Dr. Beran,

This response is to your June 12 request for institution-specific information about diversity, related work in our administrative structure, on campus, and financial commitment to diversity education efforts. As you will note from our activity report, as a small institution we offer education and experiences scaled to our abilities and position. The programs offered vary little from year to year as our student support efforts are multi-faceted and the activities provided are contextual and appropriate for an institution our size. That being said, the activities described in our earlier report are very similar to reported activities and services provided in the previous four years. The exception to that generalized response is in terms of the staffing of the Diversity Coordinator position. What follows is a description of professional staffing made available for direct support to our Diversity Education function.

Year	Personnel Committed
2018 – 2019:	.42 FTE
2017 – 2018:	.83 FTE
2016 – 2017:	.83 FTE
2015 – 2016:	Vacancy
2014 – 2015:	.83 FTE

In our administrative structure, the Diversity Coordinator reports directly to the Vice President for Student Affairs.

If we can be of further assistance, please feel free to contact us.

Jim Jacobsen

Interim Vice President for Student Affairs
DAKOTA STATE UNIVERSITY
820 North Washington Avenue
Madison, South Dakota 57042
888-DSU-9988 / dsu.edu
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Tuesday May 28th, 2019

Dr. Beran:

Your office has requested information/reports regarding diversity reports and reporting structures on our campus. Below is the information that you requested:

1. *Reports written by our universities to the Higher Learning Commission regarding diversity.*

   I have attached the statements Dakota State University reported to the Higher Learning Commission as part of our systems portfolio in 2012, 2017 and 2018.
   *Please see the attachment titled: **Statements DSU Reported to the Higher Learning Commission (HLC) DIVERSITY***

2. *Regular (annual/quarterly/other) reports that the campus diversity offices file with the central administration on each campus and/or submit to the BOR central office.*

   Dakota State University does not have an Office of Diversity. We have a Diversity Coordinator which is funded at a .417 FTE and is combined with our Jumpstart Advisor position. This position is housed within our Student Affairs department. This position has not submitted an annual report to our administration. This position does provide oral reports regarding programming and services provided to our campus during the Student Affairs Leaders meetings.

3. *Any other reports which discuss the activities of diversity offices on our campuses. For example, the reports filed annually or quarterly by the presidential councils on diversity, and other similar reports.*

   We are not aware of annual or quarterly reports regarding diversity.

4. *Informal and informal reporting structure regarding diversity and diversity offices within the university settings as well as the Board office.*

Our Diversity Coordinator reports to the Vice President of Student Affairs. The Diversity Coordinator attends regular Student Affairs Department Leaders meetings and provides oral reports regarding programming and services provided to the campus.

Dakota State University does have a Diversity Committee which is comprised of students, faculty and employees. This committee meets regularly and provides guidance for our Diversity Coordinator regarding programming and educational opportunities that can be offered to our campus.

If you have additional questions or we can be of further assistance, please feel free to contact us.

Sincerely,

Jim Jacobsen
Associate Vice President for Student Affairs
James.Jacobsen@dsu.edu

Dakota State University
Glossary of Acronyms

HLC: Higher Learning Commission

FTE: Full-time Equivalency. A 1.0 FTE is a full-time 40-hour/week position, a .5 FTE is a 20 hour/ week position.

AAC&U's: Association of American Colleges and Universities

LEAP Model: Liberal Education & America's Promise

NSSE: National Survey of Student Engagement

SOC 291: Sociology – Independent Study Focused on Service Learning

ADA: Americans with Disabilities Act

JUMP Start: JUMP Start is a federally funded First in the World Program designed to help students succeed in college by providing them a financial and academic JUMP Start. JUMP Start advisors will help students navigate the important first years of college. By identifying and addressing obstacles students face when considering college, advisors provide help and support that makes entering and succeeding in college possible.

CQI Project: Continuous Quality Improvement

AQIP Project: Academic Quality Improvement Program

ACT Composite: American College Testing

HR: Human Resources

STEM: Science Technology Engineering Math

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Statements DSU Reported to the Higher Learning Commission (HLC): DIVERSITY

Years: 2012-2018

Information Sources Submitted to HLC: DSU Systems Portfolio 2012, DSU Systems Portfolio 2017, DSU Quality Highlights Report 2018

Diversity Area DSU Addresses	DSU System's Portfolio November 2012	DSU System's Portfolio November 2017	DSU Quality Highlights Report September 2018
Public Statement of What DSU Values	Consistent with its funding as a public institution, the University's value statement relative to diversity demonstrates that DSU recognizes and values in its students, employees, and in the community it serves (p. 10).	• Lastly, the values include: Diversity, Respect, and Inclusion are listed among the 8 institutional value statements (p. 1). • The lists of Our Values are repeated on page 74—which includes "Diversity, Respect, and Inclusion." • It [Excellence Through Innovation 2020 strategic plan] outlined eight core values— repeated on page 78. This time "Diversity, Respect, and Inclusion" is shortened to "diversity."	At the onset of the 2015 work to revise South Dakota General Education, each South Dakota institution was asked to use the AAC&U's LEAP model as a guide for determining "cross-cutting skills." These skills are intended to be garnered from not only general education coursework but content courses from within the student's discipline. In Fall 2016, faculty members at DSU identified the following as the university's cross-cutting skills (p. 12): • Critical and Creating Thinking • Inquiry and Analysis • Problem Solving • Information Literacy • Ethical Reasoning *Note: DSU did not choose the DIVERSITY cross-cutting skill.*

Diversity Area DSU Addresses	DSU System's Portfolio November 2012	DSU System's Portfolio November 2017	DSU Quality Highlights Report September 2018
Student Activities to Improve Ratings on a Survey	DSU students' ratings on the segment of the National Survey of Student Engagement (NSSE) aligned with enriching educational experiences have decreased from the 2008 levels. This benchmark includes ratings of diversity experiences. Current initiatives to improve these ratings include book discussion groups, cultural trips, more intentional International Student Club and Diversity Student Club programming. In Fall 2012, the library sponsored an Emmett Till exhibit, with a series of lectures on the impact his death had on the civil rights movement in the U.S. The International Programs Office is also expanding study away opportunities for DSU students, with more students participating in more trips to more locations (p. 20).	Not mentioned.	All Jump Start student took SOC291, a class devoted to service learning. The Jump Start program supports of ethnically diverse or low socioeconomic backgrounds with access to programming to help them be successful (p. 8)
Optional Faculty, Staff, Student Leaders, and Student	The University, though Human Resources, also provides professional development training series on campus, available to all faculty and staff and also to student leaders and to student workers on campus. These training sessions generally focus on soft skills (communication, etc.), or on technical skills, supervisory skills, diversity issues, or personal growth (p. 58).	Not mentioned.	Not mentioned.

Diversity Area DSU Addresses	DSU System's Portfolio November 2012	DSU System's Portfolio November 2017	DSU Quality Highlights Report September 2018
Workers Training	Diversity Training: Focus on awareness and discussions of inclusion from a variety of perspectives, including race, religion, culture, gender, sexual orientation, class identity, etc. (p. 59).	Not mentioned.	Not mentioned.
	Diversity Awareness Training 2011 Participants: 8 Overall Satisfaction: 4.5 (5-point scale) (p. 60).	Not mentioned.	Not mentioned.
Student Support Services	DSU's current processes and systems for supporting institutional operations are relatively mature. Key student support services (which report to the vice president for student affairs) include: Diversity Services (one of 14 services listed) (p. 73).	• The departments for this space [Learning Engagement Center] include: Counseling, ADA, Tutoring, Diversity and Inclusion, Career Services/Career Development, International Programs, and JUMP Start (p. 86).	Student support services were mentioned, but not as they relate to diversity.
Peer Institution Selection Criteria	The Vice President's Council is responsible for selecting DSU's peers on an annual basis. The University maintains a large dataset of peers and selection of peer institutions is based on institutional characteristics that include mission, enrollment, selectivity, Carnegie classification, academic programs, diversity, etc. (p. 85).	Not mentioned.	Not mentioned.

Diversity Area DSU Addresses	DSU System's Portfolio November 2012	DSU System's Portfolio November 2017	DSU Quality Highlights Report September 2018
CQI/AQIP Projects	CQI Project: AQIP Project: Increase quality, quantity, and diversity of students through enrollment management (p. 101). Measurable outcomes: • Increased enrollment and diversity • Average ACT Composite Data Sources: • Dashboard reports • DSU trend data	Not mentioned.	Not mentioned.
Employee Hiring	Not mentioned.	Prior to, and throughout the Systems Portfolio writing process, HR, Academic Affairs, and the Marketing/Communication Departments have identified needs in reference to the need for more diversity across ethnicity and gender. These groups will produce a plan for establishing baseline data along with methods to increase these numbers. This will be available in Spring 2018 (p. 66)	Not mentioned.
Planning	Not mentioned.	The strategic plan includes metrics beyond survey data such as enrollment, retention, diversity percentages among faculty and students, endowment assets, annual giving, grants/contracts awarded, and alumni involvement, etc. (p. 90).	We seek to introduce a five-year plan, including perspectives from our academic colleges, our student life environment, athletics, and administrative units. This [diversity] plan will be e collection of shared aspirations for this community turned into methods that will successfully expand opportunity. Our plan will be local, individual and collective,

Diversity Area DSU Addresses	DSU System's Portfolio November 2012	DSU System's Portfolio November 2017	DSU Quality Highlights Report September 2018
			transparent, and accountable. The driving force for this diversity plan will be the synergistic combination of our sincere and sophisticated commitment to academic excellence in a public university setting with a sincere and sophisticated commitment to equity, inclusion, and the creation of a diverse learning environment. In addition to the traditional categories of diversity (race, ethnicity) we seek a plan that also addresses increasing the number of international students, increasing the number of women in STEM, increasing the number of female faculty, increasing the American Indian students and faculty population, and increasing the number of economically marginalized students. We are proposing a 12-month planning period including an assessment and community engagement phase impacting students, staff, and faculty across the campus. We expect these campus-wide activities and events hosted will generate ideas and feedback, which will be used with other existing diversity, equity, and inclusion-related data to inform the plan for the university (p. 13).

Diversity Area DSU Addresses	DSU System's Portfolio November 2012	DSU System's Portfolio November 2017	DSU Quality Highlights Report September 2018
Mock Visit April 2018	NA	NA	One of the over-arching items cited by the external reviewer, Dr. Pamela Monaco, during a Mock Visit to DSU prior to its HLC comprehensive site visit included DIVERSITY (p. 9).