DIVERSITY REPORT

A Community of Inclusion

South Dakota Mines
Simply stated, demographics in our country are changing. Universities along with nationwide industry increasingly mirror the rich diversity of our society, coming from a breadth of religious, socioeconomic, and political backgrounds. Although not limited to the following list, students, faculty, and staff identify as underrepresented minorities, first-generation students, adult learners, international scholars, veterans, lesbian, gay, bi-sexual, and transgender.

South Dakota Mines has approximately 2,500 students representing diverse 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.

Engrained within the South Dakota Mines Strategic Plan, there is an emphasis on recruiting, retaining, and working with diverse groups, but most of all cultivating a welcoming culture on campus for both employees and students alike. However, we may not always be familiar with the groups present. The purpose of this report is to highlight some of the diversity found on our campus so that we may have a better understanding of who our students and colleagues are.

This awareness may also encourage a more inclusive atmosphere both in and out of the classroom. Though recognizing diversity on campus is important, the end goal is to have positive interactions with those whose background and identity differs from our own. Diversity is not as meaningful without inclusion.

Jesse Herrera, MEd
Director of Inclusion
Jesse.Herrera@sdsmt.edu
This report highlights trends. 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 our diversity on campus:

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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)
As Mines becomes increasingly diverse, 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 cultural competency at Mines. 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, where it was used to create a baseline on what our mindset was as a campus community. The results of this inventory have been used to create developmental programming 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 was recently administered again 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.

Global Perspective Inventory (GPI)
The Global Perspective Inventory is an instrument used to measure how a student thinks, views themselves as a person with a cultural heritage, and relates to others from other cultures, backgrounds and values.

The instrument looks at three different components:
*Cognitive:* How do I know?
*Interpersonal:* How do I relate to others?
*Intrapersonal:* Who am I?

The GPI is administered to all incoming freshmen as part of their orientation check list. Students are issued a final assessment during their senior design or capstone projects their last year of school. In this way, we can measure a student’s growth throughout their time here at Mines. The GPI is designed so institutions can focus on potential relationships and connections between global student learning and development and student experiences in the curriculum, co-curriculum and community.
The Center for Inclusion (The Center) 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 Center works collaboratively with faculty, staff, and students to create an experience rich in perspectives and opportunities to learn from one another. The office encourages each person to engage in positive social change to transform and sustain the local and global communities in which we live.

The Center provides future and current students with information on scholarships, housing, co-ops, internships, and employment placement; sponsorship of social and cultural enrichment events and activities; 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).

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

Note: “Cultural proficiency” means being able to have meaningful interactions and discussions with various thoughts, ideas, perspectives and ideologies.
Mines Advantage is an optional professional development tool designed for all Mines students. Participating students have the chance to go through 30 total experiences in 6 core competency areas. Experiences include everything from attending a cultural event to participating in a mock interview with the Career Center. Upon completion of each item across the six core competencies a self-reflection is required to help students understand not just what they did, but why they did it and how they will apply what they learned to their personal and professional lives.

One of the core competency areas within Mines Advantage is Cultural & Global Inclusion. When participating in an event with the orange icon above, students have the opportunity to develop effective skills when interacting with people of different cultures, social groups, and nations. Students may also demonstrate an understanding and appreciation of human differences and inclusion. Personal reflection is the foundation of Mines Advantage, especially Cultural & Global Inclusion. It is through these self-reflections that growth occurs, and students can be more prepared when entering the diverse workplace.
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.
### Multi-racial where one is American Indian | 2015 - 2020

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>SDSM&amp;T</td>
<td>1.79%</td>
<td>1.40%</td>
<td>1.55%</td>
<td>1.47%</td>
<td>1.94%</td>
<td>1.70%</td>
</tr>
<tr>
<td>SDSU</td>
<td>0.92%</td>
<td>1.02%</td>
<td>1.01%</td>
<td>1.01%</td>
<td>1.10%</td>
<td>1.11%</td>
</tr>
<tr>
<td>BHSU</td>
<td>2.62%</td>
<td>2.87%</td>
<td>2.70%</td>
<td>2.65%</td>
<td>2.75%</td>
<td>2.13%</td>
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<td>USD</td>
<td>1.44%</td>
<td>1.55%</td>
<td>1.56%</td>
<td>1.78%</td>
<td>1.50%</td>
<td>1.85%</td>
</tr>
<tr>
<td>NSU</td>
<td>1.03%</td>
<td>1.03%</td>
<td>1.33%</td>
<td>1.26%</td>
<td>1.60%</td>
<td>1.19%</td>
</tr>
<tr>
<td>DSU</td>
<td>1.11%</td>
<td>1.72%</td>
<td>1.45%</td>
<td>1.45%</td>
<td>1.65%</td>
<td>1.35%</td>
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</table>

### Total American Indian | 2015 - 2020

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</thead>
<tbody>
<tr>
<td>SDSM&amp;T</td>
<td>3.52%</td>
<td>3.11%</td>
<td>3.31%</td>
<td>3.01%</td>
<td>3.04%</td>
<td>2.42%</td>
</tr>
<tr>
<td>SDSU</td>
<td>1.93%</td>
<td>1.97%</td>
<td>2.07%</td>
<td>2.10%</td>
<td>2.24%</td>
<td>2.19%</td>
</tr>
<tr>
<td>BHSU</td>
<td>5.73%</td>
<td>6.17%</td>
<td>6.53%</td>
<td>6.52%</td>
<td>6.53%</td>
<td>4.52%</td>
</tr>
<tr>
<td>USD</td>
<td>3.17%</td>
<td>3.52%</td>
<td>3.45%</td>
<td>3.45%</td>
<td>3.10%</td>
<td>3.39%</td>
</tr>
<tr>
<td>NSU</td>
<td>2.63%</td>
<td>2.59%</td>
<td>2.91%</td>
<td>2.89%</td>
<td>2.98%</td>
<td>2.94%</td>
</tr>
<tr>
<td>DSU</td>
<td>1.97%</td>
<td>2.60%</td>
<td>2.24%</td>
<td>2.34%</td>
<td>2.94%</td>
<td>2.26%</td>
</tr>
</tbody>
</table>
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.
## South Dakota Mines
### All Self-Identified Groups (Percentages) | 2015-2020

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<thead>
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</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>1.76%</td>
<td>1.76%</td>
<td>1.76%</td>
<td>1.76%</td>
<td>1.76%</td>
<td>0.73%</td>
</tr>
<tr>
<td>Multi-racial</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>where one is AI</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian</td>
<td>0.25%</td>
<td>0.1%</td>
<td>0.14%</td>
<td>0.11%</td>
<td>0.00%</td>
<td>0.04%</td>
</tr>
<tr>
<td>/ Pacific Islander</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>1.13%</td>
<td>1.15%</td>
<td>1.66%</td>
<td>1.66%</td>
<td>1.46%</td>
<td>1.74%</td>
</tr>
<tr>
<td>African American</td>
<td>1.86%</td>
<td>1.92%</td>
<td>1.94%</td>
<td>2.00%</td>
<td>1.62%</td>
<td>1.37%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>3.97%</td>
<td>4.83%</td>
<td>4.97%</td>
<td>4.82%</td>
<td>5.06%</td>
<td>4.72%</td>
</tr>
<tr>
<td>Multi-racial</td>
<td>1.65%</td>
<td>1.89%</td>
<td>2.11%</td>
<td>2.11%</td>
<td>2.25%</td>
<td>1.98%</td>
</tr>
<tr>
<td>White</td>
<td>81.46%</td>
<td>80.17%</td>
<td>79.41%</td>
<td>80.37%</td>
<td>79.48%</td>
<td>80.58%</td>
</tr>
<tr>
<td>Non-resident Alien</td>
<td>5.38%</td>
<td>6.05%</td>
<td>5.94%</td>
<td>5.43%</td>
<td>6.29%</td>
<td>5.77%</td>
</tr>
<tr>
<td>Unknown</td>
<td>0.77%</td>
<td>0.77%</td>
<td>0.76%</td>
<td>0.49%</td>
<td>0.79%</td>
<td>1.37%</td>
</tr>
</tbody>
</table>
Diversity Report | 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.

Atmospheric & Environmental Sciences - BS | 2015 - 2020

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.0</td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.0</td>
</tr>
<tr>
<td>African American</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.0</td>
</tr>
<tr>
<td>Hawaiian/Pacific Islander</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.0</td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.0</td>
</tr>
<tr>
<td>Multi-racial</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.0</td>
</tr>
<tr>
<td>Total in Program</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>10.0%</td>
</tr>
</tbody>
</table>
Diversity Report | Program Demographics

### Geological Engineering - BS I 2015 - 2020

<table>
<thead>
<tr>
<th>Year</th>
<th>American Indian</th>
<th>Asian</th>
<th>African American</th>
<th>Hawaiian/Pacific Islander</th>
<th>Hispanic</th>
<th>Multi-racial</th>
<th>Total in Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015FA</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>2</td>
<td>13.7%</td>
</tr>
<tr>
<td>2016FA</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>13.1%</td>
</tr>
<tr>
<td>2017FA</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>9.8%</td>
</tr>
<tr>
<td>2018FA</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>8.9%</td>
</tr>
<tr>
<td>2019FA</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>6.4%</td>
</tr>
<tr>
<td>2020FA</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>9.8%</td>
</tr>
</tbody>
</table>

### Geology - BS I 2015 - 2020

<table>
<thead>
<tr>
<th>Year</th>
<th>American Indian</th>
<th>Asian</th>
<th>African American</th>
<th>Hawaiian/Pacific Islander</th>
<th>Hispanic</th>
<th>Multi-racial</th>
<th>Total in Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015FA</td>
<td>5</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>6</td>
<td>2</td>
<td>13.8%</td>
</tr>
<tr>
<td>2016FA</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>6</td>
<td>1</td>
<td>11.2%</td>
</tr>
<tr>
<td>2017FA</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>6</td>
<td>1</td>
<td>12.2%</td>
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<tr>
<td>2018FA</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>10.5%</td>
</tr>
<tr>
<td>2019FA</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>4.7%</td>
</tr>
<tr>
<td>2020FA</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>6.0%</td>
</tr>
</tbody>
</table>
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.
The following pages show a comparison of retention by group cohorts

American Indian | 2015 Cohort - 2020 Cohort

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent Retained After Year 1</th>
<th>Percent Retained After Year 2</th>
<th>Percent Retained After Year 3</th>
<th>Percent Retained After Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015 Cohort</td>
<td>100.0%</td>
<td>57.1%</td>
<td>28.6%</td>
<td>14.3%</td>
</tr>
<tr>
<td>2016 Cohort</td>
<td>83.3%</td>
<td>50.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017 Cohort</td>
<td>50.0%</td>
<td>33.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2018 Cohort</td>
<td>60.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2019 Cohort</td>
<td>20.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2020 Cohort</td>
<td>66.7%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
African American | 2015 Cohort - 2020 Cohort

<table>
<thead>
<tr>
<th>Cohort Retention</th>
<th>2015 Cohort</th>
<th>2016 Cohort</th>
<th>2017 Cohort</th>
<th>2018 Cohort</th>
<th>2019 Cohort</th>
<th>2020 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent Retained</td>
<td>85.7%</td>
<td>57.1%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>66.7%</td>
</tr>
<tr>
<td>After Year 1</td>
<td>71.4%</td>
<td>57.1%</td>
<td>77.8%</td>
<td>66.7%</td>
<td>100.0%</td>
<td></td>
</tr>
<tr>
<td>After Year 2</td>
<td>42.9%</td>
<td>71.4%</td>
<td>33.3%</td>
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<td></td>
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<tr>
<td>After Year 3</td>
<td>57.1%</td>
<td></td>
<td></td>
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<tr>
<td>After Year 4</td>
<td></td>
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</tbody>
</table>

Hispanic | 2015 Cohort - 2020 Cohort

<table>
<thead>
<tr>
<th>Cohort Retention</th>
<th>2015 Cohort</th>
<th>2016 Cohort</th>
<th>2017 Cohort</th>
<th>2018 Cohort</th>
<th>2019 Cohort</th>
<th>2020 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent Retained</td>
<td>95.5%</td>
<td>96.7%</td>
<td>88.5%</td>
<td>100.0%</td>
<td>87.5%</td>
<td>77.3%</td>
</tr>
<tr>
<td>After Year 1</td>
<td>95.5%</td>
<td>86.7%</td>
<td>73.1%</td>
<td>87.0%</td>
<td>87.3%</td>
<td></td>
</tr>
<tr>
<td>After Year 2</td>
<td>86.4%</td>
<td>66.7%</td>
<td>53.9%</td>
<td>78.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>After Year 3</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>After Year 4</td>
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</table>
Non-Resident Alien l 2015 Cohort - 2020 Cohort

<table>
<thead>
<tr>
<th>Cohort Retention</th>
<th>Percent Retained After Year 1</th>
<th>Percent Retained After Year 2</th>
<th>Percent Retained After Year 3</th>
<th>Percent Retained After Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015 Cohort</td>
<td>94.1%</td>
<td>91.2%</td>
<td>55.9%</td>
<td>41.2%</td>
</tr>
<tr>
<td>2016 Cohort</td>
<td>94.7%</td>
<td>89.5%</td>
<td>57.9%</td>
<td>47.4%</td>
</tr>
<tr>
<td>2017 Cohort</td>
<td>96.6%</td>
<td>93.1%</td>
<td>65.5%</td>
<td>55.2%</td>
</tr>
<tr>
<td>2018 Cohort</td>
<td>93.9%</td>
<td>93.9%</td>
<td>72.7%</td>
<td></td>
</tr>
<tr>
<td>2019 Cohort</td>
<td>96.8%</td>
<td>96.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2020 Cohort</td>
<td>96.3%</td>
<td></td>
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</table>

Unknown l 2015 Cohort - 2020 Cohort

<table>
<thead>
<tr>
<th>Cohort Retention</th>
<th>Percent Retained After Year 1</th>
<th>Percent Retained After Year 2</th>
<th>Percent Retained After Year 3</th>
<th>Percent Retained After Year 4</th>
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<tbody>
<tr>
<td>2015 Cohort</td>
<td>100.0%</td>
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<td>100.0%</td>
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<tr>
<td>2016 Cohort</td>
<td>100.0%</td>
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<td>2017 Cohort</td>
<td>100.0%</td>
<td>50.0%</td>
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<tr>
<td>2018 Cohort</td>
<td>100.0%</td>
<td>100.0%</td>
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<td>100.0%</td>
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<tr>
<td>2019 Cohort</td>
<td>72.7%</td>
<td>54.5%</td>
<td></td>
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<tr>
<td>2020 Cohort</td>
<td>75.0%</td>
<td></td>
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</tr>
</tbody>
</table>
The following shows a comparison of overall group retention.

Note: 2017 Cohort is the latest Cohort with all data available.

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

For more information regarding faculty and staff at Mines, contact Kelsey O’Neill at Kelsey.ONeill@sdsmt.edu
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 | Fall 2020

- Freshman: Undergraduate (1), Graduate (2)
- Sophomore: Undergraduate (3), Graduate (4)
- Junior: Undergraduate (5), Graduate (6)
- Senior: Undergraduate (7), Graduate (8)
- Master’s: Undergraduate (9), Graduate (10)
- Doctoral: Undergraduate (11), Graduate (12)
<table>
<thead>
<tr>
<th>Country</th>
<th>Undergraduates</th>
<th>Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Bangladesh</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Brazil</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Burkina Faso</td>
<td>3</td>
<td></td>
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<tr>
<td>Cameroon</td>
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<td></td>
</tr>
<tr>
<td>China, PR</td>
<td>10*</td>
<td>7</td>
</tr>
<tr>
<td>Colombia</td>
<td>1</td>
<td></td>
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<tr>
<td>Croatia</td>
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<td>Egypt</td>
<td>1</td>
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<tr>
<td>Gabon</td>
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<tr>
<td>Gambia</td>
<td>1</td>
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<tr>
<td>Germany</td>
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<td></td>
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<tr>
<td>Ghana</td>
<td>3</td>
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<tr>
<td>Guyana</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Honduras</td>
<td>2</td>
<td></td>
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<tr>
<td>India</td>
<td>17</td>
<td>19</td>
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<tr>
<td>Indonesia</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Iran</td>
<td>1</td>
<td>4</td>
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<tr>
<td>Iraq</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Italy</td>
<td>1</td>
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</tbody>
</table>
Kazakhstan
1 undergraduate
Liberia
1 graduate
Madagascar
1 graduate
Malaysia
1 graduate
Mexico
1 graduate
Morocco
1 undergraduate
Nepal
8 graduates
Netherlands
2 undergraduates*
New Zealand
2 graduates
Nigeria
2 undergraduates
6 graduates
Norway
1 undergraduate*
Poland
1 undergraduate
Spain
2 undergraduates*
1 undergraduate
Sri Lanka
1 graduate
Taiwan
1 undergraduate
Trinidad and Tobago
1 undergraduate
Turkey
2 graduates
Venezuela
1 undergraduate
Vietnam
1 undergraduate
1 graduate
Zambia
1 graduate
* = 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 2019 through end of summer 2020
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 pandemic, all study abroad opportunities were cancelled for the 2020 -2021 academic year. In some cases, virtual opportunities were offered instead.

Next year we hope opportunities for students to take part in these experiences will be available again.

For more information regarding International programs at Mines, contact Suzi Aadland at Suzi.Aadland@sdsmt.edu
Disability Services collaborates with the campus community to promote and provide a supportive, accessible, non-discriminatory learning environment. The Disability 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 Disability 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 Disability 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.

Veteran Student Enrollment

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</thead>
<tbody>
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<td>Fall</td>
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<td>145</td>
<td>175</td>
<td>158</td>
<td>154</td>
<td>148</td>
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<td>Spring</td>
<td>118</td>
<td>129</td>
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<td>176</td>
<td>134</td>
<td>168</td>
<td>160</td>
<td>153</td>
<td>146</td>
<td>155</td>
<td>170</td>
</tr>
</tbody>
</table>
Percentage of Veterans Who Utilize the VRC

Utilize the VRC
For more information regarding veterans at Mines, contact Derek Flom at Derek.Flom@sdsmt.edu
Pre-Health Pathways provides students with opportunities to explore various careers in health care, supports student success through advising and professional development activities, and prepares students to be competitive applicants for professional programs in health care. The mission of Pre-Health Pathways at South Dakota Mines is to provide students with opportunities to explore various careers in health care, to support student success through advising and professional development activities, and to prepare students to be competitive applicants for graduate programs in health care.

The mission of Pre-Health Pathways at South Dakota Mines supports the mission of South Dakota Mines by contributing to the education and preparation of our pre-health students so that they may address global challenges related to health care, innovate to reach their creative potential in health care research and practice, and engage in health care services, through health care internships, research endeavors, and volunteerism, to transform society. Pre-Health Pathways aligns with the values of South Dakota Mines by promoting a culture of integrity, ingenuity, and inclusion and by helping students engage in on-campus activities, volunteer work, and direct health care experiences that impact our local community.

Students considering health professions must excel academically, balance various extracurricular activities, and plan carefully to be competitive applicants for professional programs in health care. The Student Success Center (SSC) is the home of the Pre-Health Pathways office, where students can meet with the Pre-Health Pathways Advisor, get connected to the growing pre-health community, and find resources to prepare themselves for professional programs in healthcare, such as medical programs, dental programs, pharmacy programs, or physical therapy programs, just to name a few.

Pre-health students at South Dakota School Mines benefit from a dual advising model that involves meeting with academic advisors within their home departments and with the Pre-Health Pathways Advisor within the Student Success Center. These advisors prepare pre-health students for careers in healthcare by working with them to schedule the appropriate coursework, identify professional development opportunities, such as shadowing, volunteer activities, and patient care experiences, find resources to study for entrance exams, navigate the application process, and practice for interviews.

Our dual advising approach helps students to become strong, self-reflective applicants for professional programs and provides them with the foundational knowledge, policy information, resources, and career advice that they need to grow professionally. Pre-Health Pathways helps our pre-health students to develop competencies in the following areas:

- **Science Competencies:** Students will demonstrate a competency for the requisite biology, chemistry, mathematics, physics, and social sciences for successful admission into health-related graduate or professional programs.

- **Critical Thinking & Reasoning Competencies:** Students will develop problem-solving skills in areas of scientific inquiry and quantitative reasoning.

- **Communication Competencies:** Students will demonstrate proficiency in professional written and oral communication, including use of professional electronic communication and maintaining responsible digital footprints.

- **Intrapersonal Competencies:** Students will exemplify high standards of ethical responsibility, reliability, dependability, resilience, adaptability, capacity for self-improvement, and life-long learning.

- **Interpersonal Competencies:** Students will demonstrate high levels of social skills, cultural competence, teamwork, and service orientation.
Pre-health students (N = 131) identify as belonging to one or more racial/ethnic groups.

- Among pre-health students, 83.94% indicated that “White/Caucasian” was their first, second, or third racial/ethnic identity (N = 115)

- The second largest percentage of students, 6.57%, indicated that “Asian” was their first, second, or third racial/ethnic identity (N = 9)

- The third largest percentage of students, 4.38%, indicated that “Hispanic/Latino” was their first, second, or third racial/ethnic identity (N = 6)

- The fourth largest percentage of students, 3.56%, indicated that “Native American” was their first, second, or third racial/ethnic identity (N = 5)

- The fifth largest percentage of students, 1.46%, indicated that “Black/African American” was their first, second, or third racial/ethnic identity (N = 2)
Pre-health students earn their degrees from departments across campus. This chart shows which majors our undergraduate pre-health students are in while pursuing their Bachelor of Science (B.S.) degrees.

Note: Some undergraduate students pursue multiple majors simultaneously and that graduate pre-health students (N = 6) who are pursuing a masters degree or a Ph.D. are not included in these statistics.
Our pre-health students pursue a variety of careers in healthcare by following one of our 25 designated pre-health pathways.

Most of our student pursue a career in medicine (N = 39) and apply to M.D., D.O., D.P.M, or N.D. programs.

These data represent 63 of our 131 students (48.09%). The remaining students have not declared a pre-health pathway with the Pre-Health Pathways Advisor.

Currently, 57.25% of students (N = 75) are in contact with the Pre-Health Pathways Advisor, either via e-mail only (N = 4) or through virtual (Zoom) or in-person consultations (N = 71).
Pre-health students come to South Dakota Mines from various home states and countries.

- The majority of pre-health students (50.38%) are from South Dakota (N = 66)
- Few of the pre-health students are international students (N = 1) or list a military base as their home state (N = 1)
- The remaining 49.62% of pre-health students (N = 65) come to Mines from other U.S. locations, which include:
  - Arizona (N = 1)
  - Colorado (N = 20)
  - Iowa (N = 1)
  - Kansas (N = 1)
  - Minnesota (N = 13)
  - Montana (N = 1)
  - Nebraska (N = 5)
  - Nevada (N = 1)
  - North Dakota (N = 3)
  - Texas (N = 1)
  - Wisconsin (N = 3)
  - Wyoming (N = 12)
- After South Dakota, the second highest percentage of pre-health students come from Colorado (15.27%) followed by Minnesota (9.92%) and Wyoming (9.16%).
A larger percentage of our pre-health students (N = 131) are female (N = 80) than male (N = 51).

Athletes (N = 35) make up 26.72% of pre-health students. These athletes earn scholarships for competing in NCAA Division II sports, including Basketball, Cheerleading, Cross-Country, E-Sports, Football, Golf, Soccer, Track & Field, and Volleyball.

For more information regarding Pre-Health at Mines, contact Dr. Johnica Morrow at Johnica.Morrow@sdsmt.edu
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.

Our WiSE Center is a space for prospective and current women students, as well as women faculty. 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 Center. This center 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.
Retention

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

Overall Women’s Enrollment

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>608</td>
</tr>
<tr>
<td>FA19</td>
<td>610</td>
</tr>
</tbody>
</table>
For more information regarding women at Mines, contact Corinne Heiberger at Corinne.Heiberger@sdsmt.edu
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.
For more information regarding Athletics at Mines, contact Seth Nichols at Seth.Nichols@sdsmt.edu
Diversity, Multiculturalism, and Inclusion Glossary

Please note that the following list of terms, and their respective definitions, is meant to be extensive but is in no way complete. It is our intention to provide the South Dakota Mines campus community with this glossary as an educational resource specific to the 2017–2018 Diversity Report, while also acknowledging that such lists must be ever evolving to adapt to current ways of thinking and being. We would also like to suggest that this glossary be only a part of one’s education around diversity, multiculturalism, and inclusion. We encourage all readers to explore these topics in further detail through books, movies, academic journals, television programs, podcasts, and other forms of educational media.

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 Social Justice 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 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 polycexual): 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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