North Dakota University System

NDUS Diversity Council
Annual Campus Reports
2007 - 2008

Submitted on behalf of the NDUS Diversity Council by:

Erik Cutler, Bismarck State College
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Executive Summary

Listed below are highlights of diversity efforts on each campus for the 2007-08 academic year.

**Bismarck State College** continued to plan and coordinate diversity events through their Embracing Diversity Team and Multicultural Program. Events included: 1) Safe Space / GLBT Initiative training for staff, faculty, and employees; 2) Cultural Sensitivity Training with Dr. Sue Rankin examining issues of Power and Privilege; and 3) A purchase of a Diversity/ International Film Series for the BSC Library.

**Minot State University** developed three priorities to address Strategy Four of their Vision and Goal statement, Building a Diverse and Multicultural University Climate. They are: 1) Use the diversity climate survey results to identify weaknesses, strengths, and new initiatives to improve the multicultural climate and the diversity of the campus; 2) Strengthen the University’s relationships with Native American colleges and peoples; 3) Internationalize the campus with increased international student recruitment and support, international faculty and student exchanges; increase the number of foreign cooperative agreements with foreign institutions, and study abroad and study tour opportunities; and 4) Nurture a campus atmosphere devoted to multiculturalism and inclusiveness; foster a campus atmosphere that respects and honors diversity…and continue to monitor and improve the University’s plan for supporting and serving persons with disabilities.

**North Dakota State University** offered a number of cultural programming opportunities that included: Faces of America – one person play about the experiences of people of color living in America, various film topics, speaker topics, the 17th Annual Woodlands and High Plains Powwow with MSUM, student leadership and mentoring projects, Student Life Book Clubs - read Nickel and Dimed by Barbara Ehrenreich, and performed campus wide readings by Martin Luther King Jr., and new initiatives on campus and with the NDUS Diversity Council.

**North Dakota State College of Science** developed a new Vision, Mission, and Goals plan for their Diversity Council effective July 1, 2007. Goals included: 1) to provide professional development opportunities and educational programs and activities to the campus community; 2) To implement a social norming campaign on campus; 3) to establish, enhance, and /or endorse acceptable standards of conduct and recommend such to the management team for consideration; 4) To develop a calendar on the diversity web page for all of the events that occur across campus which contribute to a better understanding of diversity related issues. Action steps, target results, and a timeline were also created. NDSCS expresses a recommendation of for the NDUS Diversity council to coordinate plans between the 11 campuses to bring national speakers and programming to the state and to continue to be vocal at the system level in addressing diversity understanding and equity implementation throughout the system.

**Minot State University - Bottineau** held Brown Bag Seminars that included faculty and student speakers who shared their international experiences, Diversity Week in February 2007 which
focused on student life through interactive student panels and diversity activities, and continued development of their Campus Climate Action Plan which paralleled well with past efforts in recruitment and retention.

**Lake Region State College** appoints a Diversity Team by the President each year. Starting in the fall semester of 2007, they will have an annual budget of $5000 for campus and community activities. A major goal of the Diversity Team is to finalize a Campus Diversity Plan which will use the NDUS Diversity Climate Survey results to develop the goals and action items in their plan. Lake Region has seen an increase in international student recruitment and enrollment. Lake Region expresses a need for funding to support a Multicultural Office to serve the needs of a growing American Indian and minority student population.

**Valley City State University** continued to implement many activities through their campus Diversity Committee. Activities included: Review of the Campus Climate Survey results, Anti-Racism Training, Review of Policies and Procedures for their Cultural Diversity tuition Waivers, Conducted a SWOT Analysis on international student recruitment to increase enrollment, Study Abroad activities, reviewed and process the NDUS Implementation Plan for Equity and Community.

**Williston State College** – reported race and gender demographics for spring 2008 for full-time and part-time students.

**University of North Dakota** - no report submitted at this time, held the bi-annual ND Diversity Conference in conjunction with the NDUS Diversity Council.

**Dickinson State University** – No report submitted at this time.

**Mayville State University** – No report submitted at this time.
BSC Embracing Diversity Team  
Bismarck State College  
2008

Chairs: Angie Milakovich, Natasha Petry succeeding Dan Rogers, Former Chair 
Multicultural Advisor: Erik Cutler, Multicultural Coordinator 
NDUS Diversity Council: Erik Cutler

Primary Team Objectives:  
Objective 1: Enroll and retain a student population that reflects or expands the diversity of North Dakota.  
Possible Tasks:  
A. Recruit a more diverse student population.  
   a. International recruitment plan.  
   b. Support of Diversity Tuition Waivers.  
   c. Support for BSC Foundation Minority Student Scholarships.  
   d. Other recruitment initiatives.  
B. Retain diverse student population.  
   a. Support for Multicultural Program activities and initiatives.  
   b. Assess student satisfaction and diversity climate.  
   c. Support for gay, lesbian, bisexual, transgender (GLBT) groups on campus.  
   d. Support systems for students with mental, learning, or physical disabilities.

Objective 2: Recruit and retain a faculty, administration, and staff that reflect or expand the diversity of the region and relevant labor pool.  
Possible Tasks:  
A. Develop a plan for recruiting a more diverse faculty and staff.  
B. Seek feedback from employees about satisfaction with campus diversity inclusion practices.  
C. Provide input for marketing brochures to insure inclusion of diversity and gender equity.

Objective 3: Incorporate diversity into the curriculum in an effort to prepare students to live in a global society, and develop alternative instructional methods that recognize diverse learning styles.  
Possible Tasks:  
A. Develop and schedule faculty in-service activities on incorporation of diversity into course instruction.  
B. Analyze Syllabi to discover level of faculty participation. Study and make recommendations to department chairs.  
C. Analyze current assessment plans for Gen Ed. for incorporation of diversity. Study and make recommendations.  
D. Interview students for suggestions.  
E. Conduct training for teaching and learning of diversity concepts and sensitivity.

Objective 4: Foster a campus climate that supports diversity through a structured program of initiatives and activities designed to promote knowledge of diversity concepts and sensitivity to diversity related issues.
Possible Tasks:
A. Support the Annual Campus Read.
B. Schedule guest speakers and performances.
C. Prepare activities for ethnic celebrations and holidays.
D. Continue Diversity Calendar.
E. Support Arts Quest activities related to diversity.

Objective 5: Determine how BSC can meet the educational needs of senior adults in our service area – Senior Initiative
Possible Tasks:
A. Explore and develop programming focused on senior citizens.
B. Develop mailing list to invite senior citizens to campus events.
C. Explore and develop a senior citizen volunteer list to help at campus events.

Specific accomplishments of the team related to goals
The team divides into task forces to address each of these objectives and to determine specific activities that each task force would accomplish. Each Task Force is assigned a chairperson to report back to the monthly team meetings.

1. Task Force I, Student Retention and Outreach
   • “Safe Place” posters for GLBT students were posted on bulletin boards across campus to express that BSC is a “safe learning environment for GLBT students” with contact info of an advisor if students need support or assistance. (2005-08)
   • The Task Force focuses on recruitment and retention of minority students. Past emphasis has been on Native American students and international students. It was proposed that we explore retention rates of the entire campus and identify strengths and weaknesses to build upon best retention practices to include the entire student body.
   • The Multicultural Office continues to provide outreach and recruitment activities to High Schools located on the four major American Indian reservations in North Dakota and in the local Bismarck-Mandan Schools.
   • Each year the Multicultural Program sets up an information booth at the Annual Native American State Science Fair held annually on Martin Luther King Jr. Day in Bismarck ND.
   • The team is currently reviewing the diversity “anti-discrimination” posters on campus. They will revise and coordinate changes with the Human Resources office.
   • The Multicultural Office started a Multicultural Club in 2005 and it continues to be successful to the present year (2005-2008)
   • The Multicultural Program sponsored Kevin Locke, a world renown Native American Hoop Dancer, Flutist, and Story Teller performed at BSC in December (2008).
   • The Multicultural Program took the lead for BSC in delivering the NDUS Diversity Council Campus Climate Survey to the campus in 2005 and has worked closely with Sue Rankin, the Diversity Council, and the System Office to develop a system-wide plan for diversity, still in progress. (2005-2008)
   • Cultural-Sensitivity training by Dr. Sue Rankin took place in April 2008 to address the Campus Diversity Climate Survey conducted by Rankin Consulting and the NDUS Diversity Council in 2006 (2008)
• Cultural Diversity Tuition Waiver policy and procedures will be annually reviewed by Student Affairs administrators, the Multicultural Coordinator, and designated members of the Embracing Diversity team.

2. Task Force II, Recruiting a Diverse Staff and Faculty
• An effort to develop materials for recruiting a diverse staff and faculty continues.
• They are working with Human Resources to advertise job openings nationally for recruiting faculty and staff.

3. Task Force III, Integrating Diversity into Curricula
• A draft proposal for Cultural Diversity General Education Credits was developed for review. The committee sent the proposal to the department chairs, then to faculty senate, gen. ed. and curriculum committee, and for faculty senate approval. (2005)
• The proposal for a Gen Ed. diversity requirement was submitted and approved by the Gen Ed. and Faculty Senate. (2006)
• In 2007, the Gen Ed. Diversity requirement was implemented.

4. Task Force IV – Diversity in the Community
• Marketing to the community in BSC events and activities continues.
• Many Team members participated in community organizations and events that support diversity initiatives such as the United Way, Men as Allies, and other.
• The Senior Initiative was implemented to include senior citizens in BSC events.

5. Past, Present, and Future Goals and Major Accomplishments
• BSC/GLBT Safe Zone Program – proposed a three stage implementation:
  o Stage 1 – Spring 2005: “Safe Space” signs posted throughout campus, including at least one bulletin board on each floor of every building
  o Stage 2 – Fall 2005: Training session in LGBT issues and the “Safe Space” concept offered as breakout session during faculty/staff development day.
  o Stage 3 – Spring 2006: Initial and follow-up training sessions offered for interested staff and faculty. Currently being implemented.
  o GLBT Student Club was formed “Rainbow Society” in 2005 to present
• Extensive discussions regarding diversity issues at BSC led to further discussion on how to distinguish between diversity related harassment and opinion in the classroom. A motion was passed to place a direct statement on diversity in every class syllabus.
• Cultural Sensitivity Training by Sue Rankin Consulting was held on campus in April 2008 to address the Campus Climate Diversity Survey results and provide training to address diversity issues in the classroom, curriculum, campus, and community.
• These 3 major Embracing Diversity Team sponsored events have been funded through of our President’s Executive Council for the 2007-08 school year:
  1) Safe Space / GLBT Initiative Training
  2) Cultural Sensitivity / Diversity Awareness training
  3) A Diversity /International Film Series

-Submitted on behalf of the BSC Embracing Diversity Team by: Erik Cutler, 4/22/08
### BSC Minority Student Totals and CDTW Numbers

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<th>Non-Resident Alien</th>
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### Cultural Diversity Tuition Waivers

- 39 total for Fall 2008
  - 21 American Indian
  - 18 other ethnicity

- 26 total for Spring 2008
  - 14 American Indian
  - 13 Other Ethnicity
Minot State University
500 University Avenue West
Minot, North Dakota 58707

2007 Diversity Report

Evelyn Klimpel
Wylie Hammond
Nelrene Yellowbird
December 21, 2007
Vision 2013 Mission

Minot State University is a regional, public institution located in the northwest region of North Dakota, serving students from Minot, the region, state, nation, and other countries. Undergraduate and graduate courses and programs are offered on campus and at a distance, through face-to-face, online, and alternative modes of delivery. Non-credit and professional training and experiences are offered to students and community members.

Committed to high academic standards and professional support for students, the university is dedicated to student success, engaged and life-long learning, advancement of knowledge, effective student service, and development of students of character. These commitments are grounded in effective and motivated teaching and learning, scholarship, and service. General studies and a variety of programs are offered in the arts and sciences, business, and education and health sciences. A wide range of student support services is provided to on-campus and off-campus students.

The university values critical and creative thinking, vitality of communities and cultures, stewardship of place, and the multicultural and global environment. The university honors and supports the dignity and rights of diverse individuals, freedom of expression, academic freedom, ethical and moral behavior, integrity, fairness, and honesty.

Minot State University is first and foremost dedicated to the success of all students: their growth and development as educated citizens, their confidence, and their life-long devotion to the common good and the welfare of others.

Goal
Minot State University will achieve national distinction as one of the premier public, regional universities in the “great” Great Plains.

Seven strategies have been developed to reach its vision and goal. Priorities enumerated under each strategy define general directions. Specific action plans have been developed by the campus community for each priority. Strategy Four is focused on a diverse and multicultural university climate.

STRATEGY FOUR
Building a Diverse and Multicultural University Climate

Develop and support a diverse, multicultural, and inclusive campus community.

Minot State University will become a campus known for its dedication to cultural diversity and its effective support of multiculturalism apparent in its programming, services, curricula, activities, design, and philosophy of inclusiveness. The university will demonstrate to students and others its abiding respect for and engagement with all cultures, people, and points of view. All ethnic groups and cultures will be accorded respect and support for sharing their backgrounds and for equal participation in the life of
the campus and the learning in its classrooms. This dedication to multiculturalism will be further demonstrated and supported through partnerships and outreach with Native American colleges and communities, other ethnic populations, other countries, and international university exchanges. Specific programs focused on accessibility and support for persons with disabilities will be strengthened and expanded. The internal support and the external outreach will offer the campus opportunities to demonstrate the university’s strong commitment to diversity and multiculturalism.

Priorities:
1. Use the diversity climate survey results to identify weaknesses, strengths, and new initiatives to improve the multicultural climate and the diversity of the campus.
   - The survey recommendations are being reviewed and written into several diversity focused campus committees.
   - The following committees are in the process of prioritizing their actions plans:
     - Native American Advisor Council
     - University Diversity Council ($3000-$5000 budget)
     - Curriculum Diversity and Campus Climate Committee
     - Foundations of Excellence in the First college Year: Diversity Dimension
2. Strengthen the university’s relationships with Native American colleges and peoples.
   - MiSU has Memorandum of Understanding with three of the five tribal colleges (Fort Berthold Community College, Turtle Mountain Community College, and United Tribes Technical College).
   - President Fuller has appointed a Native American Advisory Committee. President Fuller charged the committee members to prioritize the Native American plan with consideration of the objectives written into the tribal colleges’ Memorandum of Understanding.

NAAC Plan
The committee selected common objectives from the MOUs. The plan will include the following activities:
   - To investigate developing a 2 + 2 or a 2 +1 +1 degree program in social work and addiction studies with the tribal colleges.
   - Native American Studies Major.
   - To increase Native American imaginary on campus.
   - To address the issues of first year experiences of Native American students on campus.
3. Internationalize the campus with increased international student recruitment and support, international faculty and student exchanges; increase the number of cooperative agreements with foreign institutions, and study abroad and study tour opportunities.
   - Minot State University currently has partnerships with SIAS International University in China and Kadir Has University in Istanbul, Turkey.
   - Minot State University hosted a very successful visit by officers from PaiChai University in Daejon, South Korea, Dec. 11-12. The purpose of the visit was to establish a partnership between the two institutions. Representing PaiChai were HyeKyung Lee, provost at PaiChai University, and Chang In Lee, director of the TESOL Program at PaiChai University, and Yae Sock Roh, professor of marketing and hospitality at Central Michigan University.
• Minot State University President David Fuller and other academic officers visited Scandinavia, June 1-9, to explore and establish partnerships for international study. MSU’s efforts were in support of a visit by a Minot delegation to its sister city of Skien in Norway. On June 1, 17 ambassadors from the Minot area departed for the beautiful Telemark region.

4. Nurture a campus atmosphere devoted to multiculturalism and inclusiveness; foster an atmosphere on campus that respects and honors diversity and respect for different points of view and different cultures with programs, activities, displays, and locations to honor and foster multiculturalism; continue to monitor and improve the university’s plan for supporting and serving persons with disabilities.

• MSU gave out 117 "one half" diversity tuition awards and 3 "full" diversity tuition awards.
• The total monetary value of the above diversity tuition awards is $ 254,842.00.
• Diverse Activities and Events (See Appendix A)
• Diversity teams: the "Native American Advisory Committee" & the "Diversity Committee".

Student Enrollment
• Minot State University’s official headcount for Fall 2007 is 3,424 students.
• International students enrolled at MSU represent 16 countries including: Brazil, Burkina Faso, Cameroon, Canada, China, , Guinea, Hong Kong, India, Malawi, Poland, Serbia, The Democratic Republic of Congo, Nepal, Pakistan, South Korea, United Kingdom, and Bangladesh
• The student body includes students from 42 states in the United States and one U.S. Territory.

<table>
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<tr>
<th>Non-Resident Alien</th>
<th>Black Non-Hispanic</th>
<th>Am Indian Alaskan</th>
<th>Asian/Pacific Islander</th>
<th>Hispanic Non-Hispanic White</th>
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Faculty

| American Indian     | 1                 |
| Asian              | 9                 |
| Hispanic           | 3                 |
| White              | 166               |
| Not Specified      | 1                 |
| Total              | 180               |
Appendix A
Multicultural Center Activities - 2006 – 07
September 13
Multicultural Center Open House
10:30 a.m. – 12:30 p.m.
Welcome, refreshments served

FEATURED FAITHS SERIES
(Exposure to the diversity of faiths)

September 28, 2006 – “Islam”
Hasan Biker

October 5, 2006 – “Judaism”
Dr. Ron Fischer

October 19, 2006 - “Bahai”
Jim Knudsen

October 26, 2006 - “Buddhism”
Dr. David Bradley

November 2, 2006 – “Native American Spirituality”
Patricia Martín

MULTICULTURAL ADVENTURES
(Exposure to ethnic culture)

October 26, 2006 – “A China Adventure”
The Food & Culture of China
Professor Li – Sias University, Zhengzhou, China

November 1, 2006 – “A Mexican Adventure”
“Dia de Los Muertos” celebration
Liana Henderson/MSU Spanish Club

November – “Native American Indian Heritage Month”
Nov. 6 – 9, 2006 – “Native American Awareness”
The Lives/Times and Culture of “Plains” Indians
Speakers/Demonstrations

January 15, 2007 – “Martin Luther King Jr. Day”
A Celebration of the Man and His Struggle
Youth tabernacle choir/short movie/reception in Multicultural
Center

February 2007 – “African American Month”
Feb. 15 – “Children’s March” movie
12:00 – 1:00 p.m., Beaver Dam

Feb. 27 – “American Civil Rights Movement”
Movie, poetry, music, Beaver Dam
8:00 p.m. reception, Multicultural Center
Southern food tasting

Feb. 28 – “Crash” movie, Beaver Dam
12 noon

March 2007 – “Women’s Heritage Month”
Mar. 1 – Lecture, “Shakespeare Had a Sister”
7:00 p.m. Student Union Conference Center

May 4 & 5, 2007 – “Honors Dance/Spring Celebration”
Native American Traditional Celebration

May 11, 2007 – MSU Commencement
Native American Elder/Drum Group “Honor” Song

September 20 - "Featured Faiths"

September 27 - "Latin American Cultural Arts Fair"
October 11 - "Featured Faiths"

October 11- "Interdisciplinary Social"
Disability Awareness event
5-7 p.m., Multicultural Center

October 22 - "Women's Heritage"

November 1 - "Dia de Los Muertos" (Day of the Dead)

November 5-8 - "Native American Awareness Week"
NDSU - Cultural Programming

During the reporting period, we offered a number of cultural programming opportunities in which members of the campus community could participate. We offered films, guest speakers, cultural presentations and artistic displays. See below for a list of programs:

- **Faces of America** – one person play about experiences of people of color living in American
- **Film topics** – Muslims, Maya Angelou, and Alice Walker
- **Speaker topics** – From Ghana to Fargo, Love and Law: Interracial relationships in US History,
- **Pow-wow**
  The 17th Annual Woodlands and High Plains Pow-wow occurred on the MSUM campus. NDSU collaborated on the project.

- **Student Leadership Development projects** – Peer Mentoring and Kujenga Project

- **Student Life Book Clubs**
  This year we read *Nickel and Dimed* by Barbara Ehrenreich.

- **MLK Campus-wide Readings**
  In honor of Dr. Martin Luther King Jr., the MSS office coordinated a campus-wide reading of his words.

- **New Initiatives**
  1. The MSS Department participated in “Megaconference VIII—Breaking Down the Barriers: Global Connections” which was scheduled for 6:30 a.m.-7:30 p.m. on Thursday, Nov. 2, 2006. The Megaconference was the world’s largest videoconference. 430 locations around the globe participated. NDSU participated in two presentations. Ann Rathke, telepharmacy project coordinator, presented “The North Dakota Telepharmacy Project” and Jaclynn Davis Wallette, director of Multicultural Student Services, Denise Lajimodiere, NDSU Faculty, and Ken Gillis, undergraduate student presented “Native American Artifacts” with the Library of Congress and the Smithsonian American History Museum.
2. Sisterhood Circles

This is an opportunity for women of color and their allies to gather and discuss issues affecting the experiences of women of color on and off campus. The group meets monthly.

3. Dr. Wei Lin asked if the MSS department could assist with the NATURE program during the summer of 2006. We requested that a part-time temporary staff member be hired to fulfill the activities he was requesting from our office. The funds we received covered office supplies and staff salary. We also collaborated with Daughters of the Earth to provide activities for the Tribal College students who attend the summer program. They coordinated an evening activity and showed the film *Waterbusters*.

- Student Organization Support
  Black student Association, Native American Student Association and the Multicultural Student Association communicate regularly about their projects. We assisted with fund raisers and promotions for the groups.

NDSU Diversity Council

The NDSU Diversity Council formed and trained assessment teams. The teams will assess the status of the NDSU community in regards to the strategic plan that was developed the climate assessment occurred in 2003. They are currently compiling their finds and will produce a report later this year. The Diversity Council meets monthly to discuss the strategic plan and receive reports from the campus representatives to the council on the diversity efforts in their areas. A Bigotry Response plan was initiated two years ago and during the 2006-2007 academic year reports were collected and all deports and colleges across campus were asked to inform staff, faculty and students about the process to filing a report. A link to the web form is located on the web pages of the departments and colleges across campus. The Diversity Council created a proposal form in which student groups and others on campus could request funds for the events they offer with diversity themes.
NDSU Anti-Racism Team

Team members host Anti-Racism Tuesday events. We show films or panel discussions and invite campus community members to attend. Four members of the team are Anti-Racism Trainers. The entire Residence Life staff participated in the training offered by the team. We also inform the campus community when The MCARI trainers are offering trainings on and/or off campus. We also collaborated with MSUM’s Anti-racism team on the training projects.

Multicultural Student Retention

We continue to offer a student study lounge which students use regularly. It has computers, a quiet study space, student organization meeting space and a small kitchenette. We added one computer to our laptop checkout program. Both laptops were grant funded. We plan to write more grants to add to the project. Students use the laptops and have indicated we need more. The MSS staff meets regularly with students to discuss issues with financial aid, housing, registration and financial dilemmas. Our students often speak of the cost of attending school as a barrier to graduating especially those students with children.
NDUS DIVERSITY COUNCIL REPORT

Due to the results of the NDUS Campus Climate Survey, NDSCS took a critical look at the Diversity Council, its function and how it was addressing diversity issues on campus. The following new vision, mission and goals were developed and endorsed, effective July 1, 2007.

NDSCS DIVERSITY COUNCIL

*NDSCS values and respects all of the diverse individuals who comprise the college community, regardless of race, national origin, gender, marital status, religion, ancestry, age, disability, socioeconomic class, gender identification, or sexual orientation.*

VISION STATEMENT
The NDSCS Diversity Council will focus on enriching people’s lives through respectful acceptance and celebration of human differences.

MISSION STATEMENT
The NDSCS Diversity Council’s mission is to model standards of respectful behavior, provide educational and professional development opportunities to the college community, and offer programs and activities that promote and encourage better understanding of diverse lifestyles.

The NDSCS Diversity Council is composed of a wide representation across the campus community. The council meets once a month, with sub-committees meeting on a need basis. All events are free to faculty, students and staff of NDSCS. Some events are open to the public with at no charge. A $9,000.00 annual budget is awarded to the team to provide programming, support noted goals and activities. The Diversity Council partners with other entities on campus to provide programming, specifically the Campus Activity Board and Three Rivers Crisis Center student advocacy. In the spring of 2007, NDSCS hired an intern from MSUM to develop the social norming campaign after collecting information from all campus constituencies’ focus groups.
In the month of April, 2008, a “More than Meets the Eye” program will be conducted. It will encourage faculty, staff and students to wear a button (sticker) every Monday with a ‘snippet’ of information about them that people would not know otherwise. The purpose is to encourage open dialogue as well as visually support the multi-dimensional nature of every person. In other words, each person is made up of ‘more than meets the eye.’
<table>
<thead>
<tr>
<th>GOAL</th>
<th>NDUS GOAL</th>
<th>ACTION PLAN</th>
<th>OUTCOME MEASURES</th>
<th>TARGET RESULTS</th>
<th>TIME LINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To provide professional development opportunities and educational programs/activities to the campus community.</td>
<td>1, 5, 6</td>
<td>Sponsor an educational roundtable series; Sponsor a speaker; Develop a GLBT workshop;</td>
<td>Conversations with Harvey; Dave Pallone; Safe Space initiative</td>
<td></td>
<td>2007-08</td>
</tr>
<tr>
<td>2. To implement a social norming campaign on campus.</td>
<td>3, 6</td>
<td>Create posters that send a message;</td>
<td></td>
<td>Social Norming campaign to address diversity issues</td>
<td>Fall 2007</td>
</tr>
<tr>
<td>3. To establish, enhance and/or endorse acceptable standards of conduct and recommend such to the management team for consideration.</td>
<td>5</td>
<td>Review current policies and procedures; Establish, enhance and/or endorse acceptable standards; Present to management team for consideration;</td>
<td>Update policies to ensure equity</td>
<td></td>
<td>January 2008</td>
</tr>
<tr>
<td>4. To develop a calendar on the diversity web page for all of the events that occur across campus which contribute to a better understanding of diversity related issues.</td>
<td>2</td>
<td>Develop a calendar of events; Contact departments, programs and divisions to contribute to the combined effort;</td>
<td></td>
<td>Master Calendar appears on homepage</td>
<td>Fall 2007</td>
</tr>
</tbody>
</table>
# REQUESTED DATA FOR FALL 2007

<table>
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<tr>
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<th>Female</th>
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<th>Percentage</th>
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</tr>
<tr>
<td>Black</td>
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<td>19</td>
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<tr>
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<tr>
<td>Hispanic</td>
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<tr>
<td>White</td>
<td>1</td>
<td>2</td>
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</tr>
</tbody>
</table>

Number of Cultural Diversity Tuition Waivers for fall, 2007: 13

*International waivers will no longer be offered in lieu of our existing policy: international students will receive in-state tuition if they live and eat on campus. This has proven to be more enticing than the international tuition waivers. Cultural Diversity Tuition Waivers, which are limited to $800 per year, are not affected by this change.*

# 2007-2008 SCHEDULED ACTIVITIES/PROGRAMS

## PROMOTING DIVERSITY

**AUGUST 2007**
- 16 - Safe Space Workshop for Faculty and Staff
- 20 – Ministerial Association Welcome Back Pizza Party on the Oval

**SEPTEMBER 2007**
- 12 – Mikey Hoeven, “Keeping Kids Alcohol Free”

**OCTOBER 2007**
- 2 – TRACES BUSuseum Traveling Exhibit
- 8 – Tim West, “Healthy Choices”
- 10 – “TAKE BACK THE NIGHT” March and Rally
- 31 – “Sex Signals”

**NOVEMBER 2007**
- Roll out three new social norming posters
- 7 – “Emotional Abuse,” Tom Heuerman
DECEMBER 2007
4 – “Body Tattooing and Piercing”

JANUARY 2008
21 – Martin Luther King Jr. Holiday
   Summit for Students of Color

FEBRUARY 20, 2008
Roll out three new social norming posters
Conversations with Harvey
19 – Variety Show
20 – Dave Pallone, “Behind the Mask: My Double Life in Baseball”

MARCH 2008
Conversations with Harvey
11 – “Killing Us Softly” video presentation
14 - Disability Awareness Day

APRIL 2008
Roll out three new social norming posters
Conversations with Harvey
2 – C. L. Lindsay “Campus Computing – from Free Speech to Facebook.”
Month of Mondays – More than Meets the Eye (4/7,14,21,28)
28 - Continental Breakfast for College Community

MAY 2008
1 – Agawasie Day
6 – “Walk a Mile in Her Shoes”

NEEDS AND RECOMMENDATIONS OF
THE NDUS DIVERSITY COUNCIL

1. Coordination between the eleven North Dakota colleges to bring national speakers
and/or educational programming and workshops to the state is recommended. NDSCS is
collaborating with NDSU for Dave Pallone. It would be great if this type of collaboration
could be spearheaded through the NDUS Diversity Council. It would lower cost and
assist college campuses with program development.

2. Continuing to be vocal at the system level regarding the importance of diversity
understanding and equity implementation at the campus level is recommended.
In the fall of 2006 and spring of 2007, the following diversity related activities took place on the campus of MSU-Bottineau, including some outreach to the community.

1. **Brown Bag Seminars**
   - Gene Bender, Australian Medical Careflight
   - Tammany Walker, student who can speak about travel experiences in Costa Rica.

2. **Diversity Week in February 2007** focused on the student life through interactive student panels
   - Foreign Students – Canadian, Latvian, Serbian, and Swedish students discussed cultural differences between the countries for faculty, staff, and students at MSU-Bottineau. This panel also visited with 150 HS and JHS at the local high school in Bottineau.
   - Native American/African Students discussed their impressions of life at MSU-Bottineau
   - A different ethnic menu was offered daily by food services.

3. **Campus climate action plan.**
   Prior to the finalization of the NDUS campus climate goals, MSU-Bottineau began a major student recruitment and retention that eventually paralleled and blended well with efforts to develop a campus climate action plan. In the fall of 2007 the following activities were instituted.
   - During in-service week, all faculty and staff were introduced to the “The Race” activity to demonstrate the diversity currently found on campus and as a preparation for the implementation of this activity with students during Freshman Seminar. All incoming freshman participated in the activity.
   - Six hours of “1st week activities” related to the campus theme of technology and beyond allowed the students mix and socialize with one another through a variety of interactive activities. The freshmen felt more comfortable, found new friends, and knew their way around campus. As a result many of our minority students began school in a more positive way and have reduced the rate of dropouts in the 1st semester.
   - Remodeling and expansion of Thatcher hall allowed the campus to offer campus cooking facilities for students and possible ethnic dining activities in the student center.
   - Campus committee is working on forming a “culture club” format and the obtaining of a mentor for minority students.
   - MSU-Bottineau has begun to bring Native American students on campus for visitations.
   - MSU-Bottineau is currently investigating the possibility of doing some collaborative course in forestry and water quality with Candeska Community College and Turtle Mountain Community College.
- A campus book read, “Refuge” by Terry Tempest Williams was started. Focus of the book was gender issues and religious issues (Church of the Latter Day Saints) as the author dealt with cancer in her family. In conjunction with read, the following brown bag discussions have held or planned.
  - Mormon religion by Dr. Neil Nordquist
  - Cancer in women by MSU-Bottineau nursing faculty
  - Birds of the Great Basin by Al Aufforth. The women in the book used these birds to identify with health and gender issues.
  - Nuclear testing and ecology of the Great Basin by Dr. Chuck Lura and Gene Bender. Addresses the issue of high rates of cancer in the women of the basin.

4. Diversity week in February 2008 has not been finalized, but we are planning to focus on physical and learning disabilities by invited former students and professionals in the field to speak during the week. We plan to continue student panels, especially in the local high schools.
Lake Region State College Annual Diversity Report for 2007-2008
December 20, 2007

Lake Region State College Diversity Committee is committed to a shared vision which is to foster a community of difference where, through education and awareness, all are accepted, respected and celebrated. We work daily with this commitment in mind.

Cultural Diversity Waivers
1. The full Cultural Diversity Waivers may be awarded to as many as 13 students or 26 half time diversity waivers each year. In the past a majority of the waivers have been awarded to Native American Students from North Dakota Tribes and reservation. However these awards have been made to out of state Native American students as well as economically disadvantaged students and other culturally diverse students.
2. Diversity Waiver awards

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<tr>
<th></th>
<th>Number of Diversity Waivers Awarded</th>
<th>Number of waivers awarded to Native American Students</th>
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<td>17</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>23</td>
<td>18</td>
</tr>
</tbody>
</table>

3. During the Fall semester 2007, 78 percent of the students receiving Diversity Waivers successfully completed the semester.
4. Diversity Waivers are listed as a form of financial support in the Lake Region State College Scholarship Application Form.
5. Cultural Diversity Tuition Waiver forms are made available in the Student Services office and on the LRSC Web Site. The Admissions Officer makes the application available to students during high school visits.

Number of minority students attending, broken down by race/fall IEP info

Student Date Statistics Fall 2006

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<th>Percent</th>
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Student Data Statistics Fall 2007

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Diversity Activities and Event/Cost

The Diversity Committee of Lake Region State College sponsored(s) a wide variety of performances and activities. The following is a list of events from January 2007-May 2008.

- **Mixed Blood Theater-“Daughters of Africa”** - January, 2007 - $800
- **Diversity Week on campus** -February, 2007 - $1,750.00  
  1. Presentations by all International Students highlighting their country  
  2. Monte Yellowbird guest lecture and workshops
- **Field Trip with International Students** - March, 2007 - $500
  Singer/Songwriter- lecture and concert
- **Community/Campus Book Read** -Oct.-Dec. 2007 - $600  
- **Mixed Blood Theater- “Dr. King’s Dream”** - January, 2008 - $1000
- **Diversity Week on campus** - February, 2008 - $1500-estimate
- **Dr Charles Miller- missionary** - March, 2008 sponsored by NDHC
- **Community/Campus Book Read** – March, 2008 - $800.00  
  “The Horizontal World” by Debra Marquart

Diversity Team/Climate Plans

The Lake Region State College Diversity Committee is appointed by the president each year and is considered one of the instructional committees. Starting the Fall Semester 2007 the Diversity Committee will have an annual budget of $5,000.00 per year. This is quite an accomplishment for our small campus that has historically supported diversity activities through the Campus Activities Board, and small foundations grants. The committee consists of faculty, staff and students committed to diversity. The Diversity Committee is charged with planning and implementing campus and community diversity activities throughout the year. A major goal for 2007-2008 is to finalize a Campus
Diversity Plan. The results from the Campus Climate survey are being used to develop the goals and action items in the plan.

Lake Region State College has been actively recruiting international students. We have seen an increase in international enrollment. The Fall 2007, LRSC increased staffing to assist with the international student growth.

**Needs and Recommendations**

- Lake Region State College is nestled in a region rich with Native American culture. We serve many Native American Students but lack role models for these students. We need funding for a multi cultural office to support our Native American and other minority students.
- The NDUS Campuses each have a calendar of Diversity events that are open to the public and other campuses. It would be helpful to have a NDUS Diversity Council event calendar on the NDUS website to use as a clearing house.

Lake Region State College, as an institution and as part of the ND University System, will continue to work to create a climate of tolerance, acceptance and appreciation of cultural diversity on campus. We also strongly support the State Boards commitment to improve diversity awareness and tolerance within the higher education institutions in the state.
A Report on Diversity

At

Valley City State University

December 2008
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<table>
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<th></th>
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**RACE**
International Student Enrollment at VCSU

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</table>
VALLEY CITY STATE UNIVERSITY
APPLICATION PROCEDURES FOR THE INTERNATIONAL STUDENT TUITION WAIVER

Valley City State University is pleased to provide students from around the world the opportunity to apply for partial or full waivers of tuition. The number of waivers is limited; however we encourage all international students to apply using the following guidelines:

Eligibility

A. This waiver is open to all full-time students who are non-United States Citizens and are not classified as eligible non-citizens.

Selection Criteria

A. Academic promise
B. Preference will be given to students who contribute to the diversity of the campus in terms of language, ethnic or cultural background.
C. In order to be considered for renewal, recipients must maintain a minimum GPA of 2.00.
D. Recipient must be enrolled full-time.

Amount of Waiver - Duration

A. Tuition waivers do not apply to application fees, books, student fees, room, board or other costs of attendance.
B. Waivers will not exceed the cost of tuition and are typically awarded as partial waivers.
C. Waivers are awarded assuming the student is enrolled in 15 credits. Waivers will not apply to any credits over 15 and waivers will be adjusted accordingly if the student is enrolled in less that 15 credits.
D. Recipients shall be limited to a maximum of five years.
E. Waivers are granted for a period of one academic year. Students must re-apply each year for consideration.

To Apply

A. Complete an International Tuition Waiver Application. For top consideration, a complete application must be mailed before April 15.

Please return this application to the address below. Deadline to apply is April 15.

Student Affairs Office
Valley City State University
101 College Street
Valley City, ND 58072
## 2007-08 INTERNATIONAL WAIVER RECIPIENTS

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$49,661.50
VALLEY CITY STATE UNIVERSITY
APPLICATION PROCEDURES FOR THE CULTURAL DIVERSITY TUITION WAIVER

Recognizing the educational benefit of a culturally diverse student population, Valley City State University administers a tuition waiver program. Special emphasis of this program is to recruit, assist, and retain enrolled members of federally recognized American Indian tribes and Alaska Natives and Villages, and graduates of tribally controlled community colleges in North Dakota.

Eligibility
Applicants must meet one of the following definitions for eligibility under this program:
A. Enrolled members of federally recognized American Indian Tribes, and Alaska Native and Villages as defined pursuant to the Alaska Native Claims Settlement Act; and as such constitute a political group officially recognized by the United States government.
B. Members of a culturally diverse group, who are defined as individuals historically under-represented (African American, American Indian, Asian American, or Hispanic) persons of different cultural, racial or ethnic heritage.

Special Emphasis
A. Enrolled members of federally recognized American Indian Tribes and Alaska Natives and Villages with particular emphasis to enrolled members of the Devils Lake Sioux Tribe, Three Affiliated Tribes, Turtle Mountain Band of Chippewa, and Standing Rock Sioux Tribe.
B. Graduates of North Dakota Tribal Colleges.
C. Beginning freshmen and transfer students.

Academic Considerations
A. Past academic performance may be used in determining initial eligibility.
B. In order to be eligible for renewal, recipients must maintain a minimum cumulative GPA of 2.00
C. Recipients must be enrolled full-time.

Amount of Waiver-Duration
A. Tuition waivers do not apply to application fees, books, student fees, room, board or other costs of attendance.
B. Waivers will not exceed the cost of tuition and are typically awarded as partial waivers.
C. Waivers are awarded assuming the student is enrolled in 15 credits. Waivers will not apply to any credits over 15 and waivers will be adjusted accordingly if the student is enrolled in less than 15 credits.
D. Recipients shall be limited to a maximum of five years.
E. Waivers are granted for a period of one academic year. Students must re-apply each year for consideration.

To Apply
A. Complete a Cultural Diversity Tuition Waiver Application. For top consideration, a complete application must be mailed before April 15.

Please return this application to the address below. Deadline to apply is April 15.

Student Affairs Office
Valley City State University
101 College Street SW
Valley City State University
Valley City, ND 58072
<table>
<thead>
<tr>
<th>NAID#</th>
<th>LAST NAME</th>
<th>FIRST NAME</th>
<th>RACE</th>
<th>RATE</th>
<th>CRITERIA</th>
<th>TUITION</th>
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$128,628.00
Fall 2006 – Diversity Study on Financial Aid

Total students enrolled 1037 of which 83 were non-white - 8%.

63 received some type of financial aid (76%) - 20 did not apply for any type of aid

Of the 63:

10 are American Indian
4 are Asian
39 Black
10 Hispanic

54 students completed the FAFSA of which five (5) had no (zero) need.

Federal grants were paid of $129,637 – 35 recipients (average $3,704)
State Grant and ND Indian Scholarships valued at $2,600 – 3 recipients (average $867)
Federal work-study earned $14,954 – 12 recipients (average earnings $1,246)
Federal Need Based loans made for $139,775 – 44 recipients (average $3,177)
Institutional scholarship dollars spent $36,460 – 28 recipients (average $1,302)
Institutional Waivers $193,217 granted – 43 recipients (average $4,493)
Tribal Higher Ed Scholarships $11,115 received – 4 recipients (average $2,779)
Vocational Rehab Assistance – 1 recipient at $5,521
Gi Bill/ND Guard Tuition Waiver/ND Vets T Waiver/Fed Tuition Assistance $7,443 – 1 recipient
Non-Need Based Loans $117,163 – 30 recipients (average $3,905)
External Scholarships/Other aid $15,500 – 6 recipients (average $2,583)

Total Dollars disbursed in aid $673,385 divided by 63 = average $10,689

Prepared by:

Betty Kuss Schumacher, VCSU Director Student Financial Aid  12/14/2007
Fall 2007 – Diversity Study on Financial Aid

Total students enrolled 982 of which 72 were non-white - 7.3%.

62 received some type of financial aid (86%) - 10 did not apply for any type of aid

Of the 62:

8 are American Indian
3 are Asian
38 Black
13 Hispanic

52 students completed the FAFSA of which five (3) had no (zero) need.

Federal grants were paid of $144,489 – 35 recipients (average $4,128)
State Grant and ND Indian Scholarships valued at $2,400 – 3 recipients (average $800)
Federal work-study earned $12,029 – 6 recipients (average earnings $2,005)
Federal Need Based loans made for $172,827 – 43 recipients (average $4,019)
Institutional scholarship dollars spent $35,085 – 25 recipients (average $1,403)
Institutional Waivers $211,277 granted -- 42 recipients (average $5,030)
Tribal Higher Ed Scholarships $3,650 received –2 recipients (average $1,825)
Vocational Rehab Assistance -- 1 recipient at $4,790
GI Bill/ND Guard Tuition Waiver/ND Vets T Waiver/Fed Tuition Assistance $7,740 – 1 recipient
Non-Need Based Loans $141,574 – 27 recipients (average $5,243)
External Scholarships/Other aid $15,443 – 9 recipients (average $2,583)

**Total Dollars disbursed in aid $751,304 divided by 62 = average $12,118**
• Culturally diverse practicum experience
• Unit faculty have k-12 experience and supervise student teachers
• Unit faculty proximity to each other and communication
• Positive cooperating teacher relationships with unit faculty
• Close working relationship with partner schools
• The improvement of the university’s central assessment system will benefit university research.

• The unit has conducted research on diversity practicum best practices and is conducting research regarding the relationships of grade point averages, PPST, PRAXIS II results, and student teacher evaluations among elementary education candidates. The research will help the unit make decisions regarding predictors for success and areas for remediation in the program.

STANDARD 4. DIVERSITY

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

4a. Design, implementation, and evaluation of curriculum and experiences

Diversity Proficiencies In an effort to address the VCSU students’ need for diversity awareness and its impact on future classrooms the unit identified the following proficiencies for education students. Proficiencies related to diversity that candidates are expected to develop and demonstrate include:

• Candidates understand the importance of diversity through awareness and knowledge of global perspectives and categories of diversity by collecting and analyzing demographic data and other activities that would help them plan appropriate activities.
• Candidates research and teach lessons that address diversity and reflect the conceptual framework by adapting instructional materials, teaching strategies, and learning style instruments during peer teaching in courses and in field experiences.
• Candidates encourage positive classroom climates that value diversity by developing classroom management plans and activities that promote equity and tolerance during peer teaching in courses and in field experiences.
• Candidates demonstrate fairness and learning by all by completing and accumulating disposition evaluations and reflections documented in journals and their philosophy of teaching papers.
Coursework, Experience, and Assessment. A course matrix and candidate assessment data that fulfills the above proficiencies can be found in the exhibit room. (4a.1.coursematrix and 4a.1.1.grad survey)

In addition, coursework and arranged experiences for candidates in initial and advanced programs help learners develop awareness of the importance of diversity in teaching and learning through their field and practicum experiences. Three required courses – EDUC 240, Educating Exceptional Students, EDUC 283, Understanding Cultural Diversity, and EDUC 352, Cultural Diverse Practicum – provide candidates with opportunities to develop and demonstrate proficiencies. (4a.1.2 – practicum survey) and (4a.1.3link to EDUC283 assessments)

Finally, knowledge, skills, and dispositions related to diversity are assessed through self-evaluations, expert observations and evaluations (faculty and cooperating teachers), and employer evaluations. Cooperating teachers rate their student teachers on how well they understand teaching and learning styles and if they can adapt their instruction. From the fall of 2004 to the spring of 2007, cooperating teachers rated candidates high in their ability to work with diverse students. (4a.2 – cooperating teachers eval on proficiencies)

During their final evaluation, cooperating teachers rated their student teachers on how well they demonstrate dispositions attitude toward learners and adapting to diverse needs and backgrounds of all learners. The mean findings from Fall 2004 - Spring 2007 can be found in Table 7.1.3. The data from Table 7.1.3 indicates that candidates perform at the target level in their ability to recognize and adapt to the diverse needs and backgrounds of all students.

| Attitude toward learners          | 4.85 |
| Ability to implement appropriate teaching strategies | 4.70 |
| Rapport with students             | 4.81 |
| Recognizes and adapts to diverse needs and backgrounds of all students | 4.73 |

First and third year teachers who graduated from VCSU self-reported their knowledge of student learning, diverse learners, instructional strategies, and learning environment. Their employers were also asked to complete the evaluation of their teachers. Table 7.1.4 illustrates the findings. The assessment from employers also shows that graduates are equipped to work with diverse learners. Employers rated 1st and 3rd year teacher 4.45 on a 5.0 scale.

<table>
<thead>
<tr>
<th>Student Learning</th>
<th>1st &amp; 3rd Year Teachers</th>
<th>Employers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diverse Learners</td>
<td>4.14</td>
<td>4.45</td>
</tr>
<tr>
<td>Instructional Strategies</td>
<td>3.97</td>
<td>4.18</td>
</tr>
<tr>
<td>Learning Environment</td>
<td>4.14</td>
<td>4.45</td>
</tr>
</tbody>
</table>

Candidates in initial and advanced programs provide further evidence that they meet the unit’s proficiencies related to diversity by meeting specific University Abilities (global awareness at the initial level) or Core Values (diversity and global awareness at the advanced level) and
documenting their evidence in final portfolios. (portfolio evaluations on diversity) Outcomes on diversity assessments are documented in Standard 1.

During the capstone assessment in graduate school, candidates are asked to rate themselves on a scale from "Not at all confident" to "Extremely confident" on many criteria involving diversity issues. Table 7.1.5 shows the percent of students and how they answered. The data is shows that 100 percent of the candidates feel confident in the belief that all student in their classrooms can learn and that candidates are very confident in the ability to work with students with diverse backgrounds, characteristics, and abilities.

Table 7.1.5

<table>
<thead>
<tr>
<th></th>
<th>Not at all confident</th>
<th>Slightly confident</th>
<th>Somewhat confident</th>
<th>Very confident</th>
<th>Extremely confident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dedication to belief that all students in your classroom can learn.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Ability to recognize individual differences and treat students equitably.</td>
<td>0</td>
<td>0</td>
<td>11</td>
<td>50</td>
<td>39</td>
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<tr>
<td>Understanding of how students develop and learn.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>72</td>
<td>28</td>
</tr>
<tr>
<td>Respect for cultural and family differences students bring to their classroom.</td>
<td>0</td>
<td>0</td>
<td>11</td>
<td>61</td>
<td>28</td>
</tr>
<tr>
<td>Empathy toward students' self concept, motivation, and the effects on peer relationships.</td>
<td>0</td>
<td>6</td>
<td>0</td>
<td>61</td>
<td>33</td>
</tr>
<tr>
<td>Know how to work collaboratively with parents to engage them productively in the work of the school.</td>
<td>6</td>
<td>6</td>
<td>28</td>
<td>44</td>
<td>17</td>
</tr>
<tr>
<td>Design developmentally appropriate learning opportunities that apply technology-enhanced instructional technologies to support the diverse needs of learners.</td>
<td>0</td>
<td>0</td>
<td>11</td>
<td>61</td>
<td>28</td>
</tr>
<tr>
<td>Identify and use technology resources that affirm diversity</td>
<td>0</td>
<td>6</td>
<td>11</td>
<td>67</td>
<td>17</td>
</tr>
<tr>
<td>Facilitate equitable access to technology resources to empower learners with diverse backgrounds, characteristics, and abilities.</td>
<td>0</td>
<td>6</td>
<td>0</td>
<td>61</td>
<td>33</td>
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</tbody>
</table>
Graduate candidates were asked at 3 points in their graduate careers to complete a self assessment survey containing many diversity items. Table 7.1.6 shows this data. Candidates rated themselves on a scale of 1-5; 5 being “Extremely confident” and 1 being “Not at all confident.” The data from the 3 assessment surveys indicates that candidates have gained confidence in working with diverse students from the beginning of their program to the end.

<table>
<thead>
<tr>
<th></th>
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<th>Exit</th>
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<tr>
<td>Dedication to the belief that all students in your classroom can learn.</td>
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<td>4.50</td>
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<tr>
<td>Ability to recognize individual differences and treat students equitably.</td>
<td>4.23</td>
<td>4.15</td>
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<tr>
<td>Understanding how students develop and learn.</td>
<td>3.58</td>
<td>3.92</td>
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<tr>
<td>Respect for cultural and family differences students bring to their classroom.</td>
<td>4.26</td>
<td>4.12</td>
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</tr>
<tr>
<td>Empathy toward students’ self concept, motivation, and the effects on peer relationships.</td>
<td>4.23</td>
<td>4.12</td>
<td>4.50</td>
</tr>
<tr>
<td>Know how to work collaboratively with parents to engage them productively in the work of the school.</td>
<td>3.71</td>
<td>3.62</td>
<td>3.61</td>
</tr>
<tr>
<td>Design developmentally appropriate learning opportunities that apply technology-enhanced instructional technologies to support the diverse needs of learners.</td>
<td>3.55</td>
<td>3.73</td>
<td>4.17</td>
</tr>
<tr>
<td>Identify and use technology resources that affirm diversity</td>
<td>3.55</td>
<td>3.85</td>
<td>3.94</td>
</tr>
<tr>
<td>Facilitate equitable access to technology resources to empower learners with diverse backgrounds, characteristics, and abilities.</td>
<td>3.58</td>
<td>3.88</td>
<td>4.22</td>
</tr>
</tbody>
</table>

4b. **Experiences working with diverse faculty**

**Faculty Diversity** Diversity of faculty is documented in Table 7.2. Counts include adjunct faculty who teach in initial or advanced programs.
Table 7.2  
Faculty Demographics

<table>
<thead>
<tr>
<th></th>
<th>Prof. Ed. Faculty in Initial Teacher Preparation Programs</th>
<th>Prof. Ed. Faculty in Advanced Programs*</th>
<th>All Faculty in the Institution</th>
<th>School-based faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N (%)</td>
<td>N (%)</td>
<td>N (%)</td>
<td>N (%)</td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>Will be collected from demographic</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Black, non-Hispanic</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>12</td>
<td>8</td>
<td>59</td>
<td>0</td>
</tr>
<tr>
<td>Two or more races</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Race/ethnicity unknown</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14</strong></td>
<td><strong>8</strong></td>
<td><strong>62</strong></td>
<td><strong>62</strong></td>
</tr>
</tbody>
</table>

*Faculty may be counted in both initial teacher preparation and advanced programs if they teach at both levels.

**Learning Opportunities.** Candidates, including candidates at off-campus sites and/or in distance learning programs have opportunities to interact with higher education and school faculty from diverse groups. On-campus activities include Fiesta Mexicana, “What in the World”, and Taste of Diversity Day. Candidates also have the opportunity to raise their diversity awareness by taking part in activities such as, Black History Awareness Speaker, Foundations of Poverty Speaker, International movie night, Day of Diversity Awareness, Veteran’s Day Speaker, and VCSU One for Africa Bazaar. The flyers and advertisements for these events can be found in the Exhibit Room. (4b.1 diverse opportunities)

In fall 2007 the Dean from the unit initiated the idea of a faculty exchange day with Sitting Bull College at Fort Yates, North Dakota. Faculty from Sitting Bull would come to our campus and teach some of our classes for the day and we would also do the same with our faculty at Sitting Bull. This faculty exchange program will expose candidates to Native American faculty and will allow them to gain a deeper appreciation and understanding of the Native American culture. The Chair of teacher education at Sitting Bull College is excited to work with our unit on the faculty exchange. (4b.2 sitting bull)
In addition to VCSU on site students, the units’ off campus site, located at North Dakota State University, affords those students the opportunity to work with diverse higher education and school faculty. Also, because of the close proximity to the Fargo/Moorhead area, candidates may elect to attend cultural activities that would expose them to diverse groups.

**Faculty Knowledge and Experience.** The unit and clinical faculty possess knowledge and experiences related to preparing candidates to work with students from diverse groups. The following table demonstrates the diverse groups that faculty have worked with over their careers.

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Asian or Pacific Islander</th>
<th>Black, non-Hispanic</th>
<th>Hispanic</th>
<th>White non-Hispanic</th>
<th>Students receiving free/reduced lunch</th>
<th>Religious</th>
<th>Rural (pop. Fewer than 150 students/K-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>6</td>
<td>10</td>
<td>9</td>
<td>16</td>
<td>16</td>
<td>11</td>
<td>9</td>
</tr>
</tbody>
</table>

Comments

Hmong
Papua
New Guinea

Mi-grant

Mormon
Catholic
Lutheran
Methodist

Home school assignment

Although the percentage of diverse faculty in the unit is not high, unit and professional education faculty members have had many experiences working with diverse students. Most faculty members have worked with Native American students and other diverse groups.

**Recruitment Efforts.** In the past three national searches, the unit has made a conscious effort to recruit diverse faculty. In an effort to attract diverse faculty the university has identified several pools of potential faculty members. A list of universities that have been contacted to increase diversity in the candidate pool can be found in the attached document. In spite of our efforts to attract diverse faculty it has been a challenge because of the size and location of our community, the weather, and the low salary. A finalist for the Spanish position turned down an offer down because the terrain was too flat and the wind blew too much? She said it would adversely affect her morale. (4b.3 faculty recruitment site)

4c. Experiences working with diverse candidates

**Candidate Diversity.** The diversity of the candidates in the initial teacher preparation and advanced preparation programs can be found in Table 8.
Table 8
Candidate Demographics

<table>
<thead>
<tr>
<th></th>
<th>Candidates in Initial Teacher Preparation Programs</th>
<th>Candidates in Advanced Preparation Programs</th>
<th>All Students in the Institution</th>
<th>Demographics of Geographical Area Served by Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td>7</td>
<td>0</td>
<td>16</td>
<td>51</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>19</td>
</tr>
<tr>
<td>Black, non-Hispanic</td>
<td>9</td>
<td>0</td>
<td>32</td>
<td>50</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2</td>
<td>1</td>
<td>14</td>
<td>56</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>315</td>
<td>62</td>
<td>858</td>
<td>6648</td>
</tr>
<tr>
<td>Two or more races</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>45</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
<td>42*</td>
<td>13</td>
</tr>
<tr>
<td>Race/ethnicity unknown</td>
<td>14</td>
<td>5</td>
<td>16</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>348</td>
<td>68</td>
<td>982</td>
<td>6882</td>
</tr>
</tbody>
</table>

*Non-resident aliens are international students who are not identified by race.

The data in Table 8 shows that candidates demographics is 5.4 percent diverse compared to 2.5 percent diversity for the region.

In addition, VCSU has a relatively high percentage of first generation college students. In the year 2006, 62.5% of candidates came from a home where the father had less than a college degree. For that same year, 58.8% of candidates came from a home where the mother had less than a college degree. These candidates provide a diversity element to the campus because they are the first in their families to work to complete a college degree.

Furthermore, in 2006, students reported their best estimate of their parents’ total income for the previous year. The survey found that 12.7% of their families were living below poverty level (as defined by the United States Department of Health and Human Services). A majority (72.9%) live below the North Dakota mean income for 4-person families (as sited by the U.S. Census Bureau). Also, when freshmen were asked reasons that were very important in influencing their decision to attend VCSU, 41% noted that it was because they were offered financial assistance. This shows another group of candidates that bring a diversity element to the campus which includes students of varying socioeconomic status.

Opportunities for Interaction. The unit has a long history of arranging practicum experiences in Fargo; Devils Lake, Standing Rock, and Turtle Mountain Reservation schools; the
Minneapolis/St. Paul, Minnesota area; and regional Hutterite colonies to ensure that candidates have real-world experiences with learners from diverse backgrounds, socio-economic status, and special needs.

Our exchange program with two Universities in Mexico provides further opportunities for interaction with diverse cultures. Since 1995 VCSU has sent 38 students on exchange experiences in Mexico (study abroad is a requirement for our Spanish B.S. in Ed.). In the same period, VCSU has hosted 48 Mexican students through the exchange scholarship program with our Mexican sister universities. VCSU also has students that choose to spend a semester abroad studying. During the spring of 2007, two students went to our sister university, The Universidad Autonoma de Baja California Sur in La Paz, Mexico. One student spent several months in Oaxaca at the language institute. In addition, VCSU currently has two Mexican students from the UABCS who are here through our exchange program, and two other students were at VCSU during the 2006-2007 through the same program.

Finally, the unit's recent agreement with the Maryland State Department of Education (See EVIDENCE) provides candidates in initial and advanced programs the opportunity to interact with inner-city p-12 learners and a diverse faculty. This interaction is not limited to the distance learning programs. Any candidate taking VCSU online courses may be in class with candidates in initial and graduate studies in Technology Education. This opportunity will expand as other agreements are finalized. (4c.1 – Maryland Agreement)

Recruitment Efforts. This expansion of the program outreach though distance learning is a deliberate plan to recruit and retain candidates in diverse geographic areas, socio-economic groups, racial and ethnic groups, and high needs areas. By working with educators, principals, and a state's Department of Education, the VCSU programs reach a wide variety of learners at both initial and advanced levels thus enhancing the learning experience for all students in the programs. North Dakota candidates gain new insights from their East Coast peers and vice-versa.

Several campus committees also work to recruit and retain diverse students. The Campus Diversity Committee (Glen Schmaltz, chair) and the International/Multicultural Task Force (Glen Schmaltz, chair), meet to analyze current statistics, brainstorm ideas, and act on suggestions to recruit and retain diverse students. A faculty member from the unit is a member of that committee. VCSU also offers diversity waivers to seek to attract diversity students.

4d. Experiences working with diverse students in P-12 schools

P-12 Diversity. The diversity of the P-12 students in the settings in which candidates participate in field experiences and clinical practice can be found in Table 9. The majority of candidates choose to remain in rural North Dakota for their teaching careers. The unit works specifically to address the diversity aspects of rural versus urban, low socioeconomic status, and students with disabilities. These groups would be the most common types of diversity that the candidates would encounter a North Dakota placement.
<table>
<thead>
<tr>
<th>Name of school</th>
<th>American Indian or Alaskan Native</th>
<th>Asian or Pacific Islander</th>
<th>Black, non-Hispanic</th>
<th>Hispanic</th>
<th>White non-Hispanic</th>
<th>Other</th>
<th>Race/ethnicity unknown</th>
<th>Students receiving free/reduced price lunch (student socioeconomic status)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Washington Elementary – Valley City</td>
<td>6</td>
<td>7</td>
<td>1</td>
<td>271</td>
<td></td>
<td></td>
<td></td>
<td>90</td>
</tr>
<tr>
<td>Jefferson Elementary Valley City</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>270</td>
<td></td>
<td></td>
<td></td>
<td>65</td>
</tr>
<tr>
<td>Valley City High School</td>
<td>8</td>
<td>1</td>
<td>6</td>
<td>430</td>
<td></td>
<td></td>
<td></td>
<td>99</td>
</tr>
<tr>
<td>Como Elementary – St. Paul</td>
<td>9</td>
<td>208</td>
<td>158</td>
<td>47</td>
<td>81</td>
<td></td>
<td></td>
<td>421</td>
</tr>
<tr>
<td>Washington Middle School</td>
<td>21</td>
<td>362</td>
<td>198</td>
<td>60</td>
<td>135</td>
<td></td>
<td></td>
<td>635</td>
</tr>
<tr>
<td>Roosevelt Elementary – Fargo, ND</td>
<td>16</td>
<td>12</td>
<td>14</td>
<td>20</td>
<td>245</td>
<td></td>
<td></td>
<td>93</td>
</tr>
<tr>
<td>Washington Fargo, ND</td>
<td>1</td>
<td>30</td>
<td>13</td>
<td>4</td>
<td>363</td>
<td></td>
<td></td>
<td>66</td>
</tr>
</tbody>
</table>

**Field Experience.** The unit ensures that each candidate has at least one field experience with students from racial and language groups different than their own, students with exceptionalities, and students from different socioeconomic groups. At the very least, candidates complete a 25 hour cultural diversity practicum in addition to 40 and 80 hour field experiences and student teaching opportunities to interact with diverse P-12 students.

**Assessment.** The unit ensures that candidates develop and practice knowledge, skills, and dispositions related to diversity during their field experiences and clinical practice by analyzing the diversity items on the candidates’ field experience evaluations and their final student teaching evaluation sheets. (4d.1 pre and postcultural diverse data and 4d.2 diverse evaluations student teaching)

Candidates are evaluated at three key transition points during their undergraduate careers focusing on their knowledge of student learning, diverse-learners, instructional strategies, and learning environments. Table 9.1 shows growth from evaluations completed during the candidates’ Introduction to Teaching course to their final student teaching evaluation.
Candidates practice knowledge, skills, and dispositions related to diversity through case studies, planning differentiated instruction, reflective journals and other activities that are required in their field experiences.

<table>
<thead>
<tr>
<th>Table 9.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Learning</td>
</tr>
<tr>
<td>----------------------</td>
</tr>
<tr>
<td>Diverse Learners</td>
</tr>
<tr>
<td>Instructional Strategies</td>
</tr>
<tr>
<td>Learning Environment</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Feedback. The unit ensures that candidates use feedback from peers and supervisors to reflect on their skills in working with students from diverse groups. Candidates are evaluated after 3 and 7 weeks during their clinical practice on their ability to work with diverse learners. Cooperating teachers and university supervisors meet with candidates and give them feedback. The attached exhibit shows growth from surveys given to candidates on diversity items. There is also a Reflective Response to the Feedback item on the final student teaching forms that is completed by cooperating teachers. (4d.3 student teaching reflective response)

STANDARD 5.
FACULTY QUALIFICATIONS, PERFORMANCE, AND DEVELOPMENT

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

5a. Qualified faculty

The unit is comprised of faculty from the School of Education and Graduate Studies (SEGS). SEGS has 12 full-time tenure track faculty, 7 of whom have terminal degrees, and 3 are ABD. Unit faculty members who do not hold a terminal degree have considerable expertise in the areas they teach and most have considerable P-12 school experience.

One of the unit faculty members without a terminal degree has over 25 years of teaching experience in an elementary classroom and 4 years teaching at the college level. Another member has both elementary and secondary teaching experience in a public school and over 26 years of teaching at the university level. He has also been a leader in promoting collaboration with partner schools. All three unit faculty members who are ABD also have considerable teaching experience public schools. One faculty member has worked in a small rural school setting, an urban setting, and a magnet school. This faculty member has established himself as a national leader in online learning. Another has taught over 14 years in a public school setting. The other faculty member who is ABD has not only public school teaching experience but also over 17 years of teaching at a university. (link to faculty vitae)
The VCSU Campus Diversity Committee

The purpose of the committee is to evaluate, strategize and promote programs, policies and practices that support diversity and offer multicultural opportunities for faculty, staff and students.

Membership

Vice President for Student Affairs
Registrar
Financial Aid Director
Career Services Director
Enrollment Services Director
Human Resource Director
Five Faculty Members - representing each academic division
Two Students

Activities of the Campus Diversity Committee – Fall 06 through Fall 07

- Reviewed and processed the results of the Campus Climate Survey
- Participated in Anti-Racism Training – “It’s Time to Talk” Program offered by the Fargo WYCA was brought to the campus
- Reviewed policies and procedures used to award Diversity Waivers
- Conducted a SWOT analysis on recruiting international students to increase enrollment
- Invited a Study Abroad firm, CEA Global Education Solutions, to the campus. A representative presented to the committee and staffed an informational booth in the Student Center.
- Reviewed and are currently processing the NDUS Implementation Plan for Equity and Community.
- Planning educational programming activities for spring semester 2008.
- Working with US Trade Office on a program of visiting Korean students in the summer of 2008.
Among full time students our demographic picture breaks down as follows:
15 non-resident alien males and 7 non-resident alien females;
3 black non-Hispanic males and 5 female;
9 American Indian males and 28 females,
1 Asian/Pacific males and 1 female;
0 Hispanic male and 5 Hispanic females;
164 non-Hispanic white males and 476 females;

From a gender perspective we currently have 198 males and 552 females amongst our student population.

Among our part time population our breakdown looks like this;
3 Non resident male and 2 females
0 black non-Hispanic males and 2 female
2 American Indian males and 14 females;
0 Asian/Pacific island males and 4 female
0 Hispanic male and 0 female;
63 non-Hispanic white males and 243 females.

The gender breakdown amongst part time students is 72 males and 279 females.
NDUS Diversity Council
History

- 1997 a meeting of representatives from all eleven state campuses was held at BSC to discuss how a multicultural symposium focused on higher education could enhance campus diversity initiatives. A recommendation was made and agreed upon to focus on training campus diversity task force members.
- All eleven campus representatives met and planned four annual conferences that would address 1) Awareness and Definition; 2) Mission Statement and Understanding the Importance of Diversity; 3) Developing an Effective Diversity Plan; and 4) Involvement and Implementation.
- The first conference was held at Minot State University in March 1998, the second conference was held at LRSC in 1999. During the March 1999 conference, barriers to the promotion of cultural diversity were discussed. This resulted in conference participants drafting their first annual report for the North Dakota State Board of Higher Education.
- Chancellor Isaak appointed the NDUS Diversity Council in 2000, each President was asked to appoint their campus representative.
- In October 2001 the Council requested $95,000 be allocated annually for support toward new cultural programming; cultural sensitivity training; curriculum development and community outreach.
- In 2002 the Board allocated $50,000 for a System Diversity Initiative.
- The Council considered MCARI (Minnesota Collaborative Anti-Racism Initiative) and held several meetings with MCARI representatives to discuss the training process. In May of 2004, Phase I was conducted at BSC where all eleven institutions were presented including two tribal colleges.
- After review of the Phase I training it became evident the training was not ideally tailored to address different institutions within a state system, but specifically to individual institutions and could not meet the needs to the state system as a whole. Should the training be mandated without the support of all eleven campuses it would result in failure. Therefore, the council opted to abandon the training and focus on climate and cultural assessments of individual campuses and curtail training efforts to meet specific needs of individual campuses.
- At the November 2004 Diversity Council meeting Chancellor Potts supported the council’s decision for Sue Rankin and Associates to conduct a System wide Diversity Assessment.
- May 2005, Rankin and Associates forwarded the contract outlining the project. In November 2006, the assessment was completed.
- January 2008, campus 5 year plans are being drafted.
- April 2008 final meeting with Sue Rankin.
NORTH DAKOTA UNIVERSITY SYSTEM
DIVERSITY COUNCIL
MISSION, ROLES, OBJECTIVES & ACTION STEPS

Mission Statement
North Dakota University System Diversity Council’s mission is to provide proactive guidance, sustainable vision, and structural support to address diversity issues facing higher education institutions throughout the state of North Dakota.

Role I
Provide System-Wide Leadership in the Area of Diversity

Objective 1: Encourage adherence toward implementing the diversity guidelines of the NDUS Procedures Manual, (sec. 302.4).

Action Steps:
- Develop a state-wide diversity plan.
- Include an inclusive report of the diversity related achievements in the annual diversity report.
- Provide guidance and non-monetary support for campus mechanisms to increase recruitment and retention for underrepresented groups including faculty, staff, and students.
- Publicize the diversity guidelines as adopted by the North Dakota University System. (NDUS Procedures Manual, sec. 302.4)

Objective 2: Solidify educational partnerships through the promotion of statewide diversity activities.

Action Steps:
- Formalize the NDUS Diversity Council/Tribal College Partnership Sub Committee.
- Provide non-monetary support and sponsorship of community and campus based diversity events.

Objective 3: Encourage campus collaborations with non-system organizations that share interest in diversity and human relation issues.

Action Steps:
- Build collaborative relationships with statewide government agencies and organizations.
- Invite local, community, regional and statewide organizations to participate in the annual NDUS Diversity Council Conference.

Role II
To Encourage the Promotion of Campus Diversity

Objective 1: Reward implementation of campus diversity plans.

Action Steps:
a. Acknowledge campus programs for recruitment, placement, retention and graduation of underrepresented groups.
b. Reward efforts for recruitment and hiring administration, faculty, and staff of underrepresented groups.

Objective 2: Pursue a funding mechanism to support collaborative campus diversity efforts.

Action Steps:
a. Request an annual appropriation from the State Board of Higher Education for diversity initiatives.
b. Pursue funding sources outside the NDUS to include foundations and grants.

Role III

Educate Campus Communities to be Responsive to the Needs of All Constituencies.

Objective 1: Encourage training in the areas of campus and community human relations.

Action Steps:
a. Encourage training in diversity, human relations, and organizational development.
b. Coordinate and promote the NDUS Annual Diversity Conference.
c. Encourage ongoing diversity-related assessment at both campus and system wide levels.

Objective 2: Support the legislative roundtable and its diversity efforts.

Action Steps:
a. Encourage training to faculty and staff in the area of diversity and learning.
b. Work collaboratively with the Academic Affairs Council.
c. Encourage integration of diversity into the curriculum

Role IV

Foster Practices and Policies that Reflect an Inclusive Learning Environment Designed to Prepare the Next Generation for the Challenges Facing North Dakota’s Future

Objective 1: Recognize the best practices of campuses.

Action Steps:
a. Establish criteria for a diversity awards program.
b. Reward students, staff, faculty, community organizations and campus programs for diversity and human relations efforts.

Objective 2: Establish a web page based clearinghouse to assist campuses in developing policies and procedures related to diversity issues.

Action Steps:
a. Identify NDUS best practices.
b. Provide links for specific program, policy, and diversity related information.

North Dakota University System Diversity Council
Approved: March 1, 2005
NDUS Diversity Council Members

Valley City State University – Betty Schumacher, betty.schumacher@vcsu.edu

Dickinson State University – Dr. Gary Cummisk, Gary.Cummisk@dickinsonstate.edu

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