Schools and Colleges’
Inclusive Excellence Report
2014-15

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INCLUSIVE EXCELLENCE AT THE UNIVERSITY OF SOUTH DAKOTA

Thanks to the work of the campus community, the University of South Dakota (USD) continues to make progress on the implementation of our diversity strategic initiative, Inclusive Excellence (I.E.). According to the Association of American Colleges and Universities, undertaking structural and cultural transformation using an I.E. approach is a process that takes several years to complete. Changing the culture of any institution can be a daunting task and requires consistent participation and contribution from all areas of the institution. We have completed our third year since the introduction and adoption of I.E. and are on our way to becoming the Inclusive Excellence University for the 21st Century. Thanks to President Abbott, Provost Moran, and all members of upper management, particularly the Deans of our schools and colleges, institutional structural change is becoming apparent on the campus. There has also been tremendous support from many faculty, staff, and students who have introduced new programs and ideas supporting I.E. at USD. These range from diversity and inclusiveness statements to policy changes, as well as hiring and curriculum transformation.

Background
It is important to acknowledge that the University of South Dakota has been attempting to engage in diversity work for at least twenty years. In 1994, the Campus Diversity Interest Group (CDIG) was created to conduct a range of diversity efforts on the USD campus. Nevertheless, the 2001 report of the North Central Accreditation Association expressed concerns by the accreditation site visitors about USD’s commitment to diversity and required the university to submit a diversity progress report in 2004. In 2002, The Campus Diversity Enhancement Group (CDEG) was officially appointed by the USD President and charged with the development of a USD Diversity Plan. That plan was written with a five-year view in mind and had four main goals: (1) the creation of an Office of Institutional Diversity and hiring of a Senior Diversity Officer; (2) increased diversity of the students, staff, faculty, and administration; (3) increased attention to diversity in the curriculum; and (4) creation of a welcoming, inclusive campus environment. The Office of Institutional Diversity was created in 2005 and a Chief Diversity Officer was hired. The Office of Institutional Diversity generated diversity updates, but did not articulate a vision for the future of diversity at the University. Beyond the establishment of the Office of Institutional Diversity, the 2004 USD Diversity Plan was largely not addressed.

Concerns about diversity were revisited in 2010-2011 in response to the Higher Learning Commission (HLC) accreditation process. The significant diversity-related issues that were raised through the self-study process indicated that there is a compelling need to continue to address diversity efforts at the institutional level.

The hiring of a new Senior Diversity Officer in 2012 initiated theoretical, philosophical, and practical changes in the approach to campus diversity, which continues to evolve at USD. During the fall of 2012, a vision statement for diversity was crafted by the Senior Diversity Officer and vetted and approved by several university-wide committees including the Faculty Senate, Classified Staff Council, Cultural Diversity Enhancement Group, Student Government Association, Provost’s Council, and President’s Executive Council.
Guided by the I.E. vision, mission, values, and goals, during the fall of 2013, USD began the process of systematically implementing and practicing I.E. Committees with a similar purpose existed before I.E. was introduced at USD, which helped to initiate the addition of Inclusive Excellence committees in each of the academic schools and colleges. Charged by the Deans and spearheaded by faculty from each school, the committees were tasked with undertaking an audit examining current I.E. efforts and identifying areas for improvement. To assist in the audit, personnel from the Office for Diversity created a toolkit entitled “Transforming the University of South Dakota into an Inclusive Excellence University for the 21st Century: A Guidebook for Implementing and Practicing Inclusive Excellence.” Using this toolkit, I.E. committees were prompted to review dimensions of their domains and identify areas and initiatives where diversity and inclusiveness have already been embedded as well as identifying institutional areas lacking diversity and inclusiveness. Examples of areas to be assessed included mission statements; goals and values; leadership; human resources; culture and climate; organizational dimensions; history; student, staff, and faculty orientation; student advising; curriculum; new projects; faculty promotion and tenure; financing and budget; committees and taskforces; policies; conflict and discrimination management; recruitment; artwork; and data collection and assessment. The process also included an analysis of strengths and areas for improvement related to their findings. The final part of the exercise was a call to action (i.e., develop a plan) of administrators to systematically integrate diversity and inclusiveness throughout their respective areas.

Given the work of all the Inclusive Excellence committees and other university efforts, in May 2014, USD submitted a progress report to the HLC detailing all the progress and work undertaken at the university since the last report. The Higher Learning Commission accepted USD’s progress report and determined:

*The interim report you submitted to our office has now been reviewed. A staff analysis of the report is enclosed. On behalf of the Commission, staff accepts the report on diversity, finances, and enrollment. No further reports are required.*

Higher Learning Commission June 2014

**INCLUSIVE EXCELLENCE COMMITTEE PROGRESS REPORTS**

In this section, committee reports by schools and colleges detailing their 2014-2015 academic year accomplishments and plans for the future are presented. It represents the work of committed faculty and staff in each of the different academic areas and highlights the goals for the 2014-15 academic year.

**College of Arts and Sciences**

Our Mission
To fulfill its primary mission of serving the people of South Dakota and the region, the College of Arts & Sciences offers undergraduate and graduate degrees in a wide range of academic disciplines, provides an intellectual foundation for the entire University, delivers high-quality instruction through traditional and innovative means, advances knowledge through original research and scholarship, disseminates that knowledge through publication and classroom instruction, and serves the academic disciplines.

The College of Arts & Sciences is deeply committed to the values and principles of academic freedom and integrity, ethical conduct, equal opportunity, and respect for diversity. To fulfill its mission, the College emphasizes - as life-long pursuits - the search for truth and learning, the development of personal responsibility and global stewardship, dedication to democratic citizenship, and the application of multidisciplinary problem-solving to improve the human condition.

**Diversity Statement**
The College of Arts & Sciences, being the heart of liberal arts education at USD, recognizes the importance of a diverse, inclusive, multicultural campus, in which the various perspectives and contributions of students, faculty, and staff of different backgrounds are appreciated and welcomed. Through its curriculum and policies, the College strives to foster a campus community that is culturally responsive, respectful, and inclusive of all its members regardless of language, race, culture, age, socio-economic status, ethnic background, nationality, disabilities, veteran's status, religion, gender, and sexual orientation. Through these efforts, the College prepares students for the complexities and challenges of an interdependent, globalized world and contributes to excellence in learning, discovery, and engagement.

-adopted by the faculty of the College of Arts & Sciences on February 5, 2013

**College of Arts and Sciences Diversity Across the Curriculum Committee (CAS-DACC)** is a six member standing College committee consisting of two representatives each from the Humanities, Sciences, and Social Sciences Divisions. In addition to serving in an advisory role to the Dean regarding inclusive excellence within the College, the Committee oversees the Curriculum Transformation Grant and related activities that support increased opportunities for student learning and experiences with diversity. It also provides leadership and guidance for the review, planning, implementation, and outcome measurement of current and future College diversity initiatives.

**Achievements:**

- Annual Curriculum Transformation grants awarded to 5 faculty members
  - Lynn Riley (Math & Sciences Division) course revision, BIOL 407 Plants and Civilization
  - Jean Caraway (Social Science Division) course revision, Psychology 321 Development Across the Lifespan
  - Marni Johnson Martin (Social Science Division) course revision, DCOM 716 Advanced Topics in Aural Rehabilitation
  - Christopher Jenks (Humanities) new course, English 492/592 World Englishes
David Lane (Social Science) course revision, SOC 402/502 Sociology of Deviance
• Department Inclusive Excellence Review and Analysis Stage I & II Report was finalized and submitted to the Arts and Sciences Dean’s office
• $250 donation made to African Student Association to help support the annual Africa Night Celebration
• $1,750 spent on books for department chairs and faculty book club
  o The Department Chair as Transformative Diversity Leader: Building Inclusive Learning Environments in Higher Education by Chun, Evans
  o Diversity Across the Curriculum: A Guide for Faculty in Higher Education by Branch and Mulennix
• Diversity Across the Curriculum committee addressed the College of Arts and Sciences faculty meeting reporting on Inclusive Excellence and providing a handout entitled “Diversity in the Classroom: Tips for Success”
• Diversity Across the Curriculum committee addressed the College of Arts and Sciences Faculty meeting recapping the Diversity Task Force timeline and providing information on curriculum transformation grants
• Mandy Williams attended National Conference on Race and Ethnicity in Washington D.C.
  o Co-presented for Systemic-Change and Cultural Transformation workshop

Goals for 2015-16:
• Continue Arts and Sciences Curriculum Transformation grant process – increase number of applicants for the grant
• Use purchased books to facilitate a new book club series
• Complete stage III of the Department Inclusive Excellence Review and Analysis
Beacom School of Business

The Beacom School of Business is the region’s leader in business education offering a quality program that is fully accredited by AACSB International. As you work toward your Bachelor of Business Administration (BBA) degree, you will be encouraged to pursue a business major that meets your current interests and your future career plans in accounting, business administration, economics, finance, health services administration, human resource management, management, or marketing.

Our faculty challenges our students to develop excellent critical thinking skills in the classroom and then apply those skills to real-world experiences. Through involvement in any of our many professional organizations or participation in quality internships, your business knowledge will be put into action.

The Beacom School of Business is committed to USD's Inclusive Excellence initiatives. We are committed to cultivating an environment of Inclusive Excellence at all levels of the school. We are committed to graduating globally and culturally aware business students who are equipped with the tools to embrace and practice inclusiveness.

School of Business Inclusive Excellence Committee: The committee seeks to cultivate an environment of Inclusive Excellence at all levels of the school. We are committed to graduating globally and culturally aware business students who are equipped with the tools to embrace and practice inclusiveness. The committee also seeks to monitor the formal and informal environment of the Beacom School of Business to foster openness and respect for students and other constituents of varying backgrounds.

Achievements:

- Developed an IE statement – can be found on new website and in student planners developed by BSB student services office
- BSB strategic plan has a strong focus on student engagement and retention
- IE Committee developed and administered a survey to help identify areas of strength and concern in both students and faculty (administered fall 2014)

Goals for 2015-16:

- Find a place to display the IE statement in the college
- Work to improve faculty involvement in campus events which foster diversity and inclusiveness
- Develop an IE pamphlet to be given to students and faculty
- Bring in a speaker to present to students and possibly organize a workshop
- Review syllabi for BSB courses to include diversity and inclusiveness
- Incentivize increased levels of inclusiveness in courses
College of Fine Arts

Our Mission
Inspiring students by challenging them to achieve excellence. With state-of-the-art facilities and faculty comprised of dedicated teachers and working professionals, the College of Fine Arts combines high educational standards with extraordinary opportunities for real-world experience. As the only college offering the B.F.A., M.F.A., Bachelor's of Music and Master's of Music degrees in the state of South Dakota, you will undoubtedly find something that's a fit for your interests!

College of Fine Arts Strategic Plan: Goal 4
Goal 4: The College of Fine Arts will commit to a systematic, intentional, comprehensive, and holistic approach to diversity and inclusive excellence in course content, programming, and community outreach.

College of Fine Arts Inclusive Excellence Committee:
Faculty and student representatives from each of the fine arts departments serve as the college committee charged to develop, promote and guide inclusive excellence projects for the College of Fine Arts. With attention to the CFA’s strategic plan, the IE Committee focuses on: professional development and education for CFA members on Best Practices in Inclusive Excellence; developing, supporting and implementing programs that promote cultural awareness and Inclusive Excellence through the arts; and discussion and assessment of current systems within the CFA, and how they can be better utilized to accomplish Inclusive Excellence.

Achievements:

- The IE committee elected to send faculty representative, Cory Knedler, to the National Conference on Race and Ethnicity (NCORE) in Washington D.C.
- Contributed to the Festival of Nations and Jazz Night:
  - CFA IE Committee member Eunho Kim actively participated in planning and implementation of the Festival of Nations
  - CFA IE Committee member Vic Shonk facilitated communication between the collaborating units to implement the Union of African American Students’ “Jazz Night”
- Art and theatre faculty attended USD’s Building Bridges conference Information Fair
  - Provides current USD faculty and students the opportunity to interact with the Bridges participants and to inform students, teachers, counselors, and family members about what they have to offer current and future USD students
- Formed sub-committee, chaired by CFA IE Committee member Mandi Steele, to discuss current recruitment strategies, practices, challenges, and initiatives – goal of working towards greater diversity and inclusiveness in recruitment strategies

Goals for 2015-16:

- Bring in Dr. Jesús Treviño to conduct Diversity and Inclusive Excellence training for the full CFA faculty at the fall meeting
- Continue and expand involvement in Festival of Nations and Jazz night and formulate ideas for new arts programs that further our IE mission.
- Involve music faculty in the next USD Building Bridges conference
• Discuss the findings of the Recruitment sub-committee and formulate an action plan for continued improvement in Inclusive Recruitment.
• Educate ourselves on the previously conducted CFA IE study and the three phases of Inventory, Analysis and Action. Align our Committee’s strategies and goals with this plan.
• Gather information from each department about their IE programs and initiatives and to be compiled into the year-end IE report.
Sanford School of Medicine

Diversity is an integral element of our medical school experience. Our Office of Diversity and Inclusion and many diverse programs show our commitment to diversity.

Our Mission
The University of South Dakota Sanford School of Medicine values diversity and its essential role in achieving the educational, scholarship, and service missions of the school. Therefore, the medical school is committed to both recruitment and retention of students, residents, faculty, and staff who through their diversity enrich the learning environment and promote inclusive excellence. We recognize diversity as relating to race, ethnicity, creed, rural background, socioeconomic status, gender, sexual orientation, age, and disability. In addition, we value persons with broad life experiences, with records of service to disadvantaged populations, and with other attributes that may enhance the learning community.

The medical school has chosen three areas of emphasis on diversity to enrich the learning environment and promote inclusive excellence: American Indians, rural, and gender.

SSOM Office of Diversity and Inclusion
Our office plays a key role in directing efforts to enhance the diversity of the School of Medicine. We promote a welcoming and inclusive environment for our students, faculty and staff. We do this through a variety of direct programming, formulating and carrying out strategic plans and by serving as a resource for consultation and support of the students, faculty and staff of the School of Medicine. The Office of Diversity and Inclusion works collaboratively to promote Inclusive Excellence at the University of South Dakota.

Diversity Health Affairs Committee is comprised of faculty and students representing Sanford School of Medicine and the USD School of Health Sciences. The committee advises the VP Health Affairs and administration of the School of Medicine and School of Health Sciences on efforts to enhance healthcare and health care training for minority and disadvantaged groups within South Dakota, with a special emphasis directed toward Native Americans. In addition, this committee explores opportunities and programs to enhance diversity and cultural awareness of students, faculty and administration within the School of Medicine and the School of Health Sciences.

Achievements:

- Instituted a Diversity and Inclusive Excellence Planning Committee to discuss, assess, and make recommendations that support the diversity and Inclusive Excellence efforts within the USD Sanford School of Medicine (SSOM)
- SSOM Annual Retreat held - focused on enhancing diversity and Inclusive Excellence at SSOM
- Mandated annual diversity awareness assessment and training opportunities for members of SSOM committees
- Curriculum diversity sub-committee met to review curriculum and recommend incorporation of additional efforts regarding Inclusive Excellence
- Fall 2014 SSOM Diversity Dialogues monthly series theme focused on disabilities
• Diversity included as a theme that Pillar I students can elect in fulfillment of requirements for Clinical Foundation 2 and 3
• Developed longitudinal mentoring program in which female faculty serve as mentors to medical students, who in turn serve to mentor undergraduate pre-med students
• Partnered with the theatre department to assist in sponsoring Native Voices
• Corporate sponsor for the annual Sioux Falls Diversity Council Conference
• Utilized grant to develop a Native American Resource and Study room
• Submitted a grant proposal to attract and retain American Indian students to USD and to careers in healthcare professions
• SSOM was represented in a workshop (Systemic Change and Cultural Transformation) at the National Conference on Race and Ethnicity (NORE)

**Goals for 2015-16:**

• Develop medical student elective opportunities within American Indian reservation-based healthcare settings in South Dakota
• Complete establishment of Native American Advisory Cabinet
  o Advise medical school on recruitment and admission of American Indian students, enhancement of SSOM medical student understanding of American Indian culture, enhancement of medical student awareness of health disparities and health care disparities of American Indians in SD, preparing medical school graduates to provide quality healthcare for American Indian people
• Complete revision of pre-med student recruiting efforts
• Continue to review and refine the SSOM Diversity and Inclusive Excellence Strategic plan
• Assess and make recommendations regarding SSOM campus artwork that supports diversity and IE
• Participate in USD efforts to assess the campus climate for diversity and IE
• Assess diversity and IE efforts relative to preparation of accreditation self-study and in preparation for LCME accreditation site visit in AY 2017-18
• Continue to monitor the diversity/inclusive excellence climate of the School of Medicine so as to promote a welcome learning environment for all students; promote a greater understanding of diverse populations; and to provide appropriate training such that our medical school graduates are better informed to provide quality health care for all patients.
School of Education

The USD School of Education prepares and supports reflective professionals and leaders by creating, sharing, and applying knowledge. We cultivate curiosity, creativity and critical thinking. We collaborate using project based learning strategies. And we communicate effectively with diverse learners.

We offer innovative programs, including the year long residency which we pioneered to allow our students a full year of teaching experience incorporated into a four year plan. Our graduates leave our programs as highly qualified and marketable educators.

School of Education Diversity and Inclusive Excellence Committee is dedicated to the valuing and practice of Inclusive Excellence throughout the School of Education.

Achievements:

- First Education Inclusive Excellence forum was held
- Established recruitment program designed to expose and educate prospective students about the School of Education and USD
  - 1-2 day program in which prospective students tour campus, visit financial aid, visit residential life, attend events, have an opportunity to speak with professors, etc.
- Storytelling and Critical Thinking Resource Center within the School of Education hosted the Engage Project providing a setting for external educational functions, the INED classroom, student meetings, student research, etc.

Goals for 2015-16:

- Establish 2015 edition of Inclusive Excellence forum
- Finalize 2+2 relationship with Little Priest Tribal College in Winnebago, Nebraska
- Expand academic connections to other tribal and community colleges throughout South Dakota, Minnesota, Iowa, Nebraska, and North Dakota in 2016
- Finalize School of Education bylaw/policy that would require every faculty, staff, and administrative member of the school to participate in diversity activity on an annual basis
- Increase recruitment events
School of Law

Providing a high-quality, affordable legal education for over 114 years.

The University of South Dakota School of Law has a long and proud history. For over 100 years, the School of Law has produced respected and educated lawyers. Our alumni make up a majority of the membership of the South Dakota Bar. Countless federal court judges and trial court judges across South Dakota and other states are graduates of the USD School of Law including four sitting members of the South Dakota Supreme Court and one current member of the Iowa Supreme Court.

We provide a solid education with seasoned faculty members who are experts in their respective fields. The intimate nature of our School allows faculty to provide personal, often one on one, attention to students. We are very much community-orientated, giving students the opportunity to work together and help each other succeed. All these factors contribute to our excellent first-time bar passage rates and employment statistics.

School of Law Diversity Working Group is charged with the task of implementing inclusive excellence into all aspects of the School of Law with the objective of creating a diverse and inclusive environment for students, staff, and faculty.

Achievements:

- Additional course offerings that will require students to grapple with diversity and inclusiveness issues
  - Race and Law
  - Holocaust Law
  - Low Income Taxpayer Clinic I and II
- Native American Law Student Association Activities
  - Trip to the Rosebud, Pine Ridge, and Cheyenne River Sioux Reservations to help Native Residents draft their wills
  - Prom clothing drive for Native high school students
  - Letter-writing campaign for student victims of Rapid City sporting event harassment
  - Native American Heritage Month events
- Volunteer Income Tax Assistance clinics provide tax preparation assistance for low-income individuals
- Domestic violence, sexual violence, and stalking projects
- Reproductive justice projects
- Veterans’ Legal Assistance Group activities
- Professor Frank Pommersheim introduced new class on Tribal Courts and Tribal Law, has given multiple talks on tribal law matters, advised NALSA on multiple issues, etc.
- Professor Chris Hutton has provided substantial support regarding women and gender issues in the law school – pushed for bystander intervention training
- Professor Tom Simmons published an article exploring the collision between gender-neutral property laws and coverture-reestablishing Medicaid rules
• Professor and Dean Emeritus Barry Vickrey received the Black Law Students’ Association award and Lawyer of the Year Award from the South Dakota State Bar Women in Law Committee which honors service and encouragement to women and other underrepresented groups in the legal profession
• Associate Dean of Academic Affairs Tiffany Graham has given talks on conversion therapy, the integration of LGBT individuals into rural spaces, and other matters pertaining to LGBT equality
• Provision of Bystander Intervention training as a mechanism for preventing sexual harassment and sexual assault

Goals for 2015-16:

• Develop student learning outcomes that include fostering a commitment to diversity and inclusiveness
• Continued development of a Native student pipeline project
School of Health Sciences

The School of Health Sciences is committed to academic excellence. We provide low student to faculty ratios and real-world settings beyond the classroom that lead to student success. This is proven as our students routinely exceed the national average on their board certification exams.

Our Vision
To be a nationally-recognized leader in interprofessional health sciences’ education.

Our Mission
The School of Health Sciences develops scholars, practitioners, and leaders in health and human services, meeting the workforce needs of South Dakota, the region and beyond.

Our Diversity Statement
The University of South Dakota Health Sciences is committed to an environment of inclusiveness in classroom and practice settings that honors diverse perspectives, traditions, heritages, and experiences.

School of Health Sciences' (SHS) Cultural Competency Committee: The purpose of the committee is to encourage cultural competency by promoting cultural awareness, knowledge, skill, encounter, and desire among SHS faculty and students. In this context, culture is a broad term inclusive of groups with shared values, beliefs, and attributes. The Committee members represent each of the School of Health Science disciplines and are responsible for promoting cultural awareness, events, and activities within the SHS.

Achievements:

• SHS Cultural Competence Committee (CCC) presented an inclusiveness statement to the Administrative Council which was approved
• Marketing and promotional materials from SHS were reviewed by Dr. Trevino for recommendations
• Accreditation standards and accreditation related to inclusiveness, diversity, and cultural competence were identified and will be used to develop or locate measures that assess progress in achieving these themes across and within SHS programs.
• Spring Panel discussion was organized. Members of the panel responded to specific questions designed to stimulate discussion about similarities and differences in healthcare provision, healthcare systems, and health behaviors between native cultures and the United States and contemplated cultural challenges complicating access to health care
• SHS CCC member Jean Yockey was appointed to the School of Medicine Diversity Affairs Committee to improve communications between committees.
• On May 28, 2015, SHS CCC Committee chair Patti Berg-Poppe joined others from USD in presenting a platform presentation about “Systemic-Change and Cultural Transformation” at the National Conference on Race and Ethnicity in Washington, DC.
• A grant from the Office of Diversity was used to purchase rights to 10 independent films that elaborate upon common accreditation themes of social justice, global social issues, at-risk populations, health disparities, and self-awareness (including understanding self and others).
• SHS participated in strategic planning sessions of the Great Plains Tribal Chairmen’s Health Board.
• SHS Vision/Mission/Values statements were revised to incorporate the SHS Inclusiveness/Diversity statement.

Goals for 2015-16:

• Incorporate I/D statement into human resource, employment, and recruitment materials.
• Work with the Office of Diversity to promote faculty development opportunities related to the implementation of inclusiveness strategies.
• Develop evaluative items to be added to typical assessment tools measuring student perceived competence in diversity and sense of inclusivity.
• Study the collection of diversity and inclusiveness data across SHS programs and identify common parameters to assess progress as a School; use accreditation themes to guide this study.
• Organize 2nd annual Spring term panel discussion, using common accreditation themes to guide discussion topic
**University Libraries**

**Mission**
The libraries support the educational mission of the University of South Dakota encompassing instruction, research and service by assuring ready access to a wide range of information resources held locally and worldwide; teaching information literacy, research and critical thinking skills for academic endeavors and lifelong learning; and providing an aesthetic, congenial and stimulating learning and working environment.

**Vision**
The libraries strive to support the university vision "to be the best small publicly supported university in the country" while serving as an intellectual and cultural center for the university. It functions as a place for research, exploration, and collegiality where the tools and techniques of scholarship are stored, taught and renewed. The libraries must evolve to invigorate individual and group research as well as public interaction and discussion.

The University Libraries’ Inclusive Excellence Committee endeavors to assist all library faculty and staff in providing library users with a safe teaching and learning environment where diversity, inclusiveness, and individual differences are recognized and respected.

**Achievements:**

- Multilingual welcome banner hung at library entrance
- Several members of Inclusive Excellence committee attended the Sioux Falls Diversity Conference
- Two members of IE committee attended Sanford School of Medicine Retreat
- One member of IE committee attended and co-presented at NCORE

**Goals for 2015-16:**

- Create resources to increase library faculty and staff understanding of Inclusive Excellence
- Display Diversity and Inclusiveness poster series by end of Summer 2015 and create another round in 2016
- Have a graduate assistant join the committee and work with student supervisors to incorporate IE into student worker training
- University library collections, books, CDs, and DVDs will occasionally be posted as part of the YOTE board for people to see as they enter the building