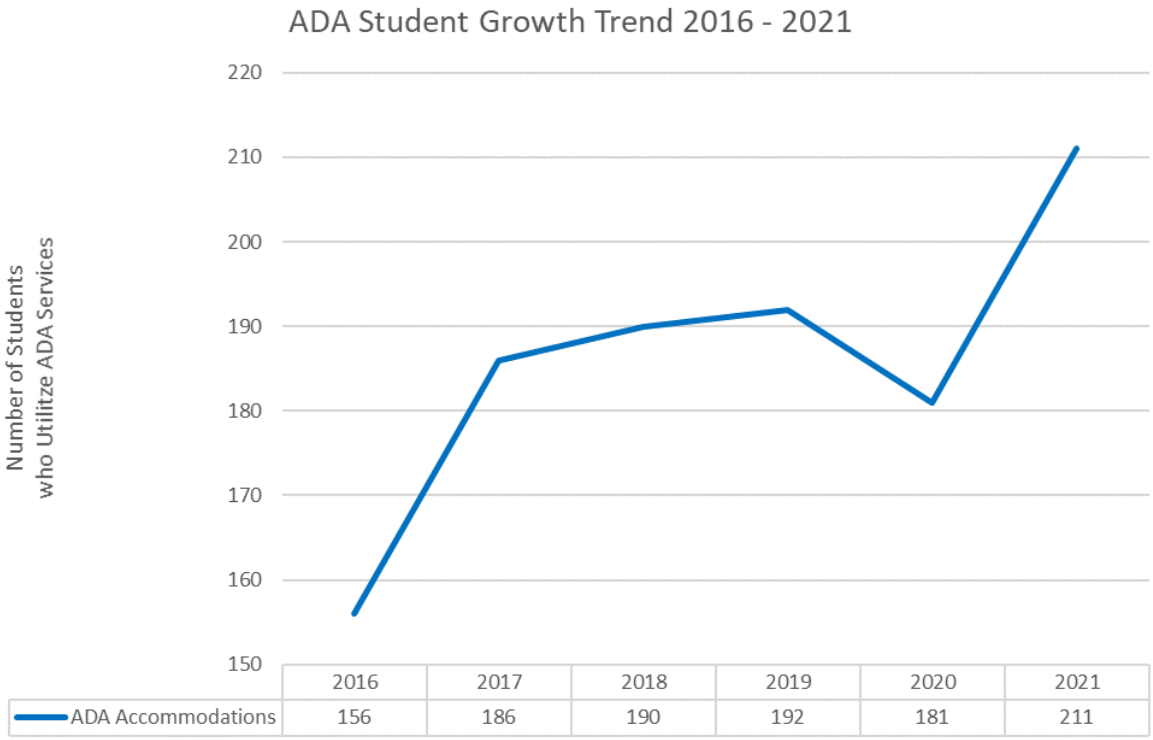
We expect more opportunities for students to study abroad in the future.

For more information regarding International programs at Mines, contact Suzi Aadland at Suzi.Aadland@sdsmt.edu

// Accessibility for All

Together we foster systemic campus and cultural change for our students with disabilities in collaboration with departments across the university.

Accessibility Services collaborates with the campus community to promote and provide a supportive, accessible, non-discriminatory learning environment. The Accessibility Services office facilitates access to university programs and services through accommodations, education, consultation, and advocacy. The goal is to empower students for academic and professional success.



This chart includes self-identified students with disabilities and students receiving temporary accommodations. Temporary accommodations are included due to students having medical/diagnostic documentation on file as well as being required to follow the same accommodation request process as students with long term or permanent accommodations.

At South Dakota Mines, students registered with Accessibility Services have a wide range of disabilities which are both visible (i.e., mobility impairments) and non-visible (i.e., psychiatric or learning disabilities). Examples of accommodations include additional time to complete tests, qualified interpreters, note takers, computer-aided transcription services, acquisition or modification equipment, assistive listening systems, and large print or brailed materials.

Each student has their own unique needs based upon diagnosis or condition, which is addressed and accommodated on an individual basis with our university's Accessibility Services Coordinator.

For more information regarding ADA at Mines, contact
Amanda Lopez at Amanda.Lopez@sdsmt.edu

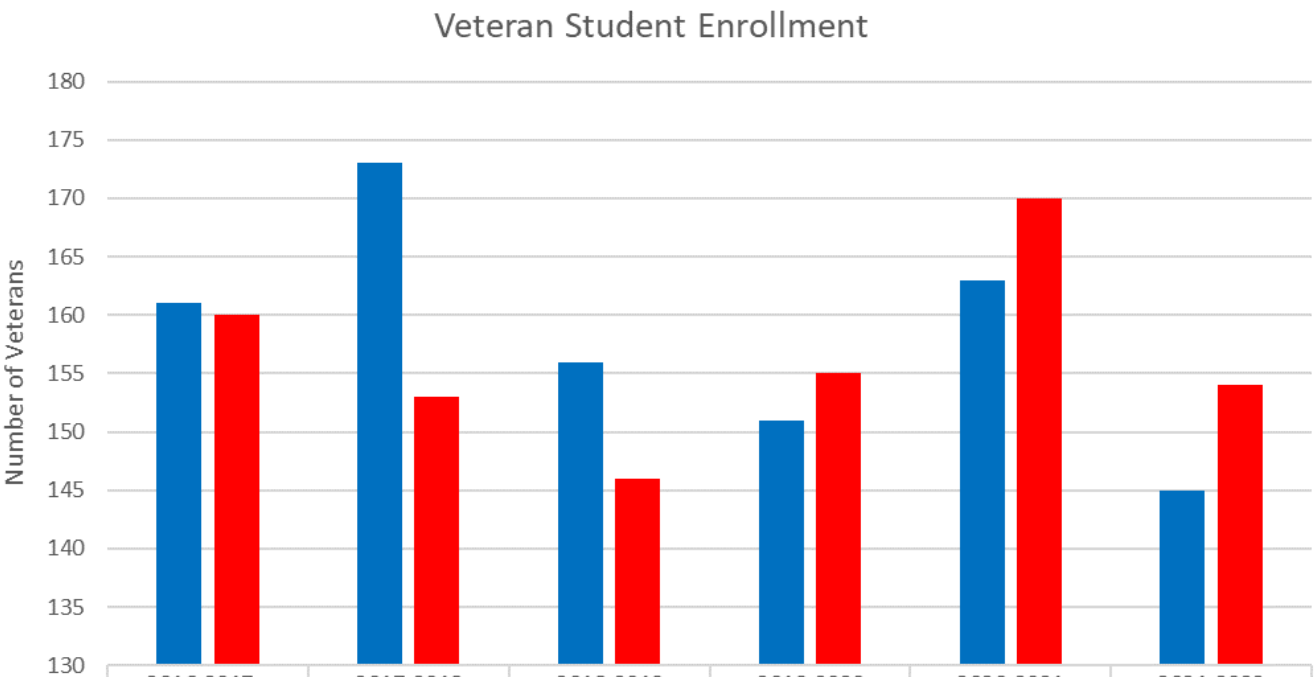
// Veterans

To fulfill our country's promise to care for and honor the men and women who are America's Veterans.

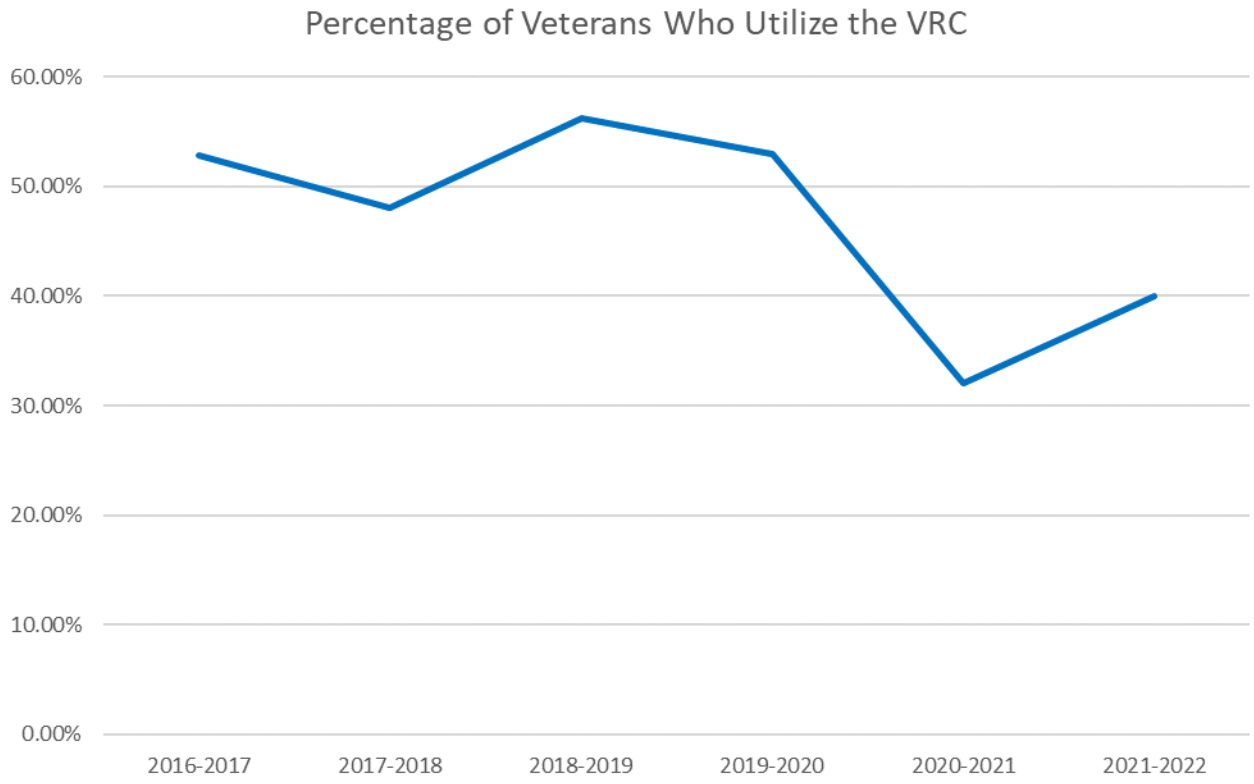
Having Veterans on campus is an honor that enriches our institution. South Dakota Mines recognizes the unique experiences and leadership that veterans bring from their military service. For some returning veterans, going back to school can present unique challenges. Mines is proud to support those who have served, providing them with the resources needed to achieve success in any endeavor. There are many offices on campus and within the community that are designed to see veterans succeed.

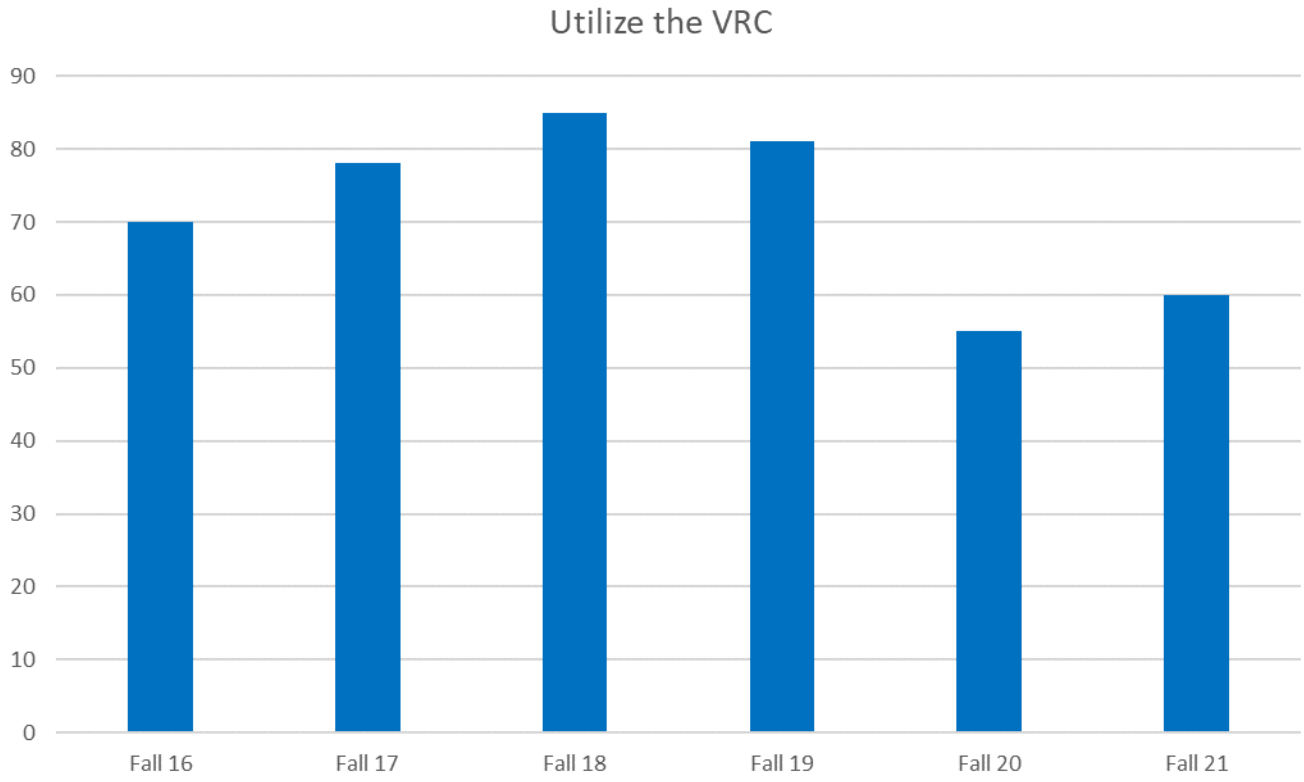
In addition to studying, the VRC is used for a breadth of events including spring and fall Veterans' Orientation sessions, scholarship celebrations, veteran-to-veteran academic tutoring, socializing, potlucks, Veterans' Day open house events, monthly visits from the VA Black Hills Health Care System, and Veterans Upward Bound college-prep classes in math and writing.

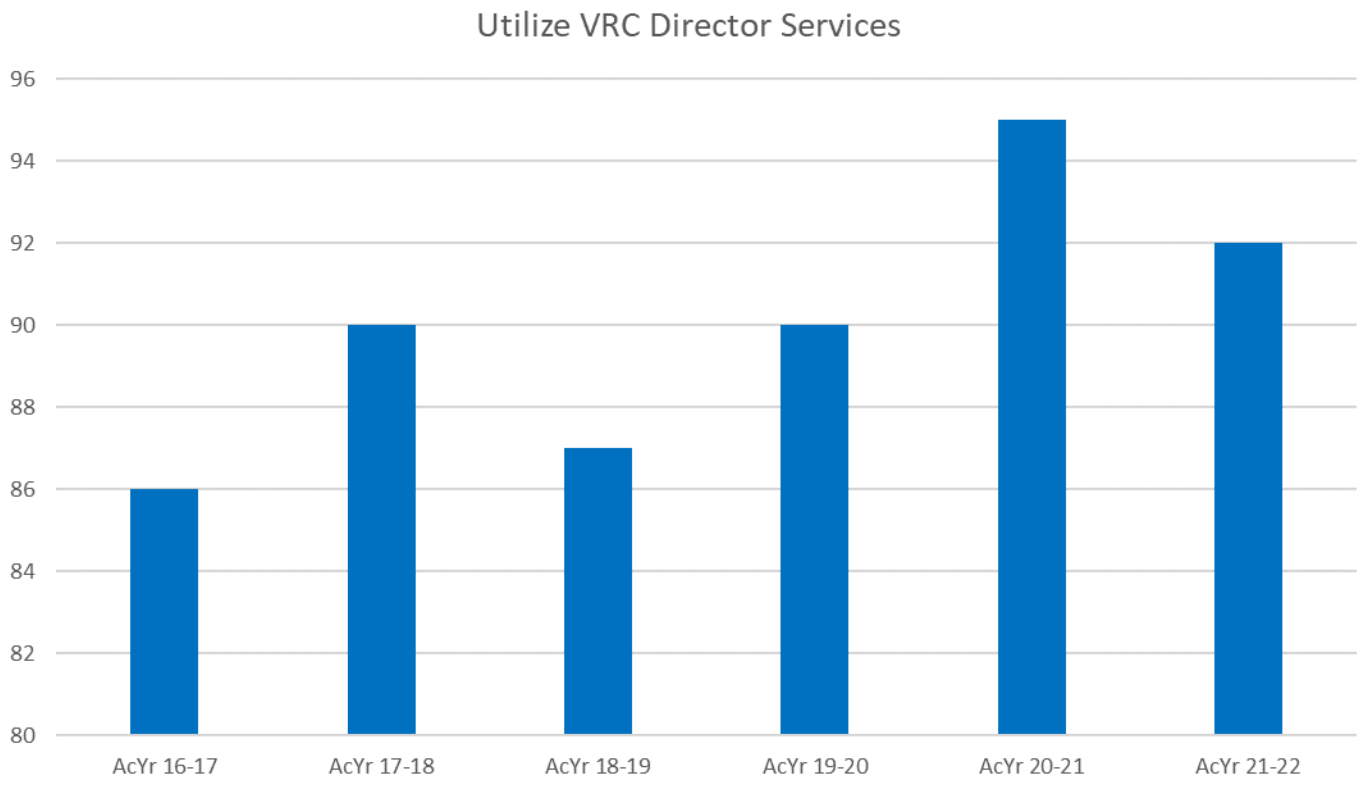
The VRC is a place for student veterans to learn about assistive resources, gain practical skills that will support their time on campus, reflect on their service history and new mission as students and develop their peer community. Most importantly, it is a place to continue the bonds of comradery and the tradition of teamwork while tapping into the greatest resource, each other.



	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Fall	161	173	156	151	163	145
Spring	160	153	146	155	170	154


Percentage of Veterans Who Utilize the VRC
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
2016-2017
2017-2018
2018-2019
2019-2020
2020-2021
2021-2022


Utilize the VRC
90
80
70
60
50
40
30
20
10
0
Fall 16
Fall 17
Fall 18
Fall 19
Fall 20
Fall 21



For more information regarding veterans at Mines, contact Derek Flom at Derek.Flom@sdsmt.edu

// Women

WiSE is committed to a campus culture that provides all students access to a full range of personal and professional choices, fosters agency and self-determination for all, and creates transformative experiences to help open the door of opportunity wide for all women students.

Cultivating a diverse, highly trained student body with an array of unique experiences and perspectives is an integral step in empowering the next generation of leaders and innovators in science, technology, engineering, and math (STEM).

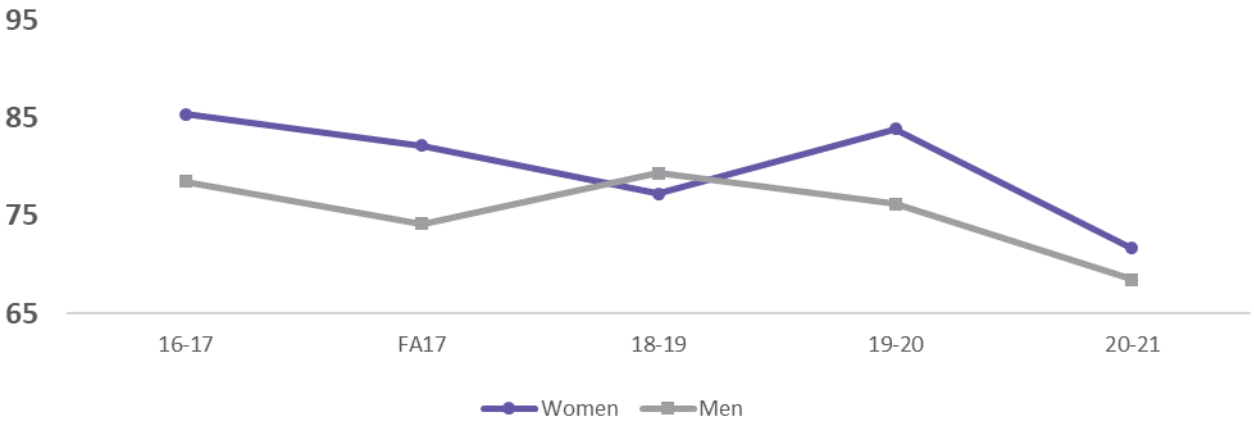
The Women in Science and Engineering (WiSE) program is designed to educate, recruit, retain, and graduate academically motivated women in STEM fields through mentoring, professional development, networking and scholarship support.

WiSE seeks to help fill the gap between men and women in STEM gender diversity, by providing our women students with resources to help them succeed at Mines and in their future careers, and by educating and recruiting young women into STEM disciplines. Through our monthly programming as well as our peer mentoring program, we hope to make that barrier a little less pronounced. We work extensively with industrial partners to get as many women STEM role models in front of our women students as possible, and also collaborate with academic departments to get women faculty connected to each other and students.

The WiSE room exists to help every woman student at South Dakota Mines succeed by providing opportunities for actively engaging in the world through leadership, professional development, outreach, and activism. We welcome men and women alike who are committed to helping to champion women in STEM (science, technology, engineering and math) fields. Constructive feedback from women students in the last five years included a strong desire for a physical space on campus devoted to helping women students and resources and study. In the fall of 2015, those comments came to fruition with the opening of the WiSE room. This room is the first of its kind among the SD Board of Regent schools, and acts as a study area for students, meeting and small event space for students and faculty, and resource center for current and prospective students.

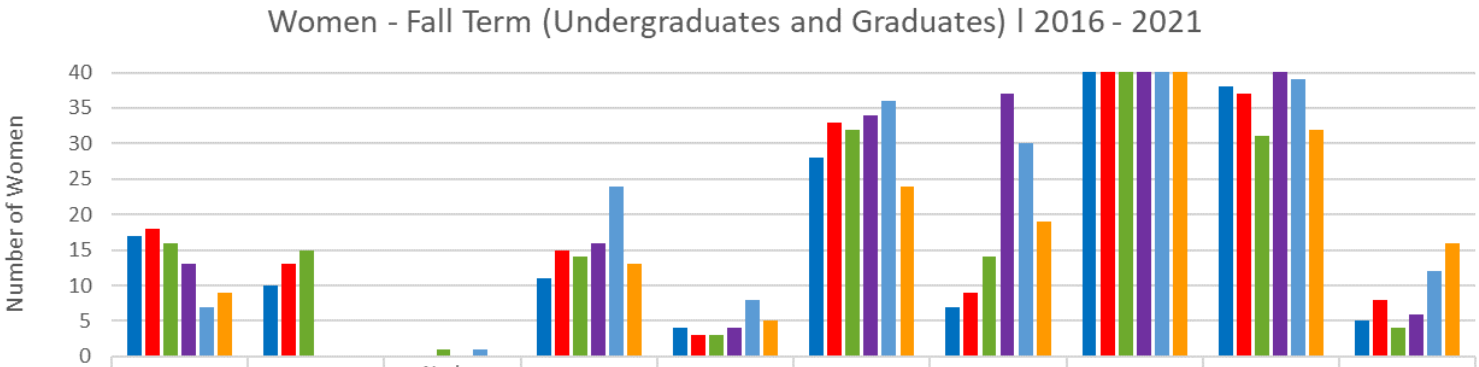
Since WiSE's inception as a campus-wide support program, female retention has increased from 77.32% in Fall 2013 to 82.11% in Fall 2020. Additionally, persistence is at an all-time high; persistence is fall to spring "retention" and is a good indicator of what retention will look like the next term. Our female persistence from Fall 2021 to Spring 2022 is at 97.94% compared to male persistence at 93.26%. The most recent 6-year graduation rate is 66.98% for females compared to 50% for males.

Retention



Numbers reflect year 1 to year 2 retention for first time freshmen women

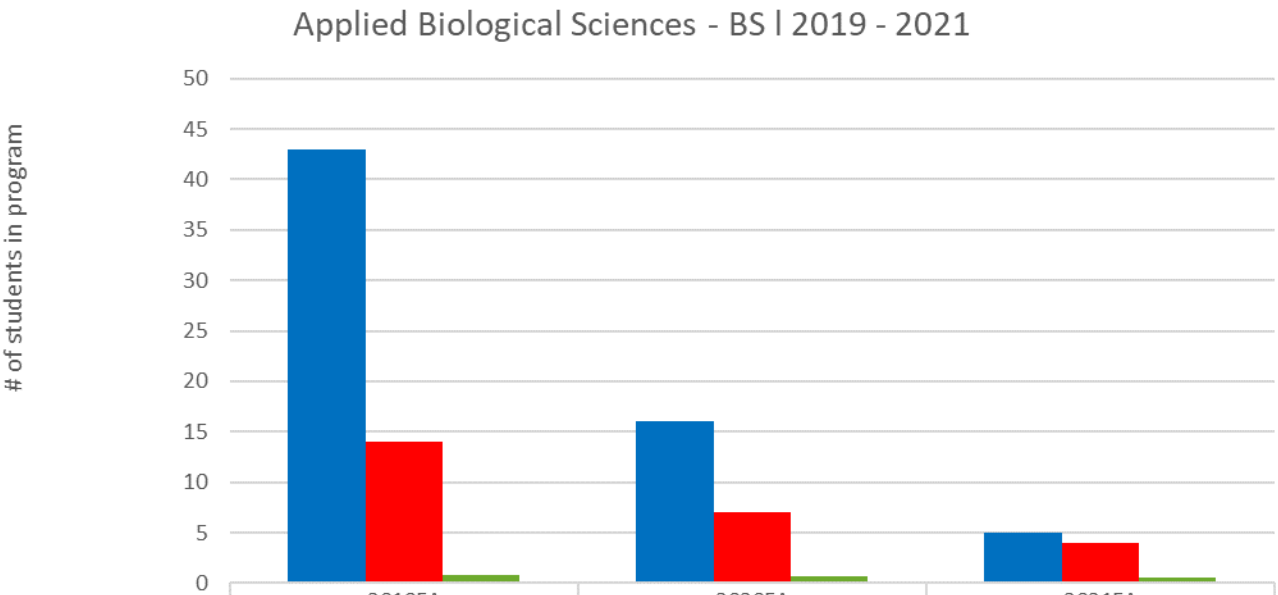
Overall Women's Enrollment



	American Indian	Multi-racial where one is AI	Native Hawaiian / Pacific Islander	Asian	African American	Hispanic	Multi-racial	White	Nonresident Alien	Unknown
2016FA	17	10	0	11	4	28	7	523	38	5
2017FA	18	13	0	15	3	33	9	496	37	8
2018FA	16	15	1	14	3	32	14	519	31	4
2019FA	13	0	0	16	4	34	37	544	46	6
2020FA	7	0	1	24	8	36	30	552	39	12
2021FA	9	0	0	13	5	24	19	453	32	16

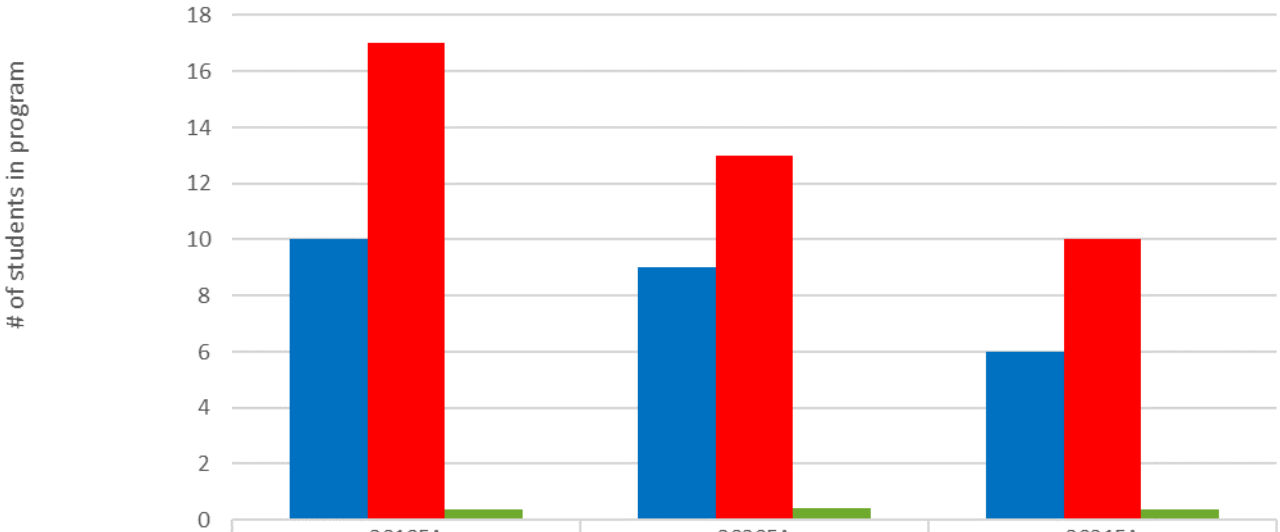
// South Dakota Mines
Program Demographics - Gender

The following pages show percentages of gender within each program



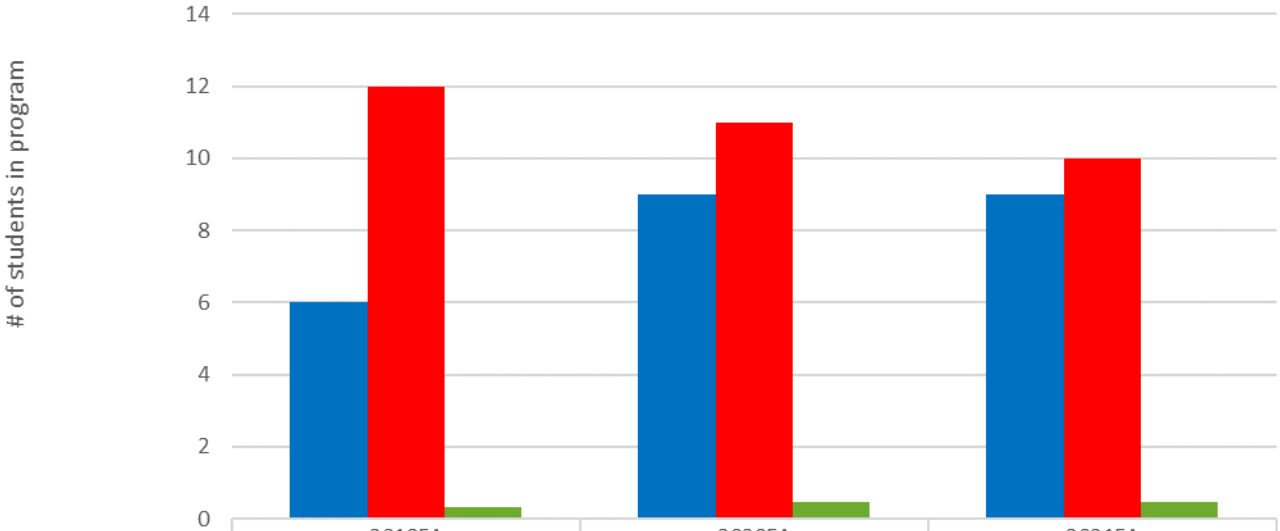
	2019FA	2020FA	2021FA
Female	43	16	5
Male	14	7	4
Women in Program	75.4%	69.6%	55.6%

Applied and Computational Mathematics - BS | 2019 - 2021



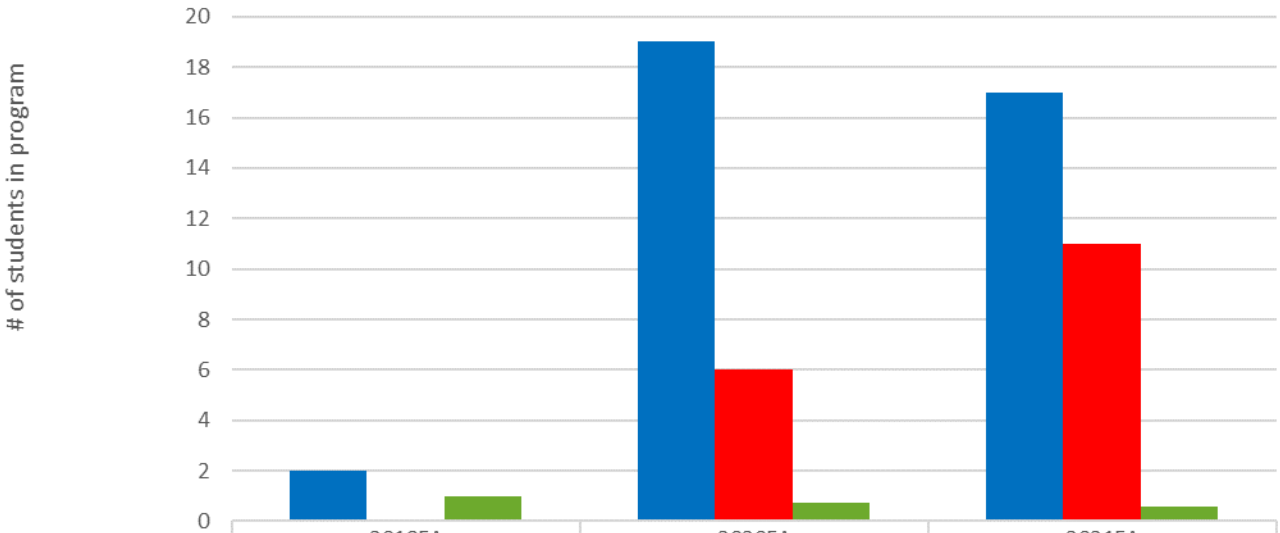
	2019FA	2020FA	2021FA
Female	10	9	6
Male	17	13	10
Women in Program	37.0%	40.9%	37.5%

Atmospheric and Environmental Sciences - BS | 2019 - 2021



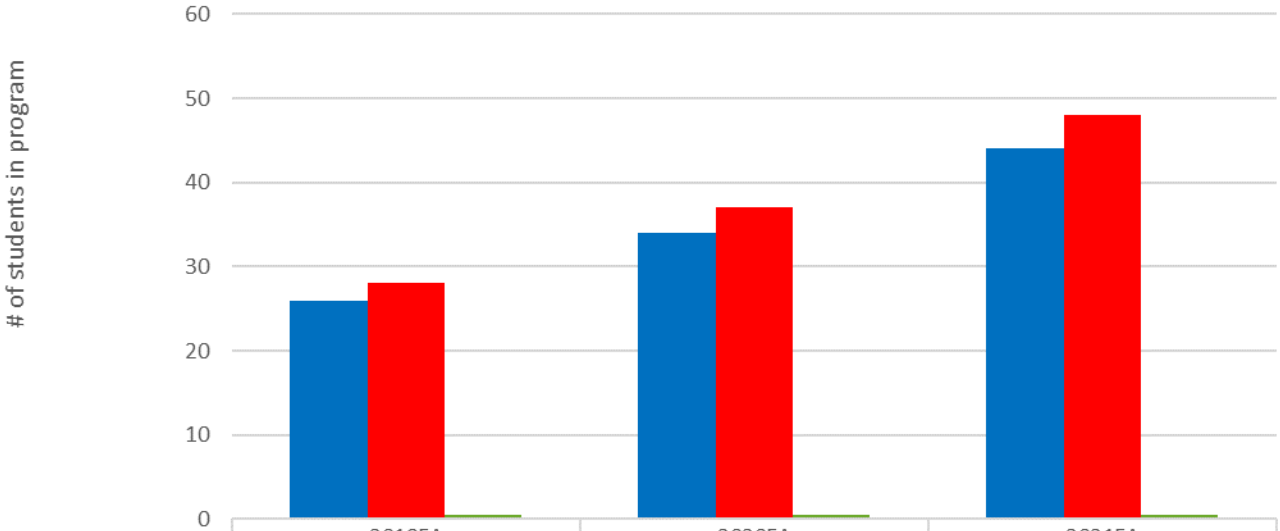
	2019FA	2020FA	2021FA
Female	6	9	9
Male	12	11	10
Women in Program	33.3%	45.0%	47.4%

Biology - BS | 2019 - 2021



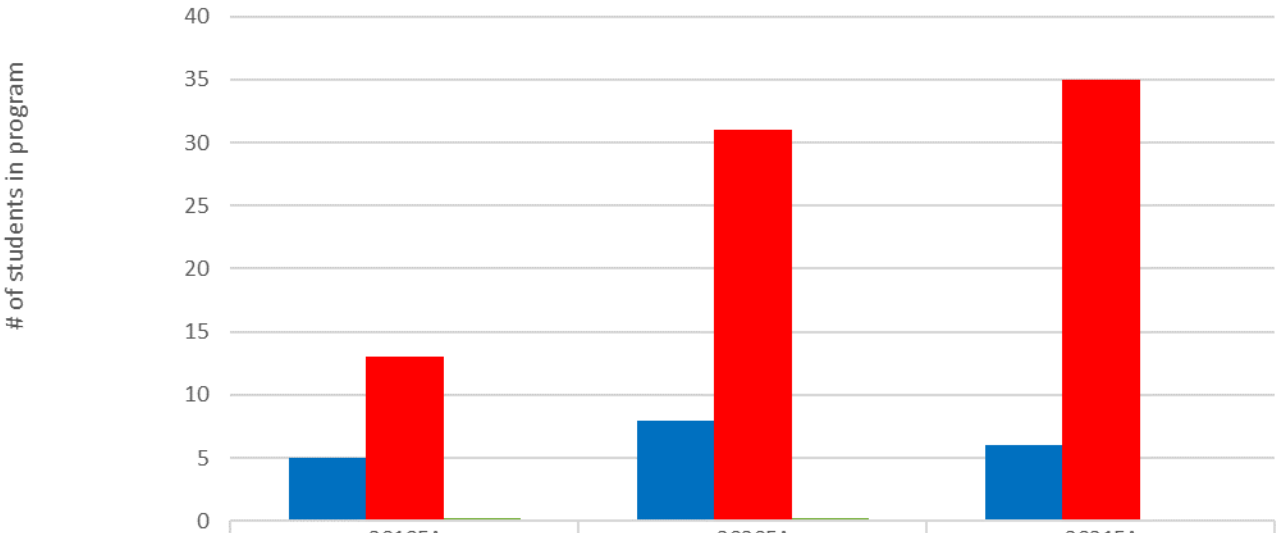
	2019FA	2020FA	2021FA
Female	2	19	17
Male		6	11
Women in Program	100.0%	76.0%	60.7%

Biomedical Engineering - BS | 2019 - 2021



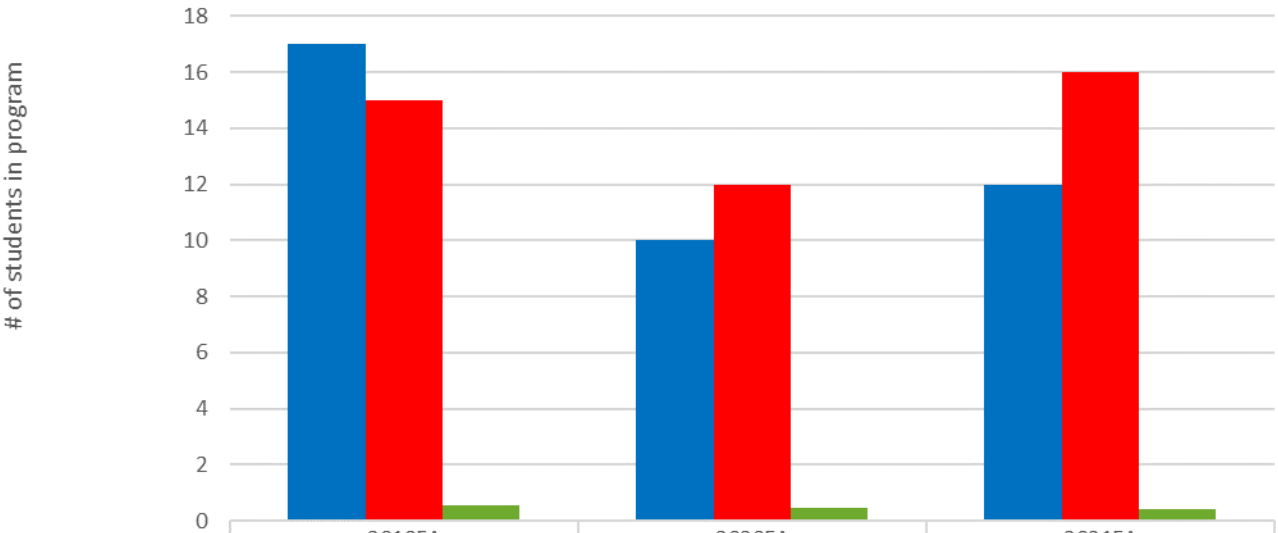
	2019FA	2020FA	2021FA
Female	26	34	44
Male	28	37	48
Women in Program	48.1%	47.9%	47.8%

Business Management Technology - BS | 2019 - 2021



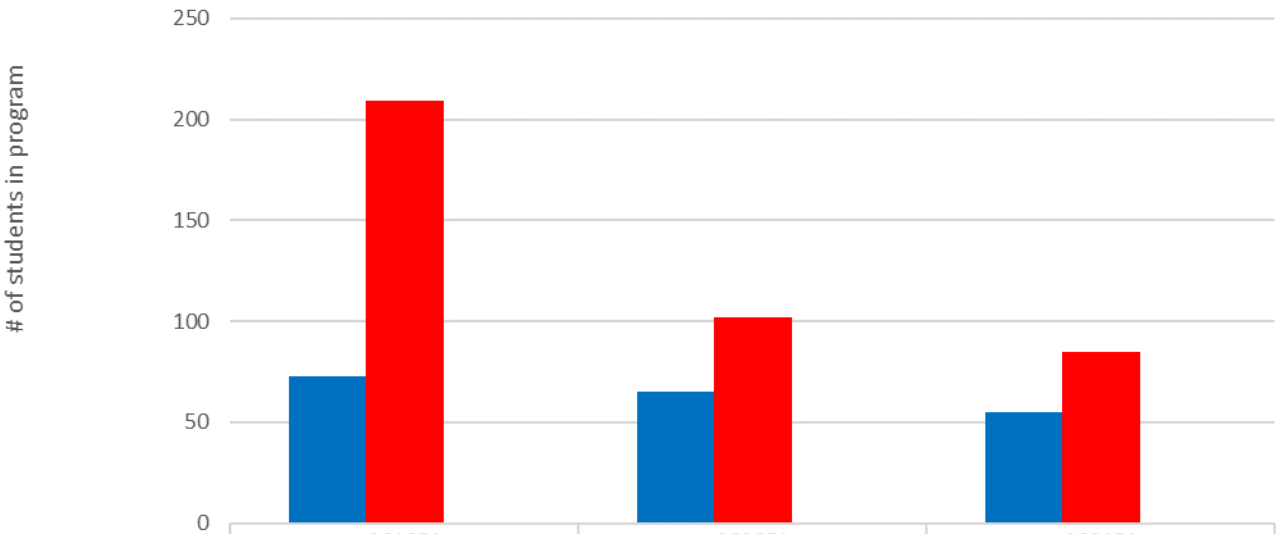
	2019FA	2020FA	2021FA
Female	5	8	6
Male	13	31	35
Women in Program	27.8%	20.5%	14.6%

Chemistry - BS | 2019 - 2021



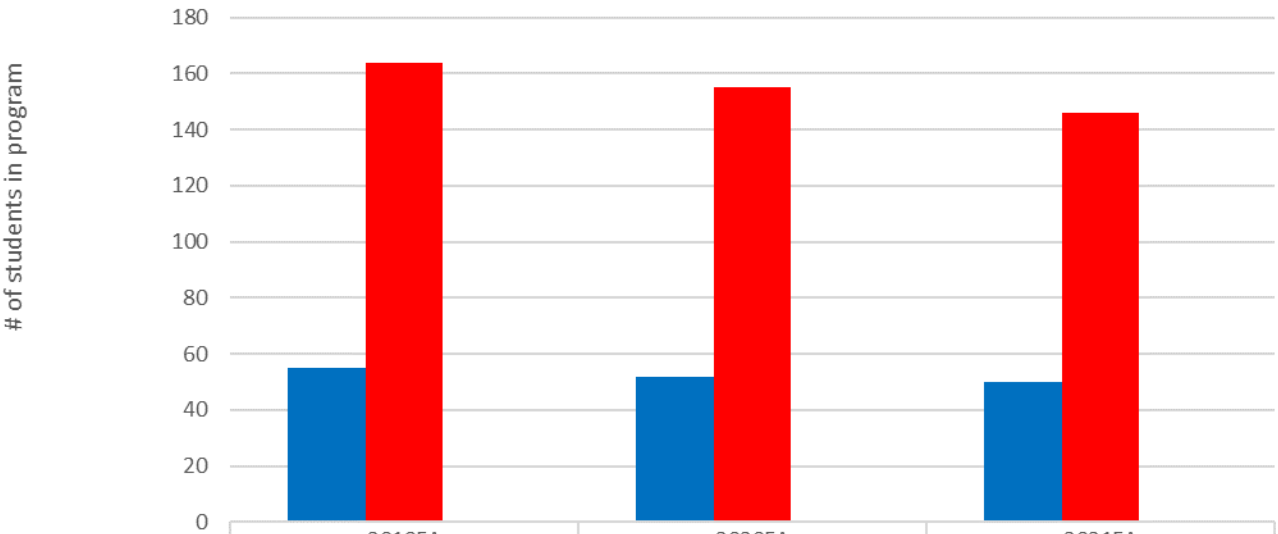
	2019FA	2020FA	2021FA
Female	17	10	12
Male	15	12	16
Women in Program	53.1%	45.5%	42.9%

Chemical Engineering - BS | 2019 - 2021



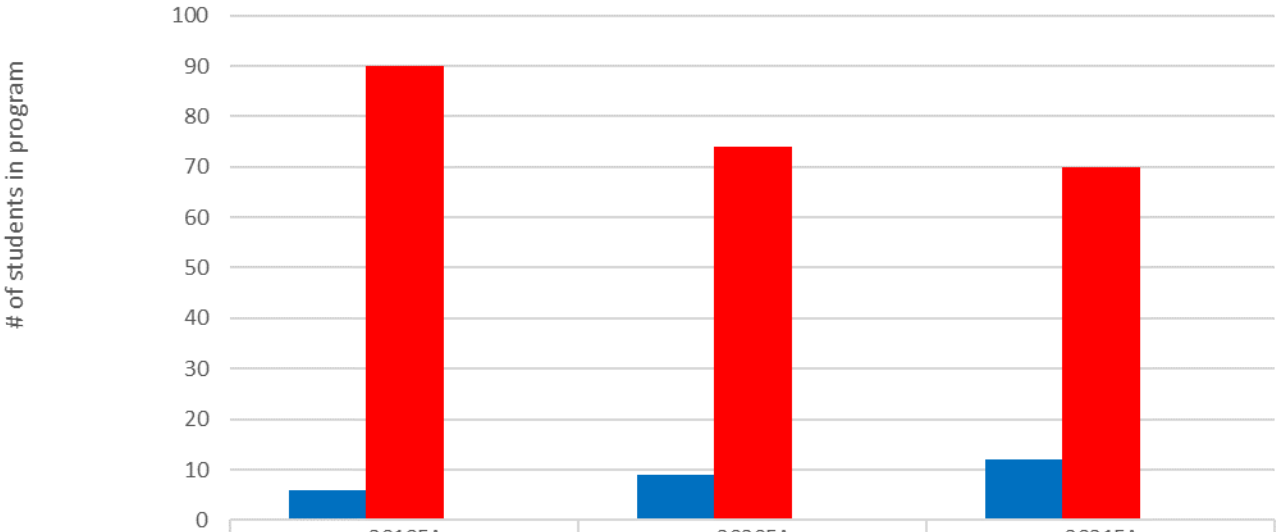
	2019FA	2020FA	2021FA
Female	73	65	55
Male	209	102	85
Women in Program	40.1%	38.9%	39.3%

Civil Engineering - BS | 2019 - 2021



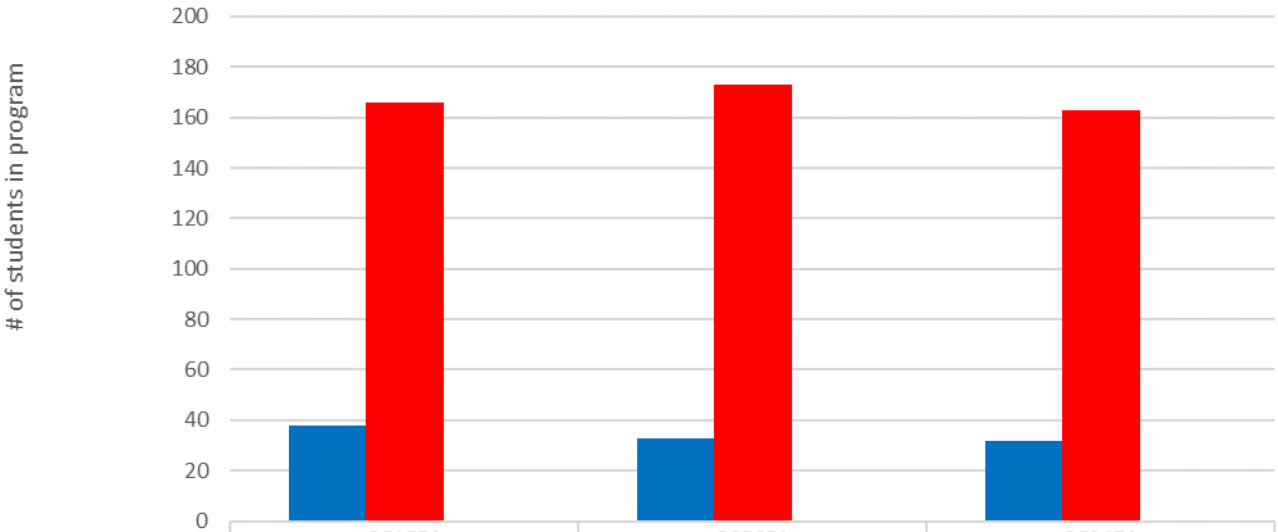
	2019FA	2020FA	2021FA
Female	55	52	50
Male	164	155	146
Women in Program	25.1%	25.1%	25.5%

Computer Engineering - BS | 2019 - 2021



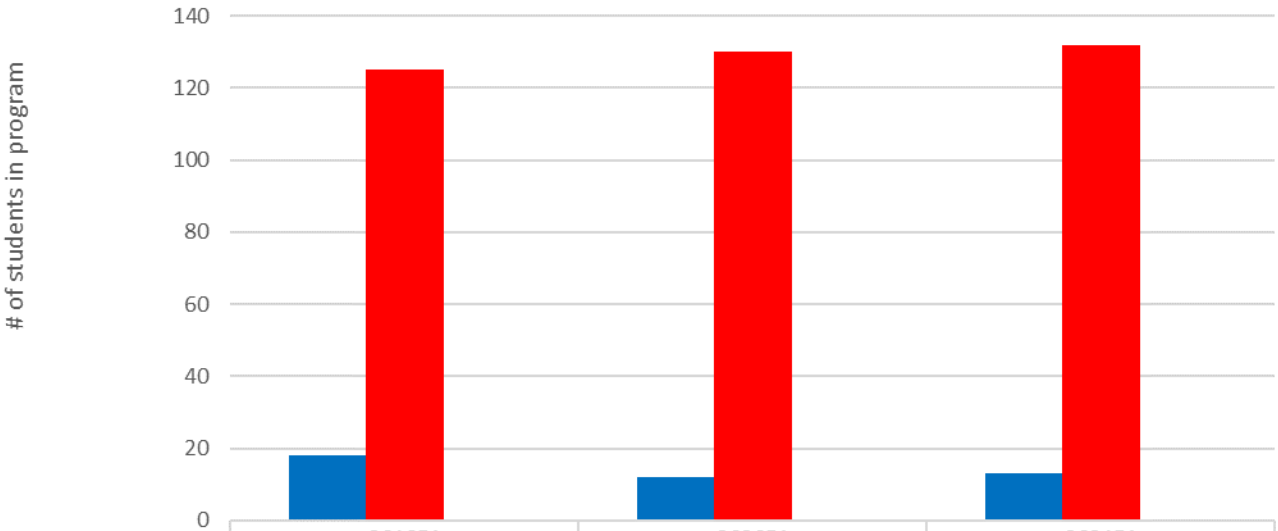
	2019FA	2020FA	2021FA
Female	6	9	12
Male	90	74	70
Women in Program	6.3%	10.8%	14.6%

Computer Science - BS | 2019 - 2021



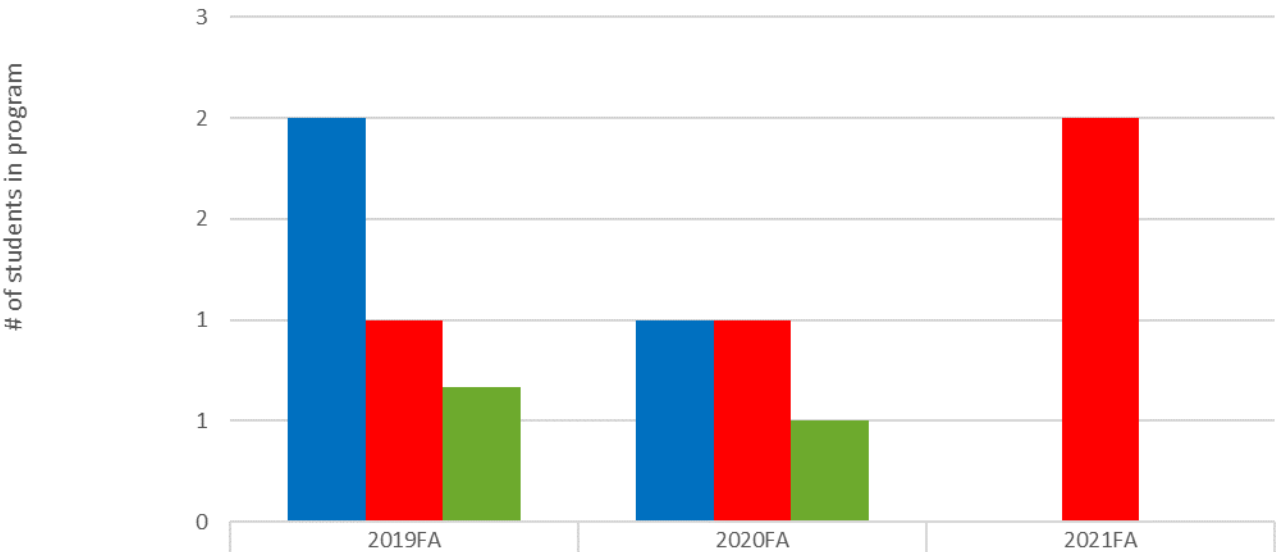
	2019FA	2020FA	2021FA
Female	38	33	32
Male	166	173	163
Women in Program	18.6%	16.0%	16.4%

Electrical Engineering - BS | 2019 - 2021



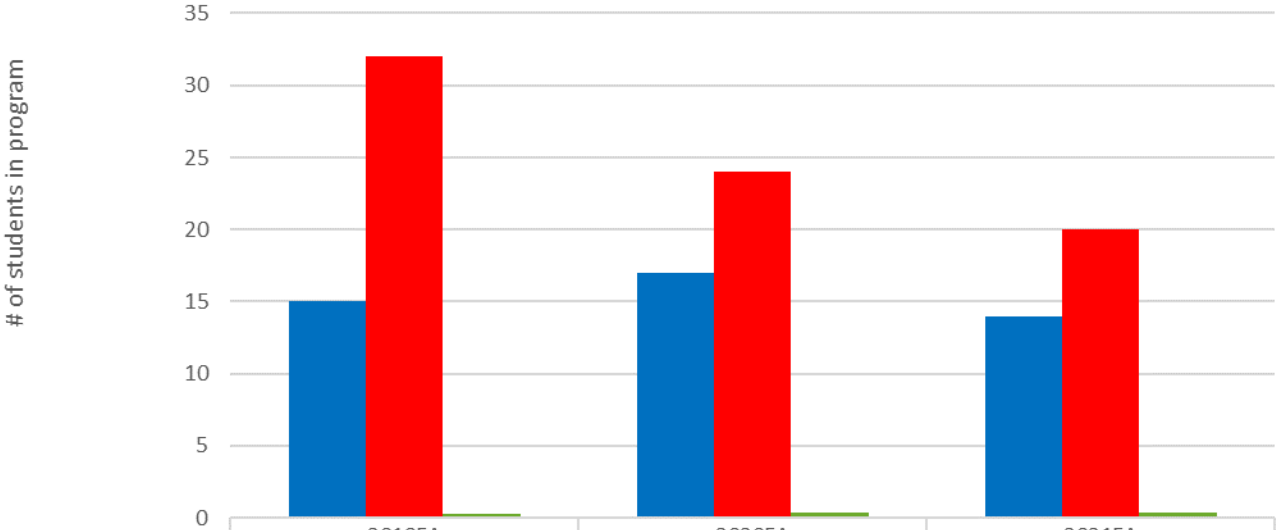
	2019FA	2020FA	2021FA
Female	18	12	13
Male	125	130	132
Women in Program	12.6%	8.5%	9.0%

General Studies - AA | 2019 - 2021



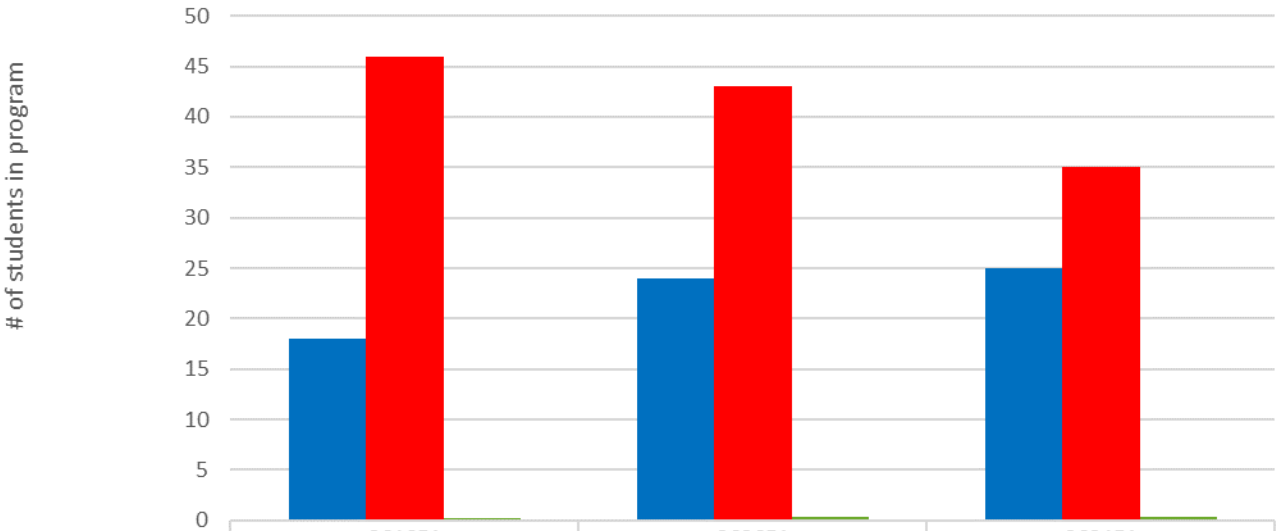
	2019FA	2020FA	2021FA
Female	2	1	
Male	1	1	2
Women in Program	66.7%	50.0%	0.0%

Geological Engineering - BS | 2019 - 2021



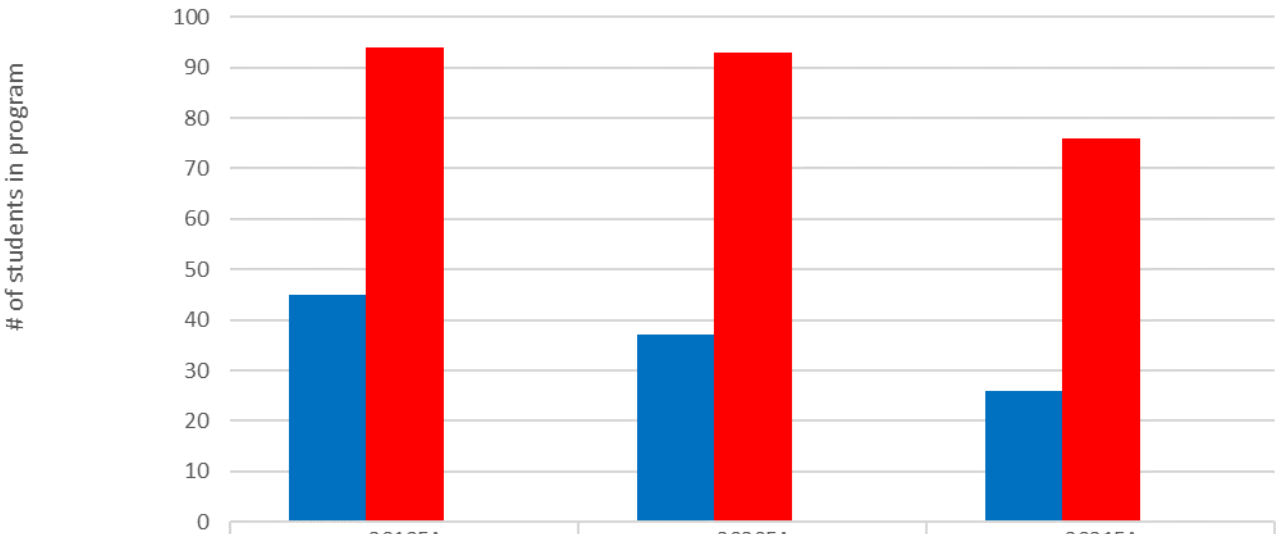
	2019FA	2020FA	2021FA
Female	15	17	14
Male	32	24	20
Women in Program	31.9%	41.5%	41.2%

Geology - BS | 2019 - 2021



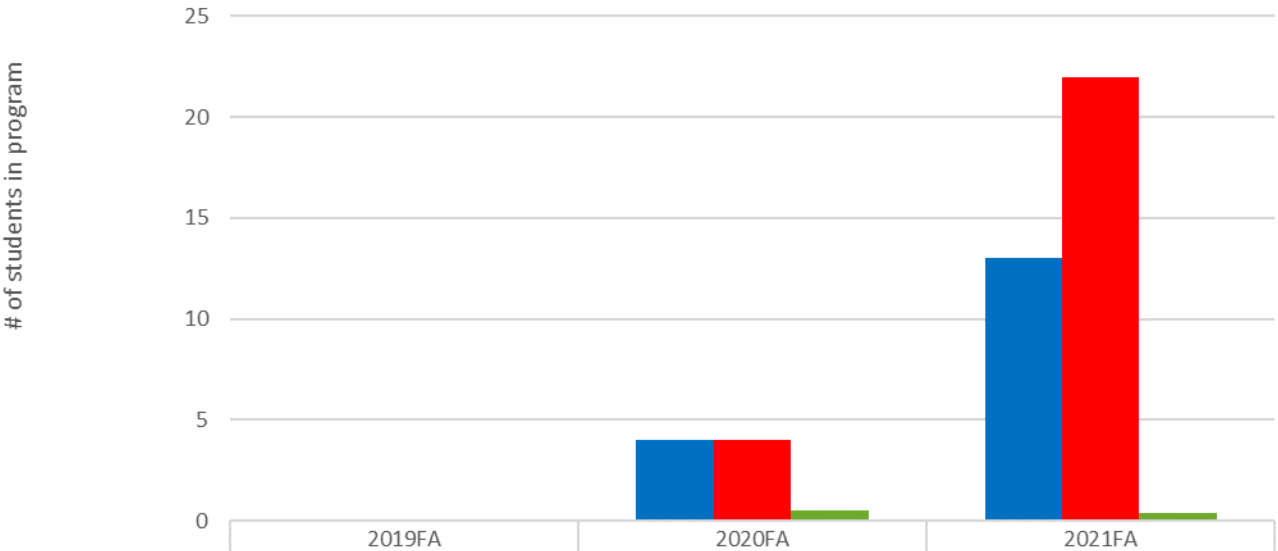
	2019FA	2020FA	2021FA
Female	18	24	25
Male	46	43	35
Women in Program	28.1%	35.8%	41.7%

Industrial Engineering and Management - BS | 2019 - 2021



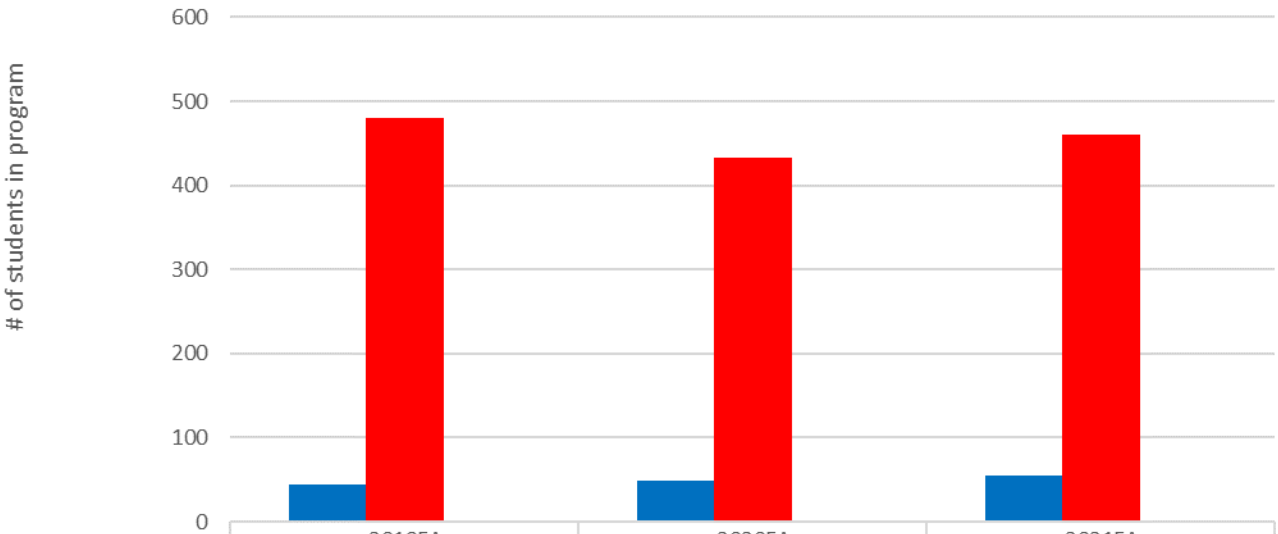
	2019FA	2020FA	2021FA
Female	45	37	26
Male	94	93	76
Women in Program	32.4%	28.5%	25.5%

Mathematics - BS | 2019 - 2021



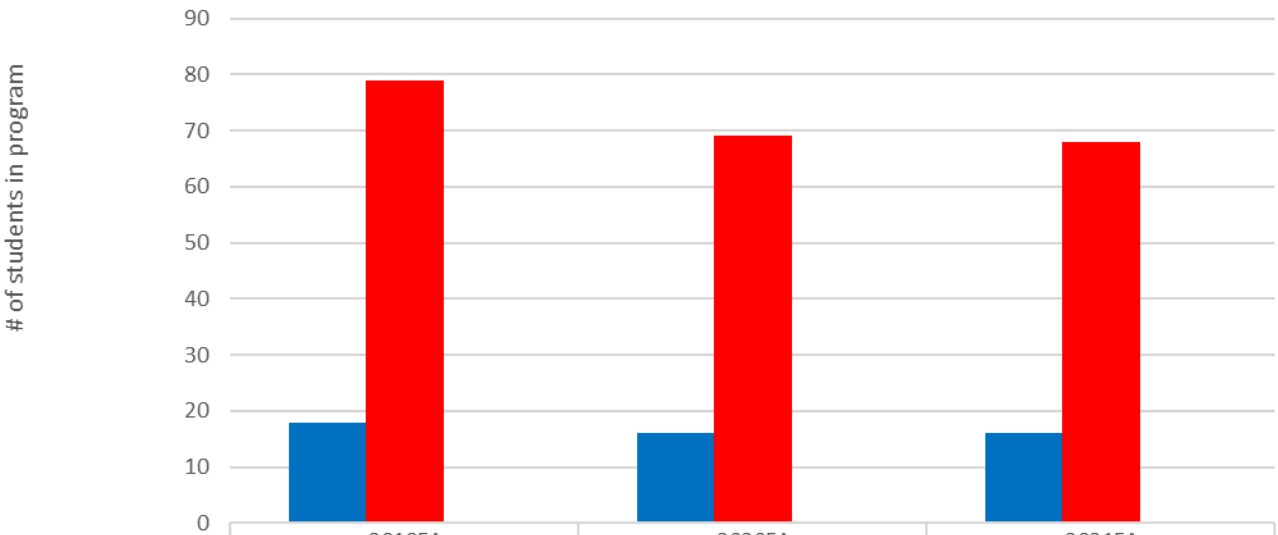
	2019FA	2020FA	2021FA
Female		4	13
Male		4	22
Women in Program	0.0%	50.0%	37.1%

Mechanical Engineering - BS | 2019 - 2021



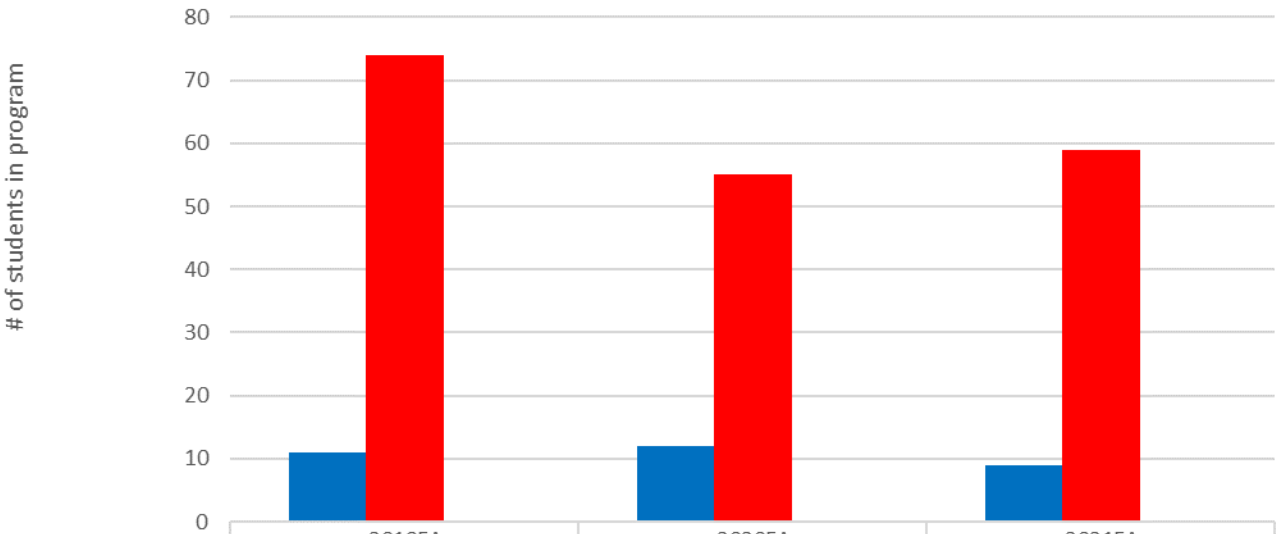
	2019FA	2020FA	2021FA
Female	44	49	55
Male	480	433	460
Women in Program	8.4%	10.2%	10.7%

Metallurgical Engineering - BS | 2019 - 2021



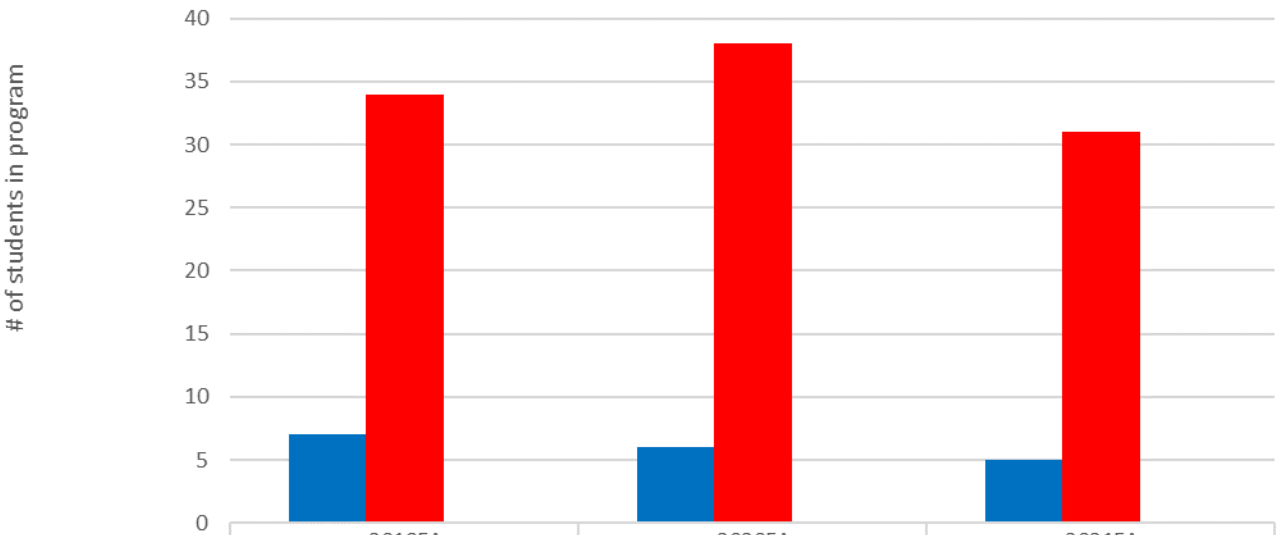
	2019FA	2020FA	2021FA
Female	18	16	16
Male	79	69	68
Women in Program	18.6%	18.8%	19.0%

Mining Engineering - BS | 2019 - 2021



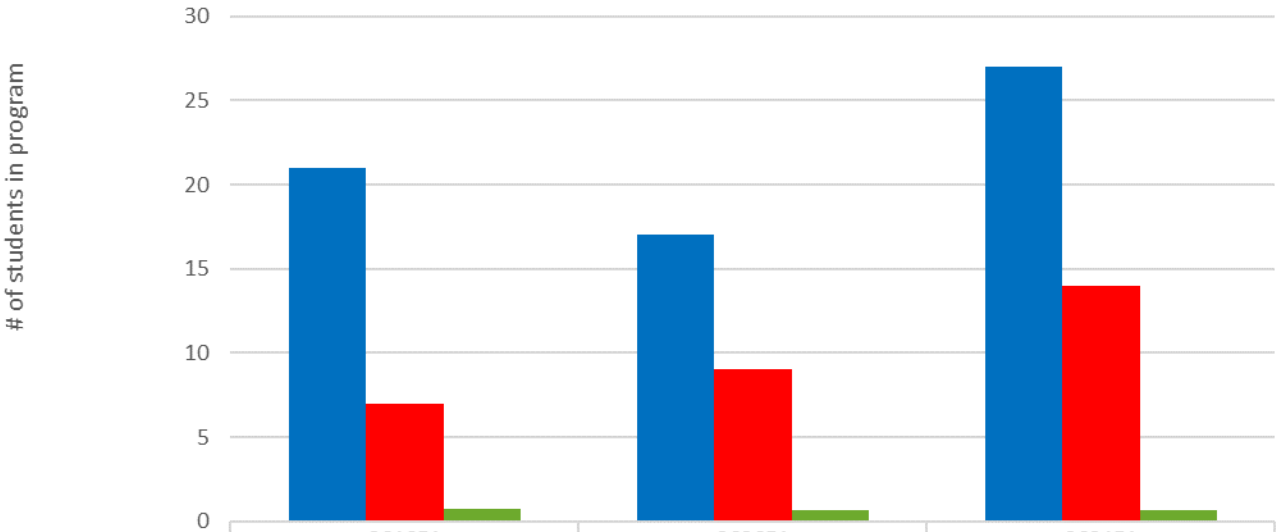
	2019FA	2020FA	2021FA
Female	11	12	9
Male	74	55	59
Women in Program	12.9%	17.9%	13.2%

Physics - BS | 2019 - 2021



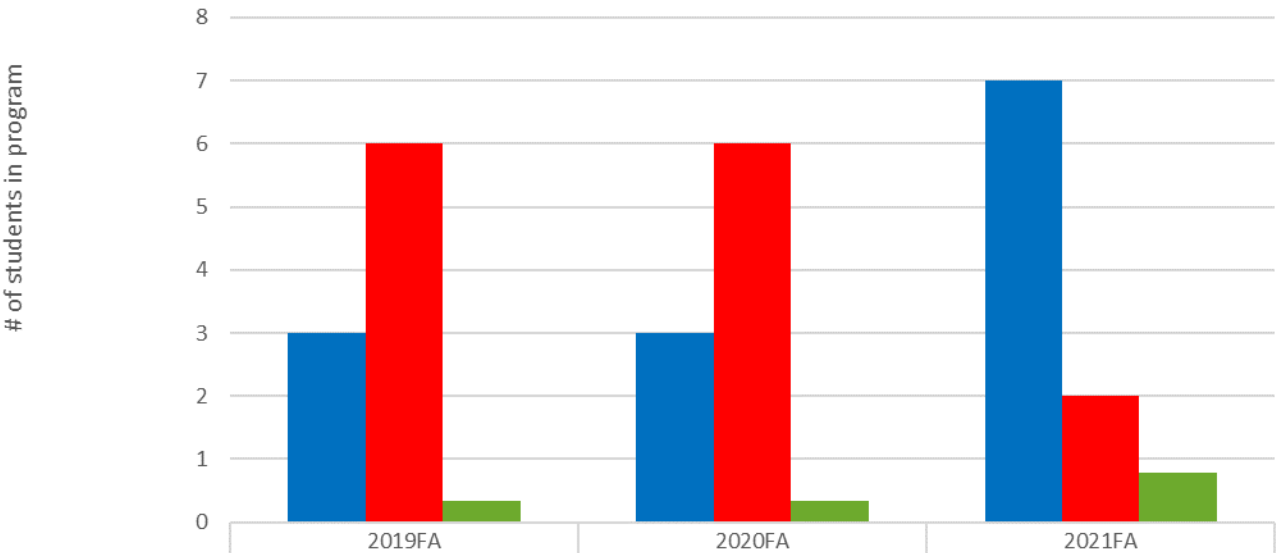
	2019FA	2020FA	2021FA
Female	7	6	5
Male	34	38	31
Women in Program	17.1%	13.6%	13.9%

Pre-Professional Health Sciences - BS | 2019 - 2021



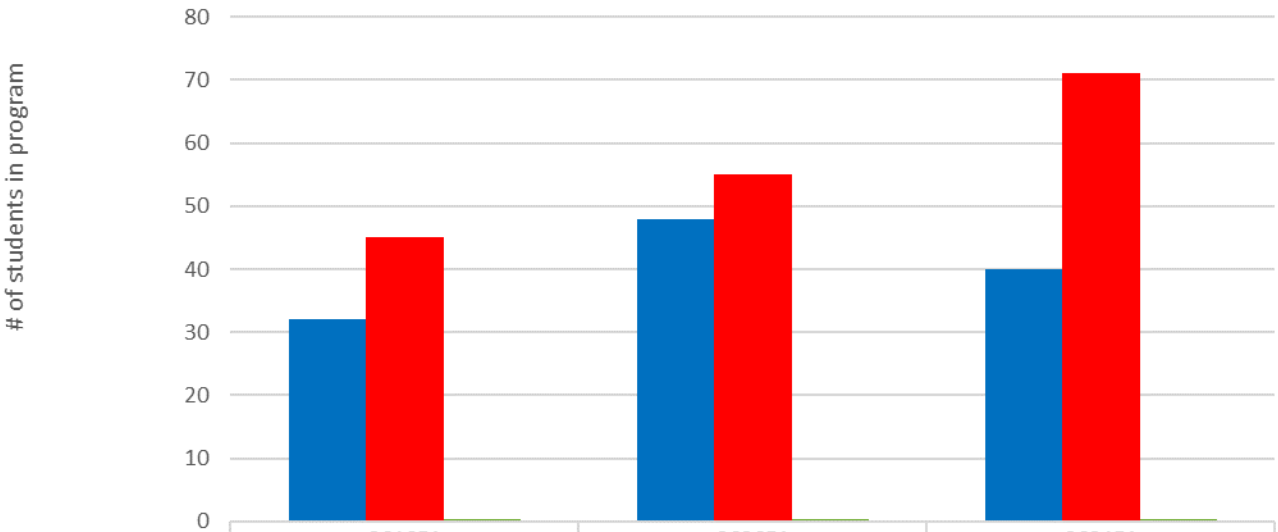
	2019FA	2020FA	2021FA
Female	21	17	27
Male	7	9	14
Women in Program	75.0%	65.4%	65.9%

Science, Technology, and Society - BS | 2019 - 2021



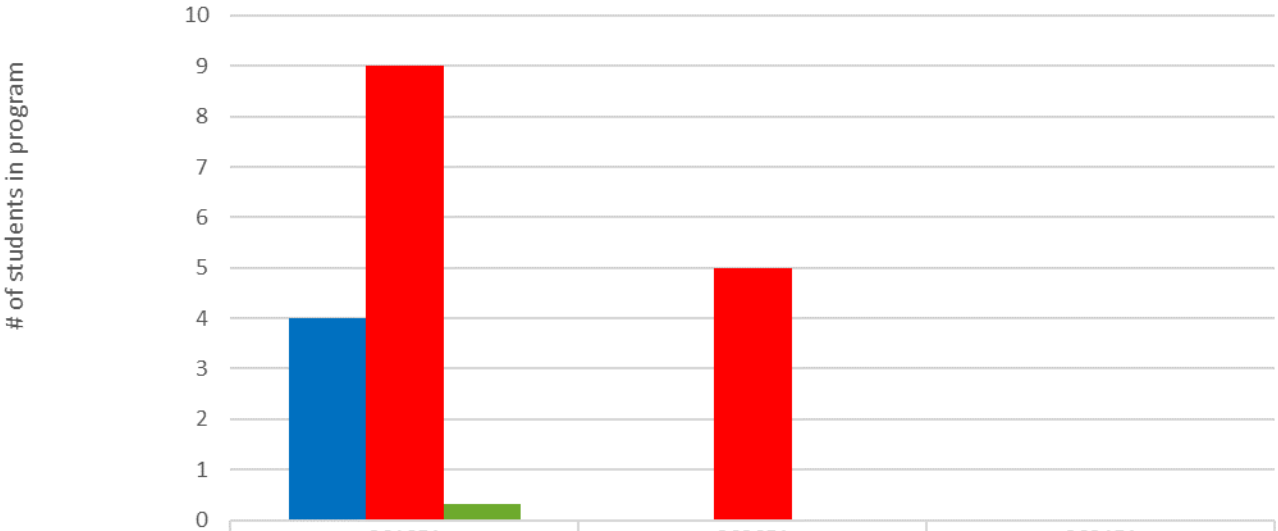
	2019FA	2020FA	2021FA
Female	3	3	7
Male	6	6	2
Women in Program	33.3%	33.3%	77.8%

Non-Degree Seeking - BS | 2019 - 2021



	2019FA	2020FA	2021FA
Female	32	48	40
Male	45	55	71
Women in Program	41.6%	46.6%	36.0%

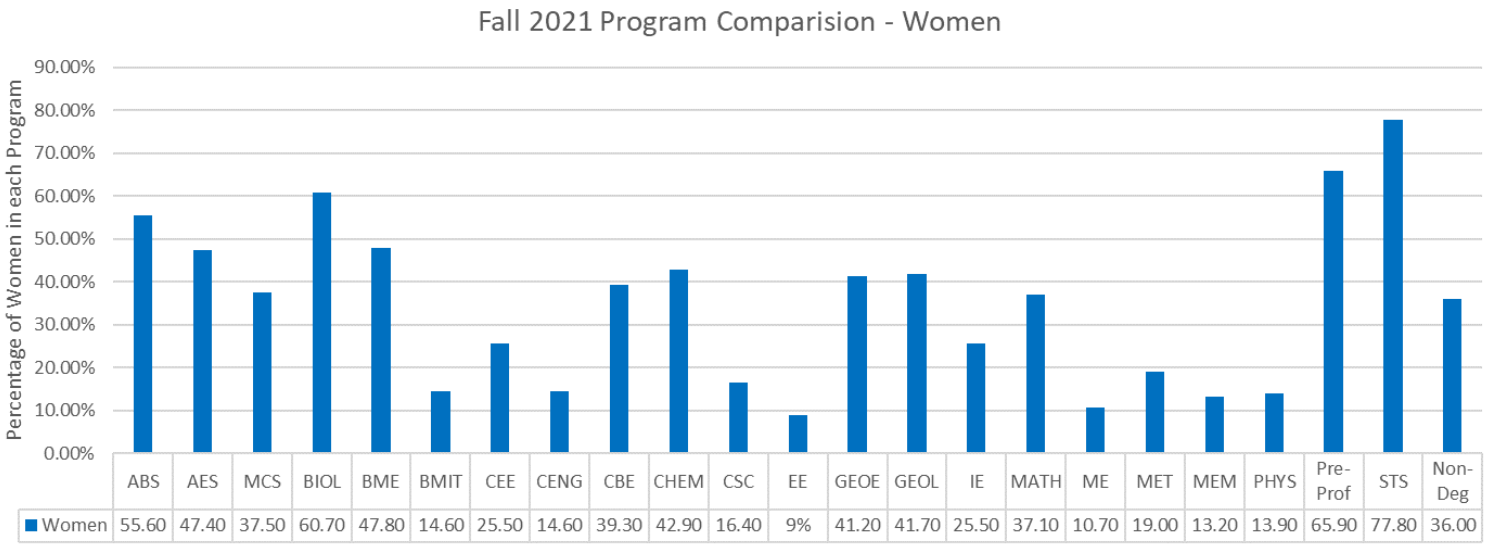
Undecided Engineering - BS | 2019 - 2021



	2019FA	2020FA	2021FA
Female	4		
Male	9	5	
Women in Program	30.8%	0.0%	0.0%

// South Dakota Mines
Overall Program Comparison - Women

The following chart shows a comparison of overall women within each program as compared to other programs



	ABS	AES	MCS	BIOL	BME	BMIT	CEE	CENG	CBE	CHEM	CSC	EE	GEOE	GEOL	IE	MATH	ME	MET	MEM	PHYS	Pre-Prof	STS	Non-Deg
Women	55.60	47.40	37.50	60.70	47.80	14.60	25.50	14.60	39.30	42.90	16.40	9%	41.20	41.70	25.50	37.10	10.70	19.00	13.20	13.90	65.90	77.80	36.00

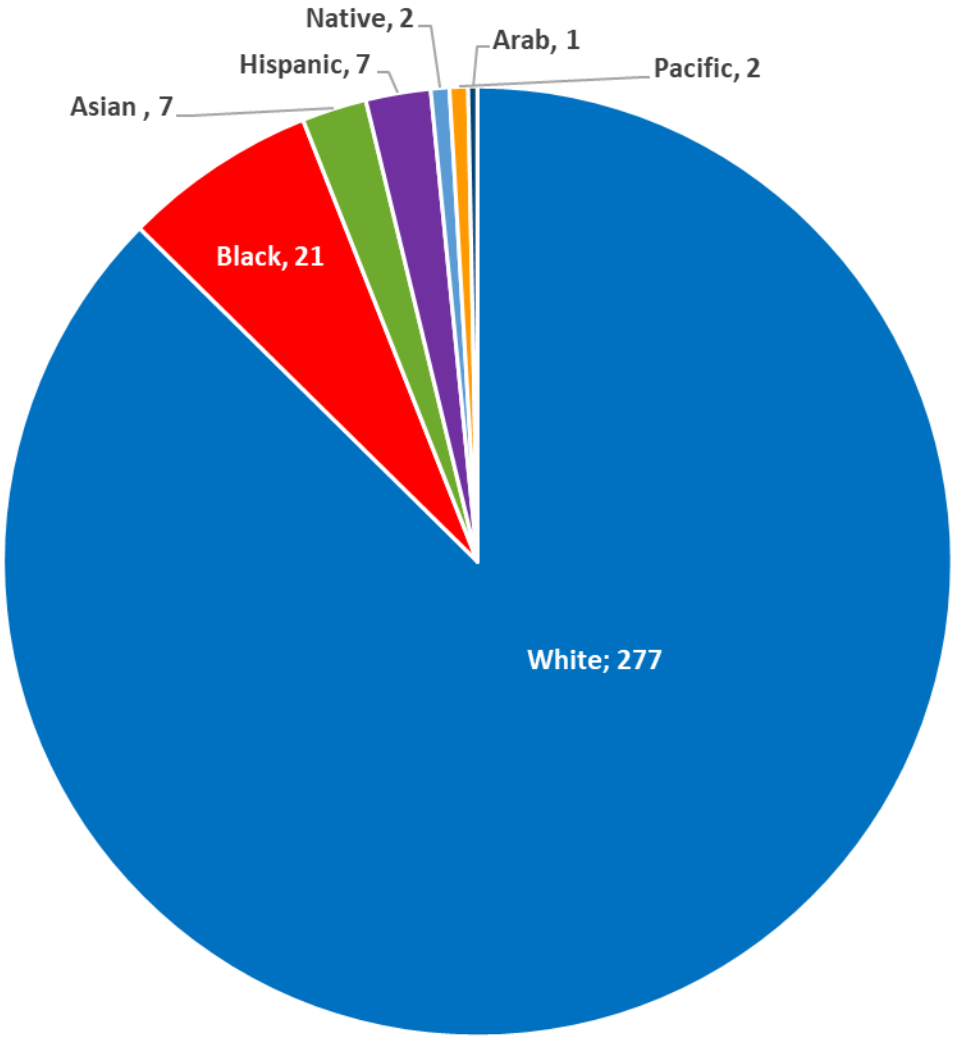
ABS=Applied Biological Sciences
AES=Atmospheric & Environmental Sciences
MCS=Applied and Computational Mathematics
BIOL=Biology
BME=Biomedical Engineering
BMIT=Business Management in Technology
CEE=Civil & Environmental Engineering
CENG=Computer Engineering
CBE=Chemical & Biological Engineering
CHEM=Chemistry
CSC=Computer Science
EE=Electrical Engineering
GEOE=Geological Engineering
GEOL=Geology
IE=Industrial Engineering
MATH=Mathematics
ME=Mechanical Engineering
MET=Metallurgical Engineering
MEM=Mining Engineering & Management
PHYS=Physics
Pre-Prof=Pre-Professional Health Sciences
STS=Science, Technology & Society
Non-Deg=Non-Degree

For more information regarding women at Mines, contact Corinne Heiberger at Corinne.Heiberger@sdsmt.edu

// Hardrocker Athletics

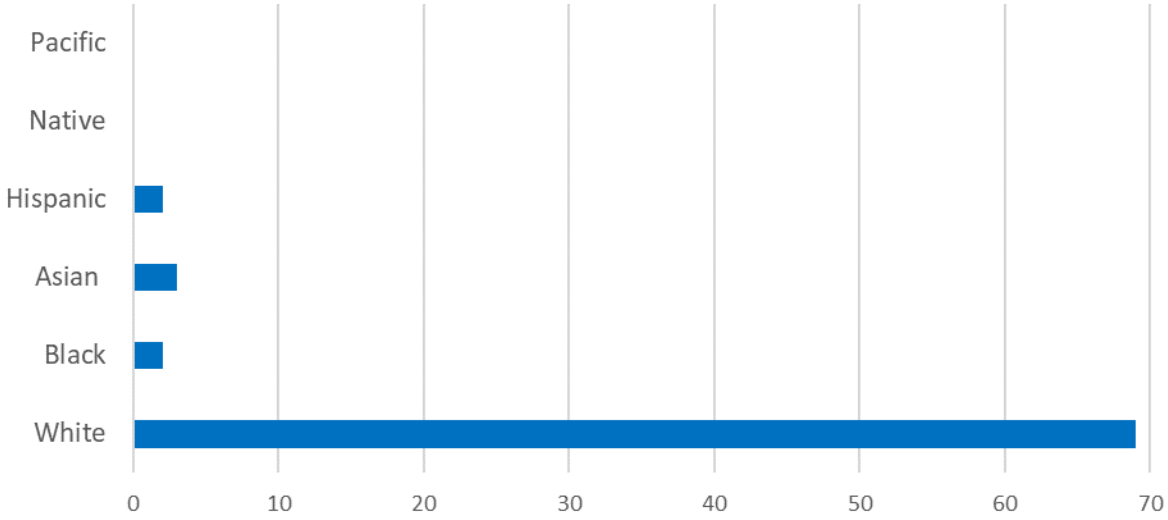
South Dakota Mines Athletics is committed to foster an environment that welcomes and respects all scholar athletes, opponents, campus community, and greater community of Rapid City. We will continue to recruit, retain, and graduate an inclusive and diverse group of scholar-athletes at South Dakota Mines.

The South Dakota Mines Athletic Department has the unique opportunity of being the conduit to actively recruit students to attend our institution. These individuals bring with them a wealth of diversity to our campus in the name of sport and competition. We believe that the student athlete experience doubles down on the emphasis of teamwork in that individuals from all walks of life can come together to achieve a common goal. The student athlete experience is one that will enable our future leaders in STEM to succeed in the classroom, on the field, and in their future endeavors. The data encapsulated in this report reflects our ability to attract student athletes of diverse backgrounds from all over the country and world.



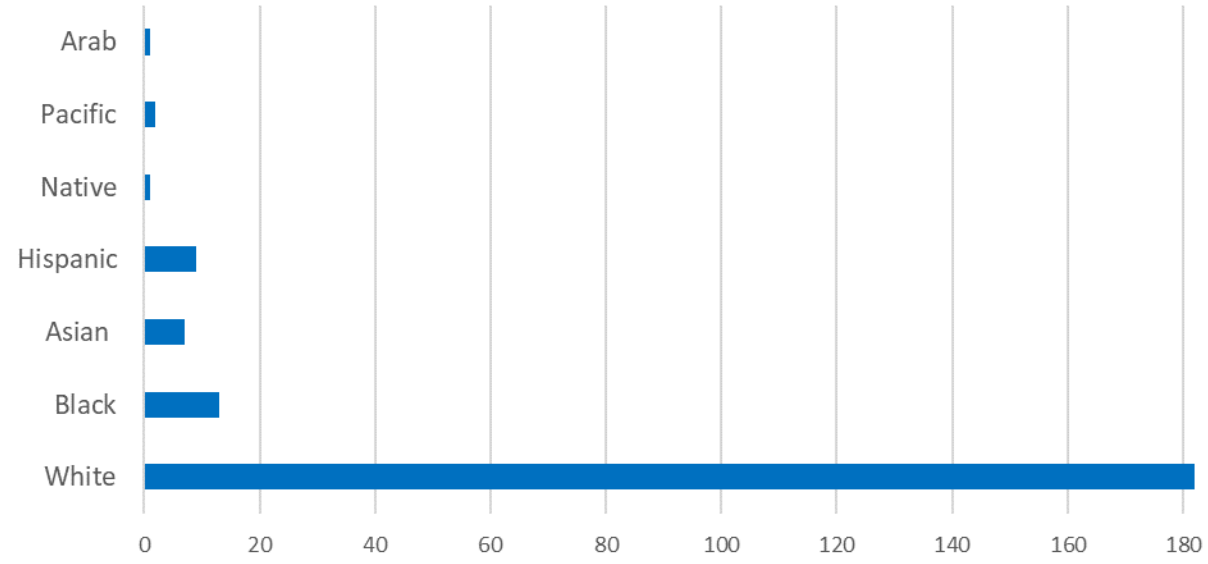
Students represented in this chart have voluntarily self-identified their personal identity.

Women's Sports

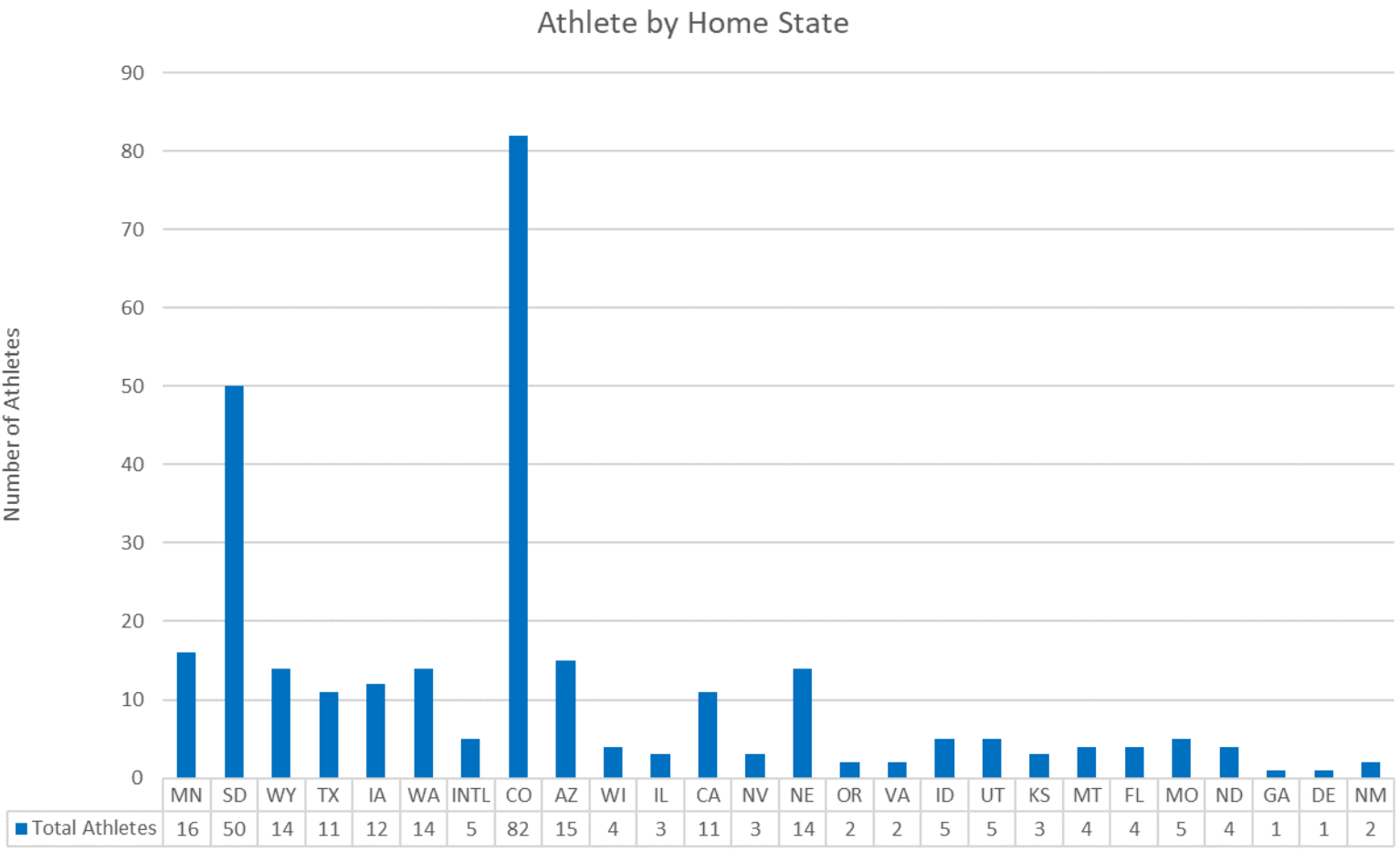


	White	Black	Asian	Hispanic	Native	Pacific
Total Athletes	69	2	3	2	0	0

Men's Sports



	White	Black	Asian	Hispanic	Native	Pacific	Arab
Total Athletes	182	13	7	9	1	2	1



For more information regarding Athletics at Mines, contact
Seth Nichols at Seth.Nichols@sdsmt.edu

// Diversity, Multiculturalism, and Inclusion Glossary

The terms included in this glossary are frequently used in articles, journals, and grant RFP's. The terms are meant to serve as an educational resource and may not reflect the views of South Dakota Mines.

These terms, and their respective definitions, are meant to be extensive but is in no way complete. Such lists are ever evolving to adapt to current ways of thinking, being, and understanding.

Note: each section of terms is organized alphabetically.

General Student Identifiers

First-generation college students
Students with parents or guardians who do not possess a four-year degree

First-time students
Full-time students are those who are admitted to SD Mines without ever having been enrolled in college before; also called first-time freshmen or first-time full-time undergraduates.

Student(s) of Color
The term "student(s) of color" refers to all/any people of African, Latino/Hispanic, American Indian, Asian or Pacific Islander decent, and its intent is to be inclusive. This term is believed to be slowly replacing terms such as racial and ethnic minorities. The term allows for a more complex set of identities for the individual.

Transfer students
Upper-division transfer students have transferred to Mines from another college with two years of lower division college-level work completed. Lower-division transfer students have transferred with less than two years of college-level work completed.

Underrepresented students
The term "underrepresented" refers to ethnic groups that are traditionally underrepresented in higher education. For the purposes of this report, underrepresented students (may be abbreviated as URM, meaning underrepresented minorities) include students who self-report their ethnicity as Hispanic or Latino/a and/or their race as African-American, American Indian/Alaska Native, or Native Hawaiian/Other Pacific Islander.

Underrepresented students also include those who indicate they have two or more races, with at least one from the above categories. Non-underrepresented, or non-URM, students include those who self-report as White, Asian, or both White and Asian.

Students who decline to state, leave the ethnicity and race question blank, or who are non-resident aliens are categorized as "unknown."

Non-US citizen students could include resident aliens and international students.

Veterans

Active Duty Military
Full time occupation in one of the five branches of the United States Armed Forces.

Air Force
The aerial warfare service branch of the United States Armed Forces.

Army
The largest branch of the United States Armed Forces and performs land-based military operations.

Coast Guard
A maritime, military, multi-mission service unique among the United States Armed Forces branches for having a maritime law enforcement mission and a federal regulatory agency mission as part of its mission set.

Disabled Veteran
A veteran who served on active duty in the United Sates Armed Forces ground, naval, or air service, and: 1) is entitled to disability compensation (or who but for the receipt of military retired pay would be entitled to disability compensation) under laws administered by the Secretary of Veterans Affairs, or 2) was discharged or released from active duty because of a service-connected disability.

Marine Corps
A branch of the United States Armed Forces responsible for providing power projection, using the mobility of the United States Navy, to deliver rapidly, combined-arms task forces on land, at sea, and in the air.

National Guard
Part of the reserve components of the United States Armed Forces, this reserve military force is composed of National Guard military members or units of each state and the territories of Guam, of the Virgin Islands, and of Puerto Rico, as well as of the District of Columbia, for a total of 54 separate organizations.

National Oceanic and Atmospheric Administration
An American scientific agency within the United States Department of Commerce that focuses on the conditions of the oceans and the atmosphere.

Navy
The naval warfare service branch of the United States Armed Forces.

Public Health Service
Primary division under the U.S. Department of Health, Education and Welfare. Comprises all Agency Divisions of Health and Human Services and the Commissioned Corps (FDA, HIS, NIH, etc.)

Reserve Military
A valued partner of the active-duty department. It offers citizens the chance to serve on a part-time basis, training near home until called to Active Duty. A reservist can pursue a full-time civilian education or obtain special military training while serving.

Reserve Officers' Training Corps (ROTC)
A group of college-based officer training programs for training commissioned officers of the United States Armed Forces.

Student Veteran
A student who has served or is serving in the United States Armed Forces.

Veteran
A person who has served or is serving in the United States Armed Forces.

General Terms

Ally
Someone who makes the commitment and effort to recognize their privilege (based on gender, class, race, sexual identity, etc.) and work in solidarity with oppressed groups in the struggle for justice. Allies understand that it is in their own interest to end all forms of oppression, even those from which they may benefit in concrete ways. [1]

Bigotry
Intolerant prejudice that glorifies one's own group and denigrates members of other groups. [1]

Classism
Prejudiced thoughts and discriminatory actions based on difference in socio-economic status, income, class; usually by upper classes against lower. [3]

Cultural Appropriation
Theft of cultural elements for one's own use, commodification, or profit — including symbols, art, language, customs, etc. — often without understanding, acknowledgement, or respect for its value in the original culture. Results from the assumption of a dominant (i.e. white) culture's right to take other cultural elements. [1]

Culture
A social system of meaning and custom that is developed by a group of people to assure its adaptation and survival. These groups are distinguished by a set of unspoken rules that shape values, beliefs, habits, patterns of thinking, behaviors and styles of communication. [1]

Discrimination
The unequal treatment of members of various groups based on race, gender, social class, sexual orientation, physical ability, religion and other categories. In the United States, the law makes it illegal to discriminate against someone on the basis of race, color, religion, national origin, or sex. The law also makes it illegal to retaliate against a person because the person complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit. The law also requires that employers reasonably accommodate applicants' and employees' sincerely held religious practices, unless doing so would impose an undue hardship on the operation of the employer's business. [1]

Diversity
Diversity includes all the ways in which people differ, and it encompasses all the different characteristics that make one individual or group different from another. It is all-inclusive and recognizes everyone and every group as part of the diversity that should be valued. A broad definition includes not only race, ethnicity, and gender — the groups that most often come to mind when the term "diversity" is used — but also age, national origin, religion, disability, sexual orientation, socioeconomic status, education, marital status, language, and physical appearance. It also involves different ideas, perspectives, and values. [1]

Equality
Equal treatment that may or may not result in equitable outcomes. [4]

Equity
The proportional distribution or parity of desirable outcomes across groups. Sometimes confused with equality, equity refers to outcomes, while equality connotes equal treatment. Where individuals or groups are dissimilarly situated, equal treatment may be insufficient for or even detrimental to equitable outcomes. An example is individualized educational accommodations for students with disabilities, which treat some students differently in order to ensure their equitable access to education. [4]

Feminism
Refers broadly to an ideology and movement advancing full gender equity. According to scholar/activist Angela Davis, there is general agreement that feminism in its many versions acknowledges the social impact of gender and involves opposition to misogyny. While differing in the names they call themselves, many who are committed to the ideal of gender equity believe, like Davis herself, that the most effective versions of feminism acknowledge the various ways gender, class, race and sexual orientation inform each other. [4]

Implicit Bias
Also known as unconscious or hidden bias, implicit biases are negative associations that people unknowingly hold. They are expressed automatically, without conscious awareness. Many studies have indicated that implicit biases affect individuals' attitudes and actions, thus creating real-world implications, even though individuals may not even be aware that those biases exist within themselves. Notably, implicit biases have been shown to trump individuals' stated commitments to equality and fairness, thereby producing behavior that diverges from the explicit attitudes that many people profess. The Implicit Association Test (IAT) is often used to measure implicit biases with regard to race, gender, sexual orientation, age, religion, and other topics. [1]

Oppression
Systemic devaluing, undermining, marginalizing, and disadvantaging of certain social identities in contrast to the privileged norm; when some people are denied something of value, while others have ready access. [1]

Power
Power is unequally distributed globally and in U.S. society; some individuals or groups wield greater power than others, thereby allowing them greater access and control over resources. Wealth, whiteness, citizenship, patriarchy, heterosexism, and education are a few key social mechanisms through which power operates. Although power is often conceptualized as power over other individuals or groups, other variations are power with (used in the context of building collective strength) and power within (which references an individual's internal strength). Learning to "see" and understand relations of power is vital to organizing for progressive social change. [1]

Prejudice
A pre-judgment or unjustifiable, and usually negative, attitude of one type of individual or groups toward another group and its members. Such negative attitudes are typically based on unsupported generalizations (or stereotypes) that deny the right of individual members of certain groups to be recognized and treated as individuals with individual characteristics. [1]

Social Justice
A broad term for action intended to create genuine equality, fairness and respect among peoples. [3]

Race and Ethnicity

Biracial
Often used to describe a person whose parents belong to two different racial categories. Some critics argue that this usage promotes a biologistic concept of race based on blood quantum that denies the socially-constructed nature of race. The term should not be used interchangeably with bicultural. For example, a child of a black parent and a parent of European descent may claim the ethnic cultures of both parents, while nevertheless identifying racially as black. [4]

Ethnicity
A social construct that divides people into smaller social groups based on characteristics such as shared sense of group membership, values, behavioral patterns, language, political and economic interests, history and ancestral geographical base. Examples of different ethnic groups are: Cape Verdean, Haitian, African American (Black); Chinese, Korean, Vietnamese (Asian); Cherokee, Mohawk, Navaho (Native American); Cuban, Mexican, Puerto Rican (Latino); Polish, Irish, and Swedish (White). [1]

First Nations People
Individuals who identify as those who were the first people to live on the Western Hemisphere continent; people also identified as Native Americans.

Individual Racism
Individual racism refers to the beliefs, attitudes, and actions of individuals that support or perpetuate racism. Individual racism can be deliberate, or the individual may act to perpetuate or support racism without knowing that they're doing.
Examples:
• Telling a racist joke, using a racial epithet, or believing in the inherent superiority of whites over other groups;
• Avoiding people of color whom you do not know personally, but not whites whom you do not know personally (e.g., white people crossing the street to avoid a group of Latino/a young people; locking their doors when they see African American families sitting on their doorsteps in a city neighborhood; or not hiring a person of color because "something doesn't feel right");
• Accepting things as they are (a form of collusion). [1]

Institutional Racism
Institutional racism refers specifically to the ways in which institutional policies and practices create different outcomes for different racial groups. The institutional policies may never mention any racial group, but their effect is to create advantages for whites, as well as oppression and disadvantage for people from groups classified as people of color.
Examples:
• Government policies that explicitly restricted the ability of people to get loans to buy or improve their homes in neighborhoods with high concentrations of African Americans (also known as "red-lining").
• City sanitation department policies that concentrate trash transfer stations and other environmental hazards disproportionately in communities of color. [1]

Race
Unearned social power accorded by the formal and informal institutions of society to ALL members of a dominant group (e.g. white privilege, male privilege, etc.). Privilege is usually invisible to those who have it because we're taught not to see it, but nevertheless it puts them at an advantage over those who do not have it. [1]

Racism
Individual, cultural, institutional and systemic ways by which differential consequences are created for groups historically or currently defined as white being advantaged, and groups historically or currently defined as non-white (African, Asian, Hispanic, Native American, etc.) as disadvantaged. [1]

White Privilege
The accumulated and interrelated advantages and disadvantages of white privilege that are reflected in racial/ethnic inequities in life-expectancy and other health outcomes, income and wealth and other outcomes, in part through different access to opportunities and resources. These differences are maintained in part by denying that these advantages and disadvantages exist at the structural, institutional, cultural, interpersonal and individual levels and by refusing to redress them or eliminate the systems, policies, practices, cultural norms and other behaviors and assumptions that maintain them. [1]

Womanism
A term coined by Alice Walker to describe the experiences and perspectives of black women, in contrast to those of white middle-class women on which feminism has been centered. Walker defined the term accordingly: 1. From womanish. (opp. of "girlish," i.e., frivolous, irresponsible, not serious.) A black feminist or feminist of color... Usually referring to outrageous, audacious, courageous or willful behavior. Wanting to know more and in greater depth than is considered "good" for one... Responsible. In charge. Serious. 2. Also: A woman who loves other women, sexually and/or nonsexually. Appreciates and prefers women's culture, women's emotional flexibility (values tears as natural counterbalance of laughter), and women's strength... Committed to the survival and wholeness of entire people, male and female. Not separatist, except periodically, for health." [4]

Gender and Sexuality

AFAB and AMAB
Acronyms meaning “assigned female/male at birth” (also designated female/male at birth or female/male assigned at birth). No one, whether cis or trans, gets to choose what sex they’re assigned at birth. This term is preferred to “biological male/female”, “male/female bodied”, “natal male/female”, and “born male/female”, which are defamatory and inaccurate. [9]

Asexual
An adjective used to describe people who do not experience sexual attraction (e.g., asexual person). A person can also be aromantic, meaning they do not experience romantic attraction. (For more information, visit asexuality.org) [2]

Bisexual, Bi
A person who has the capacity to form enduring physical, romantic, and/ or emotional attractions to those of the same gender or to those of another gender. People may experience this attraction in differing ways and degrees over their lifetime. Bisexual people need not have had specific sexual experiences to be bisexual; in fact, they need not have had any sexual experience at all to identify as bisexual. Do not use a hyphen in the word "bisexual," and only capitalize bisexual when used at the beginning of a sentence. [2]

Biphobia
Fear of bisexuals, often based on stereotypes, including inaccurate associations with infidelity, promiscuity, and transmission of sexually transmitted infections. Intolerance, bias, or prejudice is usually a more accurate description of antipathy toward bisexual people. [2]

Cisgender/Cis
A term for someone who exclusively identifies as their sex assigned at birth. The term cisgender is not indicative of gender expression, sexual orientation, hormonal makeup, physical anatomy, or how one is perceived in daily life. [9]

Civil Union
Historically used in the U.S. to describe state-based relationship recognition for same-sex couples that offered some or all of the state (though none of the federal) rights, protections, and responsibilities of marriage. While many Western countries (including the United States) have now legalized marriage for same-sex couples, others only legally recognize same-sex relationships through civil unions. [2]

Closeted
Describes a person who is not open about their sexual orientation. Better to simply refer to someone as "not out" about being LGBTQ. Some individuals may be out to some people in their life, but not out to others due to fear of rejection, harassment, violence, losing one's job, or other concerns. [2]

Coming Out
A lifelong process of self-acceptance. People forge a LGBTQ identity first to themselves and then they may reveal it to others. Publicly sharing one's identity may or may not be part of coming out. [2]

Cross-Dresser
While anyone may wear clothes associated with a different sex, the term cross-dresser is typically used to refer to men who occasionally wear clothes, makeup, and accessories culturally associated with women. Those men typically identify as heterosexual. This activity is a form of gender expression and not done for entertainment purposes. Cross-dressers do not wish to permanently change their sex or live full-time as women. Replaces the term "transvestite". [2]

Domestic Partnership
Civil/legal recognition of a committed relationship between two people that sometimes extends limited protections to them. [2]

Gay
The adjective used to describe people whose enduring physical, romantic, and/ or emotional attractions are to people of the same sex (e.g., gay man, gay people). Sometimes lesbian (n. or adj.) is the preferred term for women. Avoid identifying gay people as "homosexuals" an outdated term considered derogatory and offensive to many lesbian and gay people. [2]

Gender Confirmation Surgery (GCS)
Refers to doctor-supervised surgical interventions, and is only one small part of transition (see transition above). Avoid the phrase "sex change operation." Do not refer to someone as being "pre-op" or "post-op." Not all transgender people choose to, or can afford to, undergo medical surgeries. [2]

Gender Dysphoria
In 2013, the American Psychiatric Association released the fifth edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-V) which replaced the outdated entry "Gender Identity Disorder" with Gender Dysphoria, and changed the criteria for diagnosis. The necessity of a psychiatric diagnosis remains controversial, as both psychiatric and medical authorities recommend individualized medical treatment through hormones and/or surgeries to treat gender dysphoria. Some transgender advocates believe the inclusion of Gender Dysphoria in the DSM is necessary in order to advocate for health insurance that covers the medically necessary treatment recommended for transgender people [2]

Gender Expression
External manifestations of gender, expressed through a person's name, pronouns, clothing, haircut, behavior, voice, and/or body characteristics. Society identifies these cues as masculine and feminine, although what is considered masculine or feminine changes over time and varies by culture. Typically, transgender people seek to align their gender expression with their gender identity, rather than the sex they were assigned at birth. [2]

Gender Identity
A person's internal, deeply held sense of their gender. For transgender people, their own internal gender identity does not match the sex they were assigned at birth. Most people have a gender identity of man or woman (or boy or girl). For some people, their gender identity does not fit neatly into one of those two choices (see non-binary and/or genderqueer below.) Unlike gender expression (see below) gender identity is not visible to others. [2]

Heterosexual
An adjective used to describe people whose enduring physical, romantic, and/ or emotional attraction is to people of the opposite sex. Also straight. [2]

Homophobia
Fear of people attracted to the same sex. Intolerance, bias, or prejudice is usually a more accurate description of antipathy toward LGBTQ people. [2]

Homosexual
Outdated clinical term considered derogatory and offensive. Please avoid using “homosexual” except in direct quotes. Please also avoid using “homosexual” as a style variation simply to avoid repeated use of the word “gay.” The Associated Press, New York Times and Washington Post restrict usage of the term. [2]

Intersex
An umbrella term describing people born with reproductive or sexual anatomy and/or a chromosome pattern that can't be classified as typically male or female. Those variations are also sometimes referred to as Differences of Sex Development (DSD.) Avoid the outdated and derogatory term "hermaphrodite." While some people can have an intersex condition and also identify as transgender, the two are separate and should not be conflated. (For more information, visit interactyouth.org.) [2]

Lesbian
A woman whose enduring physical, romantic, and/or emotional attraction is to other women. Some lesbians may prefer to identify as gay (adj.) or as gay women. Avoid identifying lesbians as "homosexuals," a derogatory term. [2]

LGBTQ
Acronym for lesbian, gay, bisexual, transgender, and queer. Sometimes, when the Q is seen at the end of LGBT, it can also mean questioning. LGBT and/or GLBT are also often used. The term "gay community" should be avoided, as it does not accurately reflect the diversity of the community. Rather, LGBTQ community is preferred. [2]

Marriage
In June 2015, the U.S. Supreme Court ruled in Obergefell v. Hodges that every American has the constitutional right to marry the person they love. When reporting on marriage for same-sex couples, preferred terminology includes marriage equality and marriage for same-sex couples. Note, the terms "gay marriage" and "same-sex marriage" should be avoided, as they can suggest marriage for same-sex couples is somehow different than other marriages. [2]

Openly Gay
Describes people who self-identify as gay in their personal, public, and/or professional lives. Also openly lesbian, openly bisexual, openly transgender, openly queer. While accurate and commonly used, the phrase still implies a confessional aspect to publicly acknowledging one's sexual orientation or gender identity. See out below. [2]

Out
A person who self-identifies as LGBTQ in their personal, public, and/or professional lives. For example: Ricky Martin is an out pop star from Puerto Rico. Preferred to openly gay. [2]

Outing
The act of publicly declaring (sometimes based on rumor and/or speculation) or revealing another person's sexual orientation or gender identity without that person's consent. Considered inappropriate by a large portion of the LGBTQ community. [2]

Pansexual
(Also referred to as omnisexual or polysexual): referring to the potential for sexual attractions or romantic love toward people of all gender identities and biological sexes; the concept of pansexuality deliberately rejects the gender binary. [5]

Queer
An adjective used by some people, particularly younger people, whose sexual orientation is not exclusively heterosexual (e.g. queer person, queer woman). Typically, for those who identify as queer, the terms lesbian, gay, and bisexual are perceived to be too limiting and/or fraught with cultural connotations they feel don't apply to them. Some people may use queer, or more commonly genderqueer, to describe their gender identity and/or gender expression. Once considered a pejorative term, queer has been reclaimed by some LGBT people to describe themselves; however, it is not a universally accepted term even within the LGBT community. When Q is seen at the end of LGBT, it typically means queer and, less often, questioning. [2]

Sexual Orientation
The scientifically accurate term for an individual's enduring physical, romantic and/ or emotional attraction to members of the same and/or opposite sex, including lesbian, gay, bisexual, and heterosexual (straight) orientations. Avoid the offensive term "sexual preference," which is used to suggest that being gay, lesbian, or bisexual is voluntary and therefore "curable." People need not have had specific sexual experiences to know their own sexual orientation; in fact, they need not have had any sexual experience at all. [2]

Title IX (of The Education Amendments of 1972, as amended)
Federal law prohibiting sex discrimination under any educational program or activity receiving federal financial assistance. Covers both employees and students, as well as athletics, physical education, and counseling. Does not cover curriculum materials. Requires institutional self-evaluation and appointment of Title IX coordinators. [4]

Trans
Used as shorthand to mean transgender or transsexual - or sometimes to be inclusive of a wide variety of identities under the transgender umbrella. Because its meaning is not precise or widely understood, be careful when using it with audiences who may not understand what it means. Avoid unless used in a direct quote or in cases where you can clearly explain the term's meaning in the context of your story. [2]

Transgender
An umbrella term for people whose gender identity and/or gender expression differs from what is typically associated with the sex they were assigned at birth. People under the transgender umbrella may describe themselves using one or more of a wide variety of terms - including transgender. Some of those terms are defined below. Use the descriptive term preferred by the person. Many transgender people are prescribed hormones by their doctors to bring their bodies into alignment with their gender identity. Some undergo surgery as well. But not all transgender people can or will take those steps, and a transgender identity is not dependent upon physical appearance or medical procedures. [2]

Transition
Altering one's birth sex is not a one-step procedure; it is a complex process that occurs over a long period of time. Transition can include some or all of the following personal, medical, and legal steps: telling one's family, friends, and co-workers; using a different name and new pronouns; dressing differently; changing one's name and/or sex on legal documents; hormone therapy; and possibly (though not always) one or more types of surgery. The exact steps involved in transition vary from person to person. Avoid the phrase "sex change". [2]

Transsexual
An older term that originated in the medical and psychological communities. Still preferred by some people who have permanently changed - or seek to change - their bodies through medical interventions, including but not limited to hormones and/or surgeries. Unlike transgender, transsexual is not an umbrella term. Many transgender people do not identify as transsexual and prefer the word transgender. It is best to ask which term a person prefers. If preferred, use as an adjective: transsexual woman or transsexual man. [2]

Sex
The classification of a person as male or female. At birth, infants are assigned a sex, usually based on the appearance of their external anatomy. (This is what is written on the birth certificate.) A person's sex, however, is actually a combination of bodily characteristics including: chromosomes, hormones, internal and external reproductive organs, and secondary sex characteristics. [2]

Sexism
A system of oppression based on social constructions of gender superiority and inferiority, which is expressed in individual, institutional as well as cultural forms and functions for the benefit of the dominant sex at the expense of others. [4]

Sexist
A member of the group for which systematic sex-based oppression is structured. [4]

Disability

Able-bodied
This term is used to describe someone who does not identify as having a disability. Some members of the disability community oppose its use because it implies that all people living with disabilities lack “able bodies” or the ability to use their bodies well. They prefer “non-disabled” or “enabled” as more accurate terms. [7]

Americans with Disabilities Act (ADA)
Signed into law on July 26, 1990, the ADA is a wide-ranging civil rights law that prohibits, under certain circumstances, discrimination based on disability. It affords similar protections against discrimination to Americans with disabilities as the Civil Rights Act of 1964, which made discrimination based on race, religion, sex, national origin, and other characteristics illegal. [6]

Asperger’s syndrome
The diagnosis of “Asperger’s syndrome” was removed from the American Psychiatric Association’s Diagnostic and Statistical Manual of Mental Disorders in 2012, according to New Scientist. While some patients prefer the label of Asperger’s, perceiving it to carry less stigma, the Autistic Self Advocacy Network supports its reference as an autism spectrum disorder. Note the S in syndrome is not capitalized. [7]

Attention Deficit/Hyperactivity Disorder (ADHD)
Characterized by difficulty maintaining focus and attention, hyperactivity, and/or controlling behavior. [10]

Autism/autism spectrum disorder
Autism spectrum disorder is a group of complex disorders related to brain development. Common symptoms of autism spectrum disorder include difficulties in communication, impaired social interaction and restricted and repetitive patterns of behavior, interests or activities, according to the National Institute of Mental Health. However, symptoms vary across the spectrum. Some experts classify autism as a developmental disorder rather than a mental illness. [7]

Disability
A disability is an impairment that considerably restricts one or more major life activities (walking, talking, reading, learning, etc.). [10]

Hearing Impairment
A hearing impairment describes one’s inability to hear and/or differentiate sounds. Reduced ability to hear, no ability to hear at all, or difficulty processing sounds (auditory processing disorder) all classify as hearing impairments. [10]

Invisible Disabilities
The majority of disabled people have disabilities or chronic illnesses that are invisible or hidden. Although many in the general public associate disability only with people using wheelchairs or white canes or who are missing limbs, more people have conditions that can’t be seen but are defined as disabilities under the 1990 Americans with Disabilities Act. [7]

Learning disability
A neurological disorder where the brain has difficulty processing certain information. These difficulties can interfere with learning skills such as reading, writing, speaking, spelling, understanding language, visual-spatial perceptions, etc. [10]

Language Disorder
Difficulty understanding others (receptive language), or having trouble with sharing thoughts, ideas, and feelings (expressive language). [11]

Physical/Mobility Impairment
Any condition that makes it difficult for a person to move their upper and/or lower extremities. May include “Wheelchair/wheelchair-bound/confined to wheelchair” term below. [10]

Speech Disorder
Inability to produce speech sounds correctly and/or fluently. Difficulty pronouncing and/or articulating, as well as stuttering are examples of speech disorders. [11]

Traumatic Brain Injury
An injury to the brain that manifests physical and/or cognitive limitations. [10]

Universal design (UD)
Also known as "inclusive design" and "design for all," this is an approach to the design of products, places, policies and services that can meet the needs of as many people as possible throughout their lifetime, regardless of age, ability, or situation. [6]

Visual Impairment:
Includes both those with low vision, as well as those who are blind. Other elements influencing visual impairment include but are not limited to: contrast sensitivity, light sensitivity, glare sensitivity, and light/dark adaptation. [12]

Wheelchair/wheelchair-bound/confined to a wheelchair
People who use mobility equipment such as a wheelchair, scooter or cane consider their equipment part of their personal space, according to the United Spinal Association. People who use wheelchairs have widely different disabilities and varying abilities. [7]

International

ARO
Alternate Responsible Officer for SEVIS J-1 program [8]

CBP
Customs and Border Protection [8]

DSO
Designated School Official for SEVIS F-1 program [8]

ICE
Immigration & Customs Enforcement [8]

INS
US Immigration & Naturalization Service (no longer used officially, but still used in casual manner) [8]

NAFSA
National Association for Foreign Student Advisors; also known as NAFSA: Association of International Educators [8]

PDSO
Primary Designated School Official for SEVIS F-1 program [8]

RO
Responsible Officer for SEVIS J-1 program [8]

SEVP
Student & Exchange Visitor Program [8]

SEVIS
Student & Exchange Information System (the electronic tracking program for international students and exchange visitors) [8]

USCIS
United States Citizenship & Immigration Service (formerly known as the INS) [8]

This glossary was curated by Graham Davis, M.Ed., Assistant Director of the Student Activities and Leadership Center at the South Dakota Mines (2017)

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Disability section was supplemented by Jennifer Williams, Intern for the Counseling and ADA Services Office (Updated March 2018)

// Glossary Sources

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[2] http://www.glaad.org/reference/lgbtq

[3] https://www.uml.edu/docs/Glossary_tcm18-55041.pdf

[4] http://www.xavier.edu/diversity/Glossary-of-Diversity-Terminology.cfm

[5] https://diversityinclusion.wustl.edu/brss/glossary-of-bias-terms/

[6] https://adata.org/glossary-terms

[7] http://ncdj.org/style-guide/

[8] http://www.sdsmt.edu/Campus-Life/Ivanhoe-International-Center/Current-International-Students/Acronyms-and-Abbreviations/

[9] http://www.transstudent.org/definitions

[10] https://dso.dasa.ncsu.edu/types-of-disabilities-2/

[11] https://www.asha.org/public/speech/disorders/

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